



ENFIELD
EDUCATION
SERVICE

Thursday 7th October

AGENDA

- 1. Welcome
- 2. COVID19 update including vaccinations (Dudu) - 10:35
- 3. Youth Alive (Dudu) – 10:50
- 4. Data Protection (Rezaur) – 11:00
- 5. Holiday & Food Scheme (Sharon) – 11:10
- 6. Schools financing – looking forward (Sangeeta) –11:15
- 7. Fuel issues/labour shortages (Cheryl) –11:25
- 8. Neglect Strategy (Lucy Naseby) – 11:30
- 9. Curriculum Good Practice – Walker Primary School (Frances/Raakhee) – 11:40
- 10. Children in Need (Suzanne) – 11:50
- 11. AOB (Restraint Reduction)

Enfield COVID-19 Dashboard

(28- 04 Oct 21)



CASES = 06 Mar 20 - 5 Oct 21
DEATHS = 30 Mar 20 - 24 Sep 21

23 September - 30 September

TOTAL

CASES = 40,614
DEATHS = 826
(EXCESS# = 696)

27 Sep - 4 Oct update

NEW CASES

744

Variants of Concern
Alpha = 0
Delta = 513
(For 30 Days till 29/09)

2 October update

RECENT COVID DEATHS*

4
(2 excess deaths*)

HOSPITALISATIONS

On Oxygen = 28
Not on Oxygen = 33

10 September update

INFECTION RATE PER 100,000*

222.9

AGE GROUP

0-29	30-59	60+
223	181	92

4 October update

INFECTION RATE RANK*

NCL# = 2
LON=10; Eng= 119

Testing rank data is unavailable this week due to a transition in data sources

TESTS*

Testing data per 100,000 is unavailable this week due to a transition in data sources

Lateral Flow = **14,604**

VACCINATIONS

Healthient GP registered 12+ Population (now inc. care homes)

187,730 (64%) 1st DOSES
173,770 (63%) 2nd DOSES

PHE resident 12+ Population (inc. care homes)

202,165 (64%) 1st DOSES
184,775 (63%) 2nd DOSES

CARE SETTINGS

CARE HOMES = 4
Deaths=0;
Staff=3
Residents=5

being provided.

SCHOOLS/ EARLY YEARS AFFECTED

23

Staff = 22 cases
Students = 149 cases

WARDS WITH HIGHEST INFECTION RATES*

- Cockfosters (307)
- Bush Hill Park (302)
- Winchmore Hill (293)

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

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



Change since last week of data

Youth Alive

Headteachers Briefing

Presented

By

Debbie-Ann (Public Health Practitioner)



Social Prescribing: Youth Alive

Background:

- Youth Alive is a social prescribing project for young people aged 10-19 in the borough of Enfield
- The objectives are to increase physical activity in young people, positively impact the individual and community, and engage with partners locally and nationally.

Social Prescribing: Youth Alive

- Project delivered by Enfield Voluntary Action (EVA) and supported by Health and Wellbeing Youth Worker
- Four Specialist Health Champions from different backgrounds
- Collaborative working with CCG and VCSE
- Oct 7th 2021 project launch

Aims & Targets

- To receive 135 referrals
- To promote within schools and PCNs
- To engage the social prescribing approach across the borough.
- Increase physical activity levels
- To contribute to violence reduction programme

Referrals: Youth Alive Social Prescribing

- Referrals are sent in via email socialprescribing@enfieldva.org.uk or by telephone 07513358972
- Young people will be triaged to a specialist health champion or the health and wellbeing youth worker
- Young person will be connected with positive activities

YOUTH ALIVE



FOR 10-19 YEARS

FREE OR LOW COST

JOIN IN NOW

- DO YOU WANT TO
- LOOK AFTER YOUR WELLBEING
 - BUILD YOUR CONFIDENCE
 - FEEL EMPOWERED
 - LEARN A NEW SKILL
 - BUILD ON YOUR HAPPINESS
 - TAKE PART IN PHYSICAL ACTIVITIES

- ACTING
- COOKING
- FOOTBALL
- MINDFULNESS
- MUSIC
- BASKETBALL
- TEAMSPORTS

GET INVOLVED

DO YOU LIVE IN THE BOROUGH OF ENFIELD?

EMAIL: socialprescribing@enfieldva.org.uk

TEL: 07513 358972

www.enfield.gov.uk/healthandwellbeing

All activities will be carried out in line with Public Health England Guidance on coronavirus infection, prevention and control



QUESTIONS?

Data Protection Officer Update

Rezaur Choudhury
Data Protection Officer
7th October 2021



Data Security/Emails

Schools DPO update

Data security/emails

- Integrity and confidentiality (security) – Data Protection Principle
- School staff must use **an appropriate secure data transfer tool** at all times when sending personal sensitive information outside of the organisation
 - School IT/web managers can provide guidance on this
- Sharing information through the normal email exchange within schools is fine i.e teacher to teacher within same establishment
- Council will be issuing definitive guidance on gov.uk to sch.uk email exchange

Schools DPO update

- ICO accountability framework assessment – all schools to complete
- Training was delivered to schools in July – 40 Schools attended
- Training session in December on Information Rights exemptions

Holiday Activities and Food Programme (HAF)

www.enfield.gov.uk

Striving for excellence



DfE standards for holiday provision for children and young people in receipt of benefits related free school meals

Our minimum standards aim to support high quality provision



Healthy food



Enriching activities



Physical activities



Nutritional education



Policies and procedures

And a few other requirements:

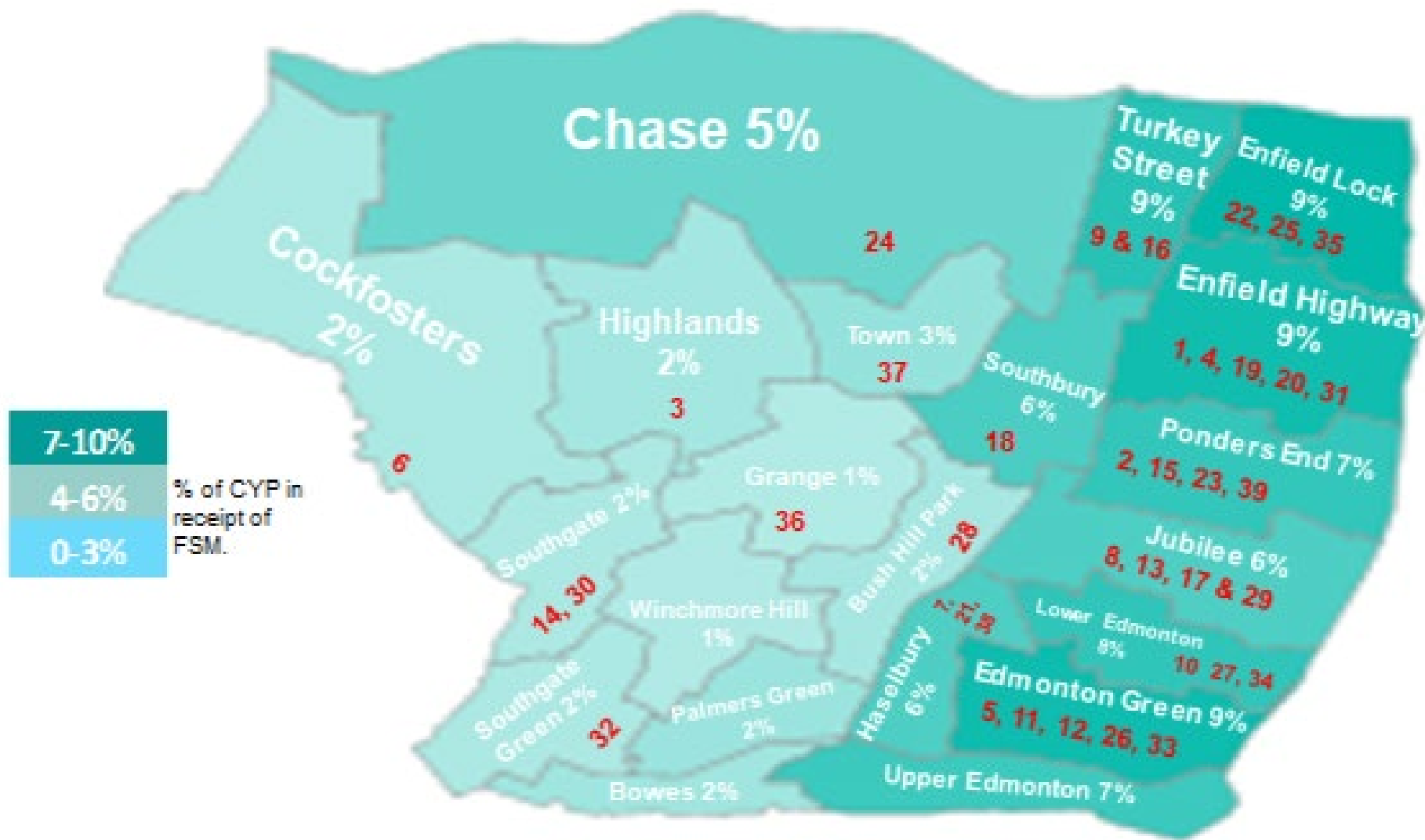
- Inclusive and accessible provision (e.g. SEND and rural children)
- Provision offered to all FSM children in the local authority
- At least 4 hours for 4 days a week. For 4 weeks in the summer, and for a week in Easter and Christmas.

HAF Summer programme in numbers

- 17 Wards
- 39 locations
- 2,739 individual children and young people attended for an average of 9 days
- 598 children and young people with SEND



Map of HAF programmes



1.	Anytime childcare	14.	Get with the kids vibe	27.	Success Club - Eldon School
2.	Axis Tuition	15.	Heron Hall Academy	28.	Time for Change
3.	Blanco - Merryhills School	16.	Honilands School	29.	Woodpecker Academy
4.	Blue Bears	17.	Houndsfield School	30.	Allan Pullinger Youth Centre
5.	Brettenham School	18.	Hub Sports - Bush Hill Park School	31.	Bell Lane Youth Centre
6.	Centre 404 - Oaktree School	19.	Kingfisher Academy	32.	Broomfield Park
7.	Churchfield School	20.	Learning Hive - Brimsdown School	33.	Craig Park Youth Centre
8.	Cuckoo Hall Academy	21.	Millfield Theatre	34.	Croyland Youth Centre
9.	Enfield Heights Academy	22.	Oasis Academy Enfield	35.	Enact Community Centre
10.	Eldon School	23.	Oasis Academy Hadley	36.	Enfield Town Library
11.	Fleecefield School	24.	Pro Touch -Orchardside School	37.	Enfield Town Park
12.	Fusion - Edmonton Leisure Centre	25.	Sport Works - Keys Meadow School	38.	Millfield House
13.	Galliard School	26.	St John & St James School	39.	Ponders End Youth Centre

Activities



- Cooking
- Painting
- Kayaking
- Blind tasting
- Wheelchair basket ball
- Coding
- Circus skills
- Breakdancing
- Golf
- Poetry
- Fidget spinner making

Highlights



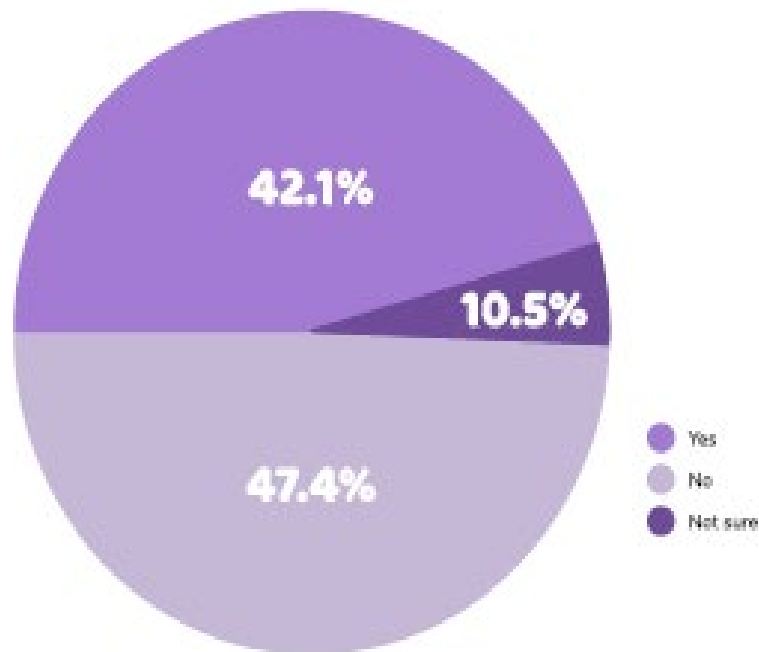
SEND Provision
598 children and young people with SEND were supported

Being Active: “We can see they aren’t as fit as they used to be”
Head Teacher

Food Parcels
“We sent them home with lamb shanks in the first week. The families were really happy” – Centre 404

The impact of summer school 2021

Since partaking in the programme, have you seen any changes in your child and if yes, what?



"They are more relaxed and calmer - they love to come home and tell me what they have been getting up to."

"More eager to do things independently."

"Communication and dealing with different situations at a new environment."



What is next?

- There is no HAF funding available from the DfE for October half term
- We have HAF funding for the Christmas break (we are calling it a winter programme)
- A programme can run for a minimum of 1 day and a maximum of 4 days
- A day counts as at least 4 hours
- Food must be provided each day – preferably hot
- The winter application process will be open from tomorrow
- We are waiting for the spending review as to whether there is funding next financial year

Next Steps

The application for the winter programme will be available from tomorrow – the link to apply will be posted on the Hub. Apply directly for your school to run it's own programme or talk to your school partnership to see if they are considering submitting a collective application

OR

Contact us if you want to offer your venue to a community / private provider if you cannot run a programme yourself but want your children to benefit

When the programme has been finalised please could you all promote the opportunity to all of your children and young people in receipt of benefits related free school meals

Contact

- HAF@enfield.gov.uk
- Stacey Mitchell – stacey.mitchell@enfield.gov.uk
- Sharon Davies – sharon.davies@enfield.gov.uk
– 07944 038596

Headteachers' Briefing

7 October 2021

www.enfield.gov.uk

Striving for excellence



Mainstream Funding – 2022/23

National

- No update on outcomes from consultations on SEND Reforms and Call for Evidence
- Schools block increase: just under 3% and for Enfield around 2%
- Research indicates: national increase still lower than funding levels in 2009/10 by around 1-2%
- No changes to current arrangements for allocation
- Minimum Funding Guarantee between 0.5 – 2% and no gains cap

Local

- No changes to current arrangements
- Increases to per pupil led funding; Primary: 1-2% & Secondary: 2-3%
- Schools Forum – stability and predictability
- Local consultation to be published in the next week or two

Mainstream funding – 2022/23 & beyond

Concerns

- Financial pressures facing schools
 - NI Employer contributions: ESFA considering:
 - How to support schools
 - Possibly how much
 - Pay awards:
 - 2021 support staff pay award outstanding, no award for teachers
 - 2022 Recruitment, pay award for teachers
 - Inflationary pressures: no support
 - Impact of pandemic: inequalities, i.e. lost learning, social, mental and physical health, etc
- Awaiting three year Spending Review: 27 October 2021
 - Priority levelling up, question how?
 - Additional costs for 2023/24
 - Move to hard national funding formula
 - Addressing outcomes from the two SEND consultation
 - Addressing move to increasing teacher starting salaries to £30,000

Finance Training Programme

Training	Sessions	¹ Cost	Audience	Dates	Delivery
Schools Financial Value Standard – Overview	1 x 90 mins	No Cost	All schools	24/06/21	Officers
Schools Financial Value Standard – Overview: general and staff restructure	1 x 90 mins	No Cost	All schools	10/02/22	Officers
Schools Pupil Census Workforce Census	1 x 90 mins	£40	All schools	23/09/21	Officers
Audit and Fraud	1 x 90 mins	£40	All schools	7/10/21	
² Three Year Budget Planning ² Benchmarking	90 mins		90 mins	20/10/21	
² Interactive Budget Planning Tool	4 x 1 hour: 2 x primary 1 x secondary 1 x special	£100	1 st primary 2 nd primary 1 x secondary 1 x special	11/11/21 (am) 11/11/21(pm) 18/11/21 (am) 18/11/21 (pm)	³ Consultant
Risk and Health & Safety	1 x 90 mins	£40	All schools	13/1/22	Officers
Procurement	1 x 90 mins	£40	All schools	19/1/22	Officers
VAT	1 x 90 mins	£40	All schools	16/3/22	Officers

Notes regarding the training:

1 The cost enable 2 people to attend. Governors should contact Sujal Zaveri, Governor Support Service will be able to confirm attendance and access to training depending upon whether a school has bought back to into the Governor Support Service training package;

2 These sessions will be delivered as a programme. It is proposed that all schools are expected to attend this series of training sessions,

3 The Consultant has been engaged to deliver the training and develop a tool for Enfield schools based on the principles of ICFP that supports budget planning and monitoring.

Draft Tackling Child Neglect Strategy

Headteachers Forum
7th October 2021



Tackling child neglect in Enfield

Our vision is that all children and young people in Enfield lead healthy and fulfilling lives free from the impacts of neglect.

1- Increase awareness and knowledge

All partners, including the community, have a shared understanding of neglect, signs of neglect, and what must be done to proactively prevent neglect and its impact on children.

2- Improve recognition and early intervention

Increased number of cases of child neglect are identified and addressed mainly by universal and early help services.

3- Improve response and monitored outcome

There is a robust mechanism to provide effective response and demonstrate improved outcomes for children affected by neglect.

How does this impact you?

Schools have a statutory duty in *Keeping Children Safe in Education 2021* to play a key role in the prevention of neglect and should be aware of the signs of neglect, such as:

- Poor attendance and persistent lateness
- Not meeting expected standards of attainment
- Lack of uniform / equipment
- Lack of home / school contact and parental indifference to school's concerns
- Poor quality interaction between the child and parent
- Physical manifestations of neglect e.g. being hungry, appearing dirty or unkempt

Increase awareness and knowledge

- Identify barriers to information sharing and bring in necessary changes to allow smooth information sharing to inform risk assessment.
- Provide mandatory training for all front-line staff employed by our multi-agency partners.
- Work with young people to get a better understanding of neglect from their perspective and ensure that the voice of children and young people are represented during training and at learning events.



Enhance recognition and early intervention

- Develop confident workers; making sure our workforce has the skills, knowledge and tools to understand why neglect happens, build trusting relationships with children and their families to deliver effective interventions.
- Develop and apply a culture and practice which is trauma informed and curious in its approach, especially in relation to older children and young people where neglect may be less apparent .
- Ensure that there are regular meetings between schools and practitioners, in which expertise, information and planning are shared, so that concerns about children and families are speedily identified and shared.



Improve response and monitored outcome

- Improve strategic and operational working between children and adult services, enabling a whole family approach, understanding each family's context, needs, history and support network, and effectively supporting young people to transition into adulthood.
- Embed a culture of respectful challenge and scrutiny between partners in order to help families to meaningfully improve quality of care given.
- Explore long-term funding opportunities to work with our partners, schools and settings to develop Enfield Trauma Informed Practice in Schools (E-TIPS).



How will we know if the strategy is working?

A performance management framework will be in place. This will include:

- An improvement in school attendance for children, especially for those with an open social care plan for neglect.
- A reduction in the number of 16-18-year-olds who are NEET (not in Education, Employment or Training).
- A reduction in the number of children (<16 years) not brought or not attending (16-17 years) medical, including dental, appointments.
- A reduction in the percentage of children that have a Child in Need Plan for neglect for more than six months.

ESCP will be accountable for the overall delivery of this strategy.

Practice Improvement Group will lead on the delivery of the action plan.

Our questions to the Headteachers Forum:



Do you think we need to make any changes to the draft strategy?



Do you think anything is missing?



How can we support schools to deliver on the 3 priorities?

Curriculum Good Practice: Portfolios & Intent

Walker Primary School



Subject Intent - snapshot of Curriculum Offer



IMPACT

Make deeper connections between new and old knowledge. Leads to a change in long term memory.

Connections with other subjects.

Children are ready for the next stage of science learning.

Children have a greater understanding of the world around them.

Well thought of sequence of learning.

Aspirational experiences: STEM Days, Science Week, Trips, Visitors.

Prior learning links to the sequencing.

IMPLEMENT

Enables teachers to use their own expertise and creativity to enthuse children. (drums)

An awareness of current affairs (climate change, recycling, sustainability, extinction, etc).

Practical activities, that let children have a hands-on approach to science.

W - Working together respectfully
A - Aspirational curriculum
L - Love of learning
K - Knowledge and confidence for life
E - Everyone included in our community
R - Resilient, supportive and successful

INTENT

Use quality texts in other subjects to further understanding of science topics.

More children are curious about science and STEM.

Children are increasingly more confident in discussing their science learning and knowledge.

Teach the skills of formal presentation (diagrams, graphs, etc).

Teach technical/scientific vocabulary.

Build on children's curiosity - child led learning.

Uses National Curriculum Programmes of Study for Science 2014 and Understanding of the World in EYFS when planning lesson intent.

Children can acquire a growing understanding of the nature, processes and methods of scientific ideas.

Children are more prepared for life in an increasingly scientific and technological world today and in the future.

Children can understand and use richer vocabulary which will enable them to articulate their understanding of taught concepts.

Most children will achieve age related expectations in Science at the end of their cohort year.

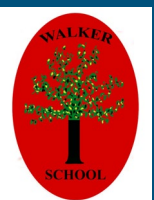
Curriculum Portfolios - Starting Points

- Leaders at all levels actively contribute to ***school priorities***
- Tool to effectively illustrate a ***leader's impact*** on the quality of education.
- Capture ***current*** progress, attainment & good practice so assessment is relevant to the pupils' at this moment in time
- Demonstrate ***expected standards*** for all groups of pupils.
- ***Reduce workload*** for teachers by omitting regular data collection
- Identify where ***support for quality*** of teaching is required



Leaders at all levels actively contribute to *school priorities*

- Strategic leadership
- Use of documents: SIP, SEF
- Knowledge of headlines and how they contribute e.g. Writing focus actioned by RE Lead through reviewing planning, all Leaders identifying PP pupils.
- Increase in dialogue between Leaders so links within the curriculum were engaging, meaningful and ambitious for pupils.
- Subject leaders guided to use their Action Plans to work in 'phases and stages' so change is sustainable, embedded and allows them to demonstrate their impact



Tool to effectively illustrate a *leader's impact* on the quality of education.

- Used the Quality Curriculum Indicators as an initial audit of where to begin the focus on.
- 'If you don't like what's being said, change the conversation.' - dialogue around assessment has shifted from numerical data to meaningful discussions around skills, quality texts and resources.

Capture *current* progress, attainment & good practice so assessment is relevant to the pupils' at this moment in time

- Reflect pupils' experiences of the curriculum at this moment in time
 - Reflect teachers' experiences of the curriculum at this moment in time
 - Ability to capture curriculum offer remotely
-
- **Health Warning:** Without the commentary, the portfolios become a Gallery.

Demonstrate *expected standards* for all groups of pupils.

- Key expectations for all leaders to work to
- Opportunity for internal moderation and again the key discussions which take place
- Leaders to moderate for consistency in expected standards across the curriculum

Reduce workload for teachers by omitting regular data collection

- Observed teachers taking leadership to share best practice for portfolios with subject leaders

Identify where *support for quality* of teaching is required

- Tool to support new leaders to have difficult conversations around standards with colleagues.
- Evaluative tool to highlight next steps or areas of focus e.g. communicate curriculum intent clearly or disconnect in implementation for SEND pupils

Digital Portfolios using Google Sites

- Using G Suite platform - can link to Docs, Slides, etc so no need to update the Site
 - Gave little direction to subject leaders on the format of the portfolio. Gave another level of ownership and leadership
 - Provided opportunities for leaders to learn from one another
 - Ultimately the portfolios are an illustration that can only be as effective as the conversation alongside them. Remember the health warning!
-
- Access to a working copy of our Curriculum Portfolio Site:
<https://sites.google.com/walker.enfield.sch.uk/walkerprimaryschool-curriculum/>

Digital Portfolios using Google Sites

Includes:

- Planning and evaluations
 - Pupil books
 - Commentary from pupils, staff & parents
 - Staff CPD
 - Parent workshops
 - Modelling & resources used in the Classroom
 - Link Governor Reports
-
- Access to a working copy of our Curriculum Portfolio Site:
<https://sites.google.com/walker.enfield.sch.uk/walkerprimaryschool-curriculum/>



Curriculum Portfolio 2020

SEF/SIP Summary

Learning at Walker

Early Years

Early Reading

Literacy

Computing

Science

PE





Computing



Intent



Action Plan



Curriculum Map

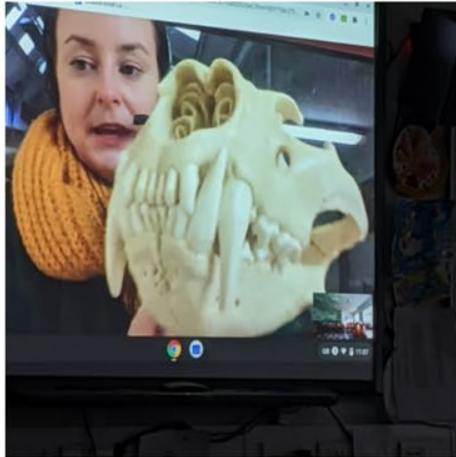


Evidence





Due to the restrictions on trips and visits this year, many of the above cannot be undertaken. Instead, teachers have managed to book virtual trips/visits. They are also using video and other interactive elements in the classroom a lot more.



Year 1: Virtual Workshop with Whipsnade Zoo



Year 3: Virtual Rocks and Fossils workshop with UCL



Year 3: Virtual Rocks and Fossils workshop with UCL



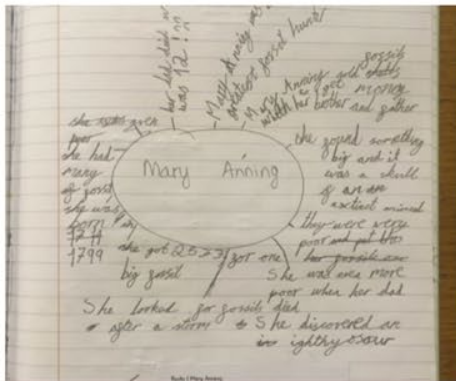


Diversity

Children learn about Scientists who have made key discoveries in their Science lessons (such as Mary Anning, Galileo and Charles Darwin).

They also create links to more contemporary scientists like David Attenborough.

Through trips, visits, assemblies and virtual learning experiences (e.g: <https://encounteredu.com/> and Newsround), children have been given opportunities to meet and engage with 'real-life' scientists. Through their time at Walker, children have met: dentists, zoologists, veterinarians, geologists, astronomers, botanists, marine biologists, palaeontologists, (amateur) entomologists, virologists, doctors and astronauts to name a few. These scientists have been of different ages, ethnicity, genders and abilities. This has shown children that science is accessible and a future career in a scientific field is most definitely a possibility.



Improving the Educational Outcomes for Children in Need

Suzanne Rowson

Headteacher for Looked After and Vulnerable Children
(Virtual School), Head of Corporate Parenting, CAMHS LAC,
Children in Care Council and HEART Manager



What does OFSTED say about Children in Need

All schools are responsible as they are now more accountable.

Inspections will evaluate the experiences of this particular group and would need evidence of the learning and progress of disadvantaged pupils.

What does OFSTED say about Children in Need

“Inspectors will evaluate evidence of the impact of the curriculum, including on the most disadvantaged pupils. This includes pupils with SEND. It also includes pupils who meet the criteria for the school to receive pupil premium funding: pupils claiming free school meals at any point in the last 6 years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route. In addition, it includes children in need of help and protection, receiving statutory local authority support from a social worker. Inspectors will give specific attention to the acquisition of knowledge and skills in lessons and on-site separate provision and evidence of learning in off-site alternative provision.”

Paragraph 111

Ofsted School Inspection Handbook September 2021

What does OFSTED say about Children in Need

For the first time this group has been named.

This would be put in your pupil premium strategy if receiving school meals.

Cultural capital

How to raise the outcomes of CIN

The DfE identified 4 main areas:

Visibility

Keeping children in education

Aspirations

Support in and around school

Extending the role of Virtual School Heads

On Wednesday 16 June 2021 the Department for Education announced more than £16m to extend the role of Virtual School Heads from September 2021.

What is in scope of the extended Virtual School Head role

As strategic leaders who champion children with a social worker, Virtual School Heads should create a culture of high aspirations and drive improved outcomes. They will:

- **enhance partnerships between education settings and the local authority** so agencies can work together
- **identify the cohort's needs and intervene** to overcome barriers to poor educational outcomes and ensure pupils reach their potential
- **support and advise key professionals** to help children make progress, including through increasing their confidence in using **evidence-based interventions**

What is not in scope of the extended Virtual School Head role

- Work with individual children and their families - including tracking and monitoring educational progress of individual children.
- Responding to requests from parents or carers to offer advice and support in relation on individual children with a social worker.
- Responsibility for children with Special Education Needs and Disability (SEND) who do not require or need a social worker, as defined above.

Enfield Virtual School – CIN Role

The Virtual school will employ an Assistant Head for Vulnerable Children who will carry out the roles below in conjunction with the Headteacher of the Virtual School:

- Track the attendance, suspension and permanent exclusion using Welfare Call for all those with a Child Protection Plan (those on a CP plan have the highest percentage of persistent absence of 45% in 2019 (London 33%)).
- Provide advice and guidance to Social Workers, but not to provide direct intervention for individual children with a Social Worker or families, or to track individual attendance, academic outcomes, respond to requests from parents or those with responsibility for SEND. There may be occasions of extreme circumstance where the Assistant Head may attend a meeting regarding individual children.
- There are currently 203 children on a Child Protection Plan and 429 children who are CIN. Due to the size of the cohort (and keeping in mind the time constraints of one member of staff) only general advice and guidance will be provided regarding CIN, and detailed data and reporting will be provided on those children with CP.
- Setting up a termly working group of teachers from Enfield primary and secondary schools of Enfield DSL's and School Mental Health leads to provide advice and guidance, which feeds into the Enfield Education Excellence Board and attend DCSL meetings.
- Liaise with the Head of School improvement and School Improvement advisors termly to provide advice and guidance should concerns arise regarding schools with high suspensions and permanent exclusions for both CP and CIN and provide advice and guidance while linking in with Admissions and BSS

Enfield Virtual School – CIN Role

- Attend Social Care team management meetings where appropriate.
- Attend Safeguarding Adolescents from Exploitation panel when necessary.
- Attend monthly/termly meeting with EWOs and Admissions to give advice and guidance in relation to schools where attendance of those with CIN & CP is low, and suspension and permanent exclusions are high, and liaise with Social Care regarding barriers to attendance with a focus on CP as reports will be based on data with CP.
- Meet and liaise with EHE officer and Social Care regarding those raised as a concern.
- To have a small cohort of those in Year 6 transitioning into Year 7 who have attendance concerns. Liaise with the secondary schools, SWERLL and BSS to ensure smooth transition. Provide training on professional approaches for CIN and Child with a CP plan.
- Deliver training to all partner agencies on a regular basis.
- Be part of Enfield Trauma Informed Practice group and strategy, giving advice and guidance to schools, to support children with a Social Worker.
- Regularly meet with SEND team to give advice and guidance
- Provide reports and data on outcomes and audit the needs of school, in supporting school alongside key partner agencies for CP.
- Signposting schools to agencies and Social Workers to agencies i.e. Early help, Youth programmes.
- Line Manage the current 2.5 day CIN teacher and business support and mentor.
- Support the Head of the Virtual school in tasks and duties within the Virtual School

The Virtual School will not be providing lists of children with a Social Worker.



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