



ENFIELD
EDUCATION
SERVICE

Friday 25th November 2022

AGENDA

1. Welcome
2. Children's Dental Health
3. Immunization update
4. Enfield Food Plan
5. SEND Partnership Strategy
6. Enfield Autism Advisory Service – update
7. ECASS update
8. Superintendent Rhona Hunt – Policing update
9. Inclusive & Nurturing Schools – (VRU funded opportunity)
10. HR update – pay and related issues
11. Holiday & Food Scheme – winter programme
12. AOB

A FEW UPDATES

- SACRE agreed syllabus launch – 19th January
- Congratulations to Lea Valley
- Salmons Brook School Official Opening
- School Funding Announcement & DBV
- SEND meeting with headteacher representatives
- SEND new school provision bid to DfE.
- Mental Health Leads funding
- Mental Health Support Teams – to take on at least another 10 schools
- Count On meeting
- SEYIS – Termly visits from April 2023 + performance management.

London dental epidemiology programme

25th Nov 2022

Enfield

Huda Yusuf

Correspondence to: Charlotte.Klass1@nhs.net

NHS England and NHS Improvement

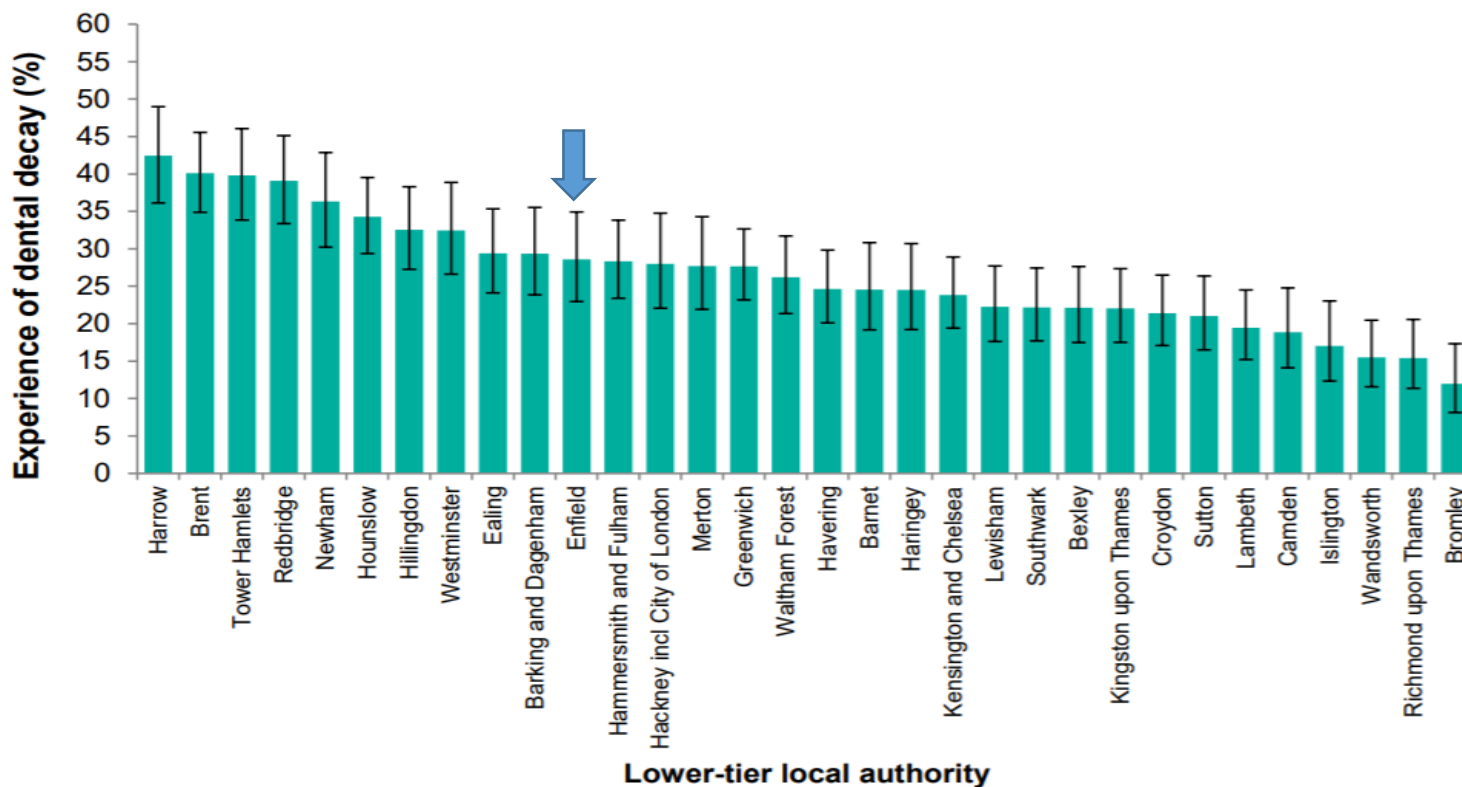


Key contacts

Consultants in Public Health based at NHS England

- Charlotte Klass: charlotte.klass1@nhs.net (Programme lead for dental epidemiology)
 - Rakhee Patel: rakheepatel9@nhs.net (lead for NCL and NEL)
 - Huda Yusuf: huda.yusuf@nhs.net (lead for CYP)
-
- Field work will be conducted by Whittington NHS Trust

Dental Experience among 5 year olds in London (NDEPP, 2019)



Impacts of COVID-19 on CYP

- Children consumed more junk food and snacks and fewer fruit and vegetables during lockdown; this was more prevalent among children from poorer backgrounds highlighting health inequalities (National Food Strategy, July 2020)
- Lockdown has led to food insecurity (Food Standards Agency, 2020)
- Worsening of mental health
- Impact on education
- It is very likely that disruption of dental care provision has disproportionately impacted more disadvantaged children and existing health inequalities will have been widened



Why is oral health important?

Good oral health is essential to children's physical, social, educational and psychological wellbeing (Nuttall and Harker, 2004)

Tooth decay in children is largely preventable

Poor oral health can lead to:

- Pain
- Discomfort
- Disturbed sleep
- Loss of function
- Reduced self-esteem and affects confidence

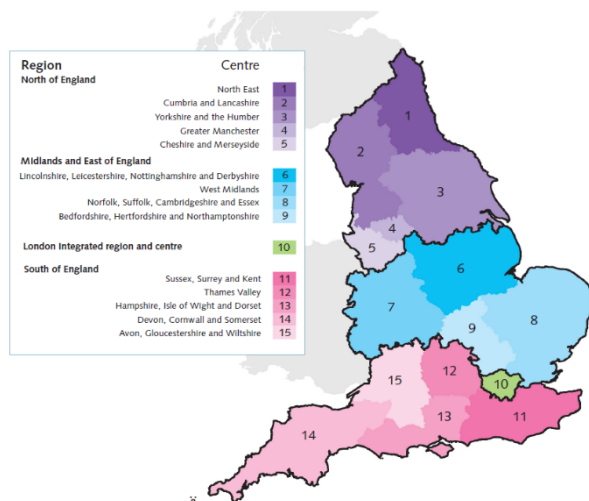
Impact on NHS and wider society: Poor oral health poses a socioeconomic burden. The NHS in England spends around £73 million per year on dental services in primary care for children in London

Significant oral health inequalities: those from deprived communities have poorer oral health than their more affluent peers.

*<https://www.gov.uk/government/publications/adult-oral-health-applying-all-our-health/adult-oral-health-applying-all-our-health>

Purpose of the dental epidemiology programme

- The dental epidemiology programme aims to measure the prevalence and severity of dental caries among children within each lower tier local authority.
- Enable LAs to meet their responsibilities with regard to health needs assessments.
- Informs health needs assessments
- Provides standardised information for comparison locally, regionally, between countries of the UK
- Informs local oral health improvement strategies



Office for Health Improvement & Disparities

Programme outputs

Public Health England
Protecting and improving the nation's health

National Dental Epidemiology Programme for England: oral health survey of 3-year-old children 2020

A report on the prevalence and severity of dental decay
Version 2

Public Health England
Protecting and improving the nation's health

National Dental Epidemiology Programme for England: oral health survey of 5-year-olds 2019

A report on the variations in prevalence and severity of dental decay

Public Health England
Bexley
Published November 2020 v1.2

Oral health of 5-year-old children

This profile describes the oral health of 5-year-olds living in Bexley. It uses data from the National Dental Epidemiology Programme 2019 survey of 5-year-old children¹. The profile is designed to help local government and health services improve the oral health and wellbeing of children and tackle health inequalities.

In Bexley 255 5-year-olds (approximately 64.6% of those sampled) were examined at school by trained and calibrated examiners using the national standard method².

Figure 1: Prevalence of experience of dental decay and mean number of teeth with experience of dental decay in 5-year-olds in Bexley, other local authorities in London and England.

1

[Oral health - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Dental Epidemiology Programme Planning

Survey year	Population group under scrutiny
2020/21	Was to be five year olds but cancelled due to COVID-19 pandemic
2021/22	Caries levels in 5 year old children in primary schools
2022/23	Year 6 children
2023/24	Caries levels in 5 year old children in primary schools with a locally agreed option for special support schools to be included in addition to the standard sample
2024/25	Adults in care homes
2025/26	Caries levels in 5 year old children in primary schools with a locally agreed option for special support schools to be included in addition to the standard sample

Responsibilities

- Commissioning the survey – NHS England and local authorities
- Planning of the dental epidemiology programme surveys and quality assuring the resulting products
 - Office for Health Improvement and Disparities (OHID) national dental public health team
- Whittington Community Dental Service is responsible for the fieldwork
- Whittington Community Dental Service will liaise with headteachers and governing bodies of the schools
- Dental examinations - carried out by registered dental clinicians who have been trained and calibrated to national standards by the regional standard examiners

Dental epidemiology programme for children in Year 6

- The main survey population: children attending mainstream state-funded primary and middle schools within the local authority who attend year 6 on the date of examination. This will involve 10 to 11-year-old children born between 01/09/2011 and 31/08/2012.
- A minimum sample size of 250 examined children is required per lower-tier local authority, from a minimum of 20 mainstream schools.
- First stage of sampling is by the size of the school
- Second stage of sampling is of those children who will be eligible on the planned day of examination

<https://www.gov.uk/government/publications/oral-health-survey-of-children-in-year-6-2022-to-2023-survey-toolkit>

We require your support

- Lists of all state maintained primary schools within each local authority area, and the numbers of pupils attending each, will be required as the first stage in the sampling process.
- Headteachers of the selected schools will be contacted seeking agreement to participate. The aims and objectives of the survey will be explained and the co-operation of the headteachers sought.
- Information will be requested in 2 stages
 - Stage 1 - to obtain class lists of all eligible children to be included in the survey prior to the examination. To include name and date of birth
 - Stage 2 – To include home postcode, sex, ethnicity and multiple birth
- Dates for examination will be set at a mutually convenient time and date with relevant staff members at each school. Examiners will ensure minimal disruption to school schedules.
- Parental/carer consent will be required. Dental surveys involve a physical examination, so the written agreement of a parent or person with parental responsibility must be obtained for their child to be included.
- Second request for non-responders

Thank you

NHS England and NHS Improvement



Enfield Food Action Plan

Alison Asamoah



Developing the Food Action Plan

- Increased usage and reliance on local food banks
- Food banks neither sustainable or suitable solution to food poverty
- Interviews - people with lived experience of food poverty, managers of food aid projects
- Focus groups - frontline staff
- Surveys – general public, food bank users, Enfield Food Alliance
- Workshops – Determining Goal and Objectives

Who are the Enfield Food Alliance?



Network of local volunteers, community groups, faith groups and businesses providing food support in Enfield

FOOD ACTION PLAN

Goal: Everyone living in Enfield can afford and access suitable, nutritious food to meet their needs, with dignity and without resort to emergency food aid

Tier 3: Crisis (food) Provision
Ensuring people have a safety net

Foodbanks

Tier 2: Early Help / Prevention
Building resilience to strengthen individuals, communities and food systems

- *Worrying about money?* referral tool
- Advice and support
- Food Poverty Alliance
- Community capacity building
- Holiday Activity and Food Programme
- Food pantries – affordable, nutritious food
- Food growing in schools and the community
- Cooking skills in schools and the community

Tier 1: Prevention
Preventing food insecurity at a structural level
(wider determinants)

Integrate food security within council policies and strategies

Procurement, London Living wage, Free School Meals,
Planning- community gardens, water fountains, edible landscape, space, S106 funding
Land use- local food production, home food growing
Economic development, Good Food Retail

Setting-based policies e.g. School based healthy eating policy to ensure all children can access to at least one nutritious meal 365 days a year

Food Support in Enfield

Food Pantry

- £4.50 towards cost of weekly food shop – receive £20 worth of food
- Increased variety and choice of food
- 5 locations in Enfield



Food Co-operative

- Small buying groups formed by friends/ neighbours/ (parents)
- Free and affordable groceries, sourced in bulk and distributed at a very low price.
- Affordable and sociable way to access food – based on solidarity not charity

More info: will@cooperation.town

Enfield Food Action Plan and Schools

- Promotion of worrying about money leaflet *(Available on Traded Enfield Hub. Translated into: Albanian, Bengali, Bulgarian, Polish, Somali, Turkish)*
- Maximising Free School Meals uptake
- Coordinate provision of food during the school holidays – e.g. through Household support fund/Holiday Activity and Food programme
- Food growing
- Cooking

Worrying about money?

Support is available in Enfield

Step 1: What's the problem?

I suddenly have no money

- Lost job or reduced hours
- Money stopped
- Lost money
- Unexpected expense
- Disaster (e.g. flood or fire)
- Relationship breakdown
- Sanctioned (see option 6)

See options 1 2 3

My money doesn't stretch far enough

- Deciding between food, fuel, and mobile credit
- Low income
- Zero hours contract
- Statutory Sick Pay too low
- Facing redundancy
- Not sure if eligible for support
- Change of circumstance

See option 2

I have debt

- Rent or Council Tax
- Gas and electricity
- Payday loans
- One friend or family
- Benefit repayments

See option 3

I am waiting on a benefit payment or advance

- New claim for benefit
- Payment delayed
- Waiting for decision

See options 4 5

Three steps to find options and places to get help

Next Steps..

- Are there other ways schools can support the Food Action Plan?
- How can the Food Action Plan support schools?
- Are there other areas or activities that should be included in the plan?

Alison.Asamoah@enfield.gov.uk

SEND Strategy

Head Teachers Briefing
November 2022



Purpose

- To set out how SEND across the partnership will be delivered (2023-2027)
- Setting out current SEN position over a set period of time
- To set out the priorities and principles

Partnership Involvement

Co-ordinated by SEN with support from:

- Strategic Leads, Health, Education, Social Care
- Special Heads
- Shared at Head Teachers Briefing
- Our Voice
- SENCO Forum
- Young Peoples Group

Governance

- Directors Management Team
- Executive Management Team
- Scrutiny
- Informal Cabinet
- Full Council

Our Vision

Our vision is for all our children and young people with Special Educational Needs and Disabilities to have high aspirations and to achieve positive lifelong outcomes.

Our Principles

Principle 1:

Listen to our children, young people and families and make sure they are at the heart of decisions about themselves and their borough

Example:

Co-production in all areas of our work; from designing the EHCP to working together on the strategy and shaping the SEN offer

Principle 2

Empower and enable our children, young people and families to be as independent as they can be

Example:

Ensuring we think of our children as able to achieve, working towards PFA, independent travel training, gaining employment, accessing and achieving in higher education.

Principle 3

Work together to deliver the right support, in the right place and at the right time

Example:

Identifying needs as early as possible, access to support and advice.

Principle 4

Work with all families in a fair and sensitive way

Example:

The workforce across the SEND Partnership will treat everyone with dignity and respect, and we will make sure that all our families receive fair and sensitive access to services and support. Equality, diversity and inclusion is central to the decisions we make on how to deliver the best possible outcomes for our families, with the resources that we have available.

Priority 1

Know our local area and effectively plan for the needs of our children, young people and families

Example:

- Understanding our need, planning our services,
- Extend the range of opportunities to work in partnership with children, young people and their families to influence and shape services and support in Enfield. This includes consultation, engagement and co-production that is meaningful to our children, young people and families.

Priority 2

Identify needs early and provide the right support, in the right place, at the right time

Make sure all our children and young people receive an excellent education, and their needs are effectively met in an education setting or environment that is right for them. Wherever possible, this should be in a local mainstream setting. To support this, we are using our data and knowledge to accurately plan the right number of places, this includes increasing the number of Special Resourced Provisions (SRPs), and designated units in mainstream schools.

Priority 3

Make sure inclusion is at the heart of our services and communities

Example:

- Build our network of inclusive early year settings, schools and colleges that have signed up to and are living by the principles of the Inclusion Charter.

Priority 4

Deliver high quality, effective and timely Education, Health and Care Needs Assessments (EHCNA) and Plans (EHCPs)

Example:

QA process for EHCPs 70% of plans Green on first draft

74% (35) of Schools happy with the quality of EHCPs

Parent Feedback; 80% (20) of parents believe the plan will benefit their child.

100% of EHCPs delivered in 20 weeks (last 3 months) - Cumulatively 88%

Priority 5

Develop opportunities for children and young people with complex needs to have high aspirations, participate and thrive

Example:

Working to develop employment initiatives

Redefining Adult Offer

Accountability

SEND BOARD

SEND Action Plan

Linked to the Self-Evaluation Framework

Acknowledgements

The SEND Partnership Board would like to recognise and thank all the individuals, groups and organisations who have provided us with their thoughts, feedback and lived experience during the development of this strategy.

All About Us – Youth Participation Groups

Barnet, Enfield and Haringey Mental Health NHS Trust

Enfield Division, North Central London Integrated Care Partnership

Enfield Headteachers and Principals

Enfield Thrives Together

Enfield Voluntary Sector Strategy Group (VSSG)

Enfield's Special Educational Needs Coordinators (SENCOs)

LBE Access to Resources and Integrated Services

LBE Children and Family Services Operational Management Group

LBE Children, Young People and Education Scrutiny

LBE Early Help and Community Safety

LBE Education Resourcing Service

LBE Educational Psychology Service

Acknowledgements

LBE Integrated Learning Disabilities Service

LBE Joint Service for Disabled Children

LBE Schools Admissions Service

LBE Schools and Early years Improvement Service

LBE SEN and Curriculum Inclusion Service

LBE Strategic Service Development & Procurement Board

LBE Youth Development Service

Our Voice Parent and Carer Group and their members

The SEND Strategy Development Group

VIPs Youth Group

Enfield Inclusion Charter Sign Up

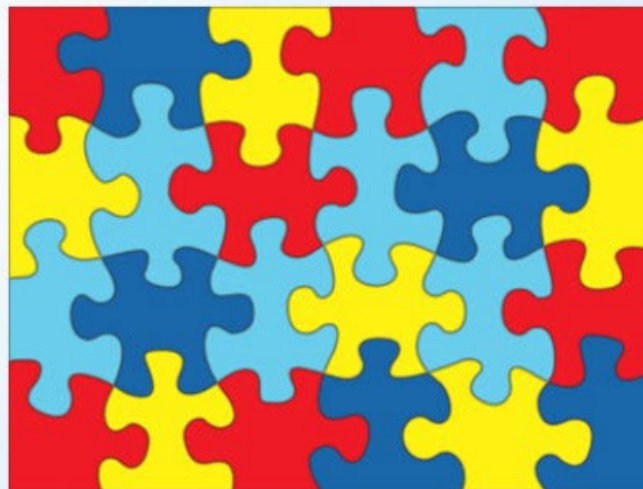
Dani Lang, Senior School Improvement Advisor
Safeguarding and Inclusion
daniella.lang@enfield.gov.uk



DIVERSITY



INCLUSION



Where has the Inclusion Charter come from?

Equality - SEND focus

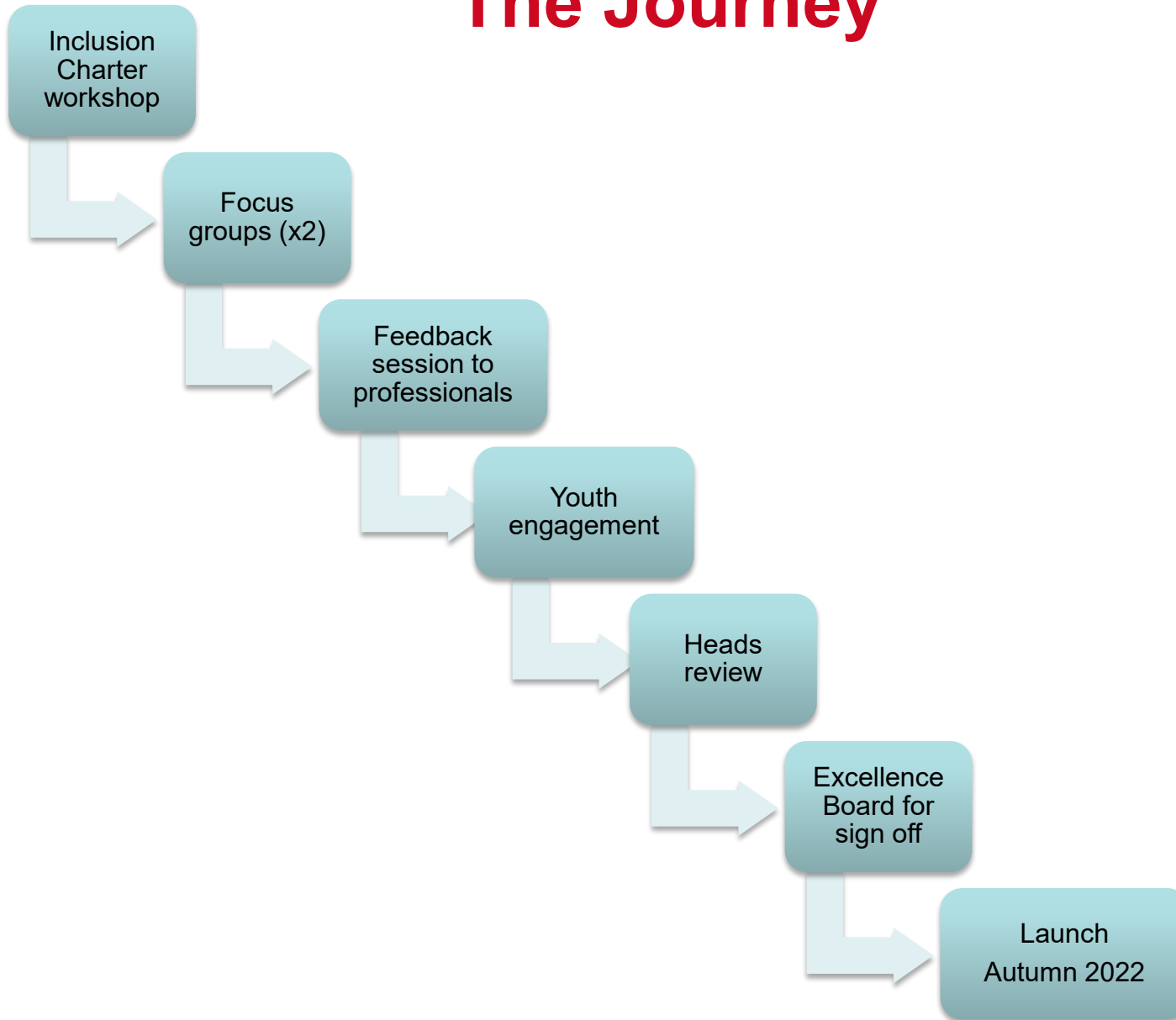
Research - better achievement in mainstream schools

Review - Ernst & Young re: High Needs Budget

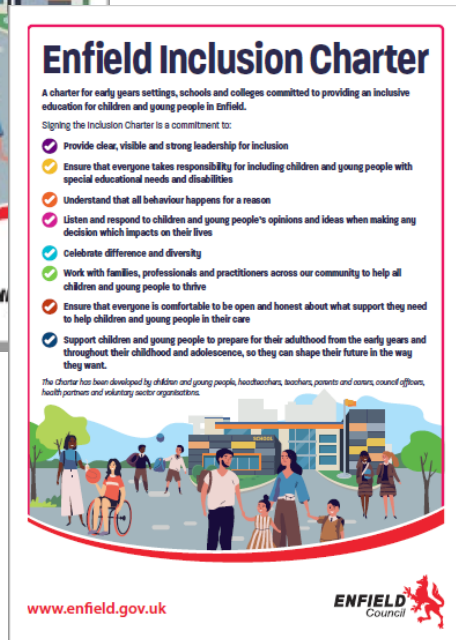
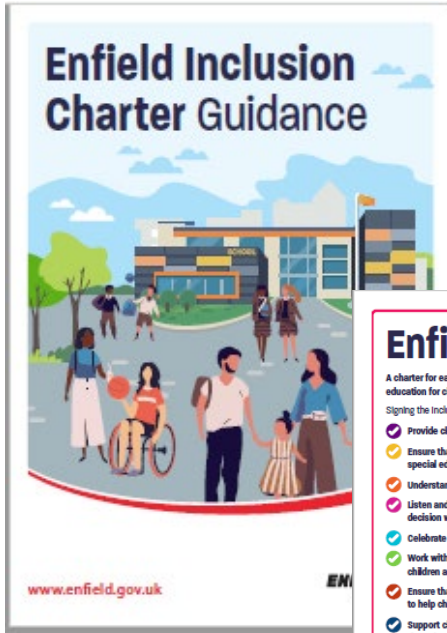
Pressure on specialist places – higher demand, declining school numbers



The Journey



Relationship to other policy/strategies



Draft SEND Strategy

Draft Autism Strategy (all age)

Youth Development Service (Rafique Ullah)

Fairer Enfield Policy (Equality, Diversity and Inclusion)

Empowering Young Enfield (CYPP)

Supportive of SEND Review: Right support, right place, right time (green paper)

Schools white paper : Opportunity for all: strong schools with great teachers for your child

Enfield Inclusion Charter

A charter for early years settings, schools and colleges committed to providing an inclusive education for children and young people in Enfield.

Signing the Inclusion Charter is a commitment to:

- ✔ Provide clear, visible and strong leadership for inclusion
- ✔ Ensure that everyone takes responsibility for including children and young people with special educational needs and disabilities
- ✔ Understand that all behaviour happens for a reason
- ✔ Listen and respond to children and young people's opinions and ideas when making any decision which impacts on their lives
- ✔ Celebrate difference and diversity
- ✔ Work with families, professionals and practitioners across our community to help all children and young people to thrive
- ✔ Ensure that everyone is comfortable to be open and honest about what support they need to help children and young people in their care
- ✔ Support children and young people to prepare for their adulthood from the early years and throughout their childhood and adolescence, so they can shape their future in the way they want.

The Charter has been developed by children and young people, headteachers, teachers, parents and carers, council officers, health partners and voluntary sector organisations.



Launch – 18th October

- Thank you to all those that attended – we had around 70 people.
- Currently over 20 schools have signed up to following the 8 principles of the Enfield Inclusion Charter.
- We also have schools that have expressed an interest in becoming a Champion School and sharing good practice across the borough.
- We would like to see all Enfield schools and settings signing up.

Signing up to The Inclusion Charter

- To support colleagues in schools, we have created an inclusion page on The Hub that provides guidance and resources on providing an inclusive education for children and young people.
- <https://traded.enfield.gov.uk/thehub/information/enfield-inclusion-charter>
- If you click on the **interest form** about halfway down the page, you can then add your details and tick to say that you are committed to the 8 principles.

EASA Update for HT Briefing

Dr Rachel Walker, Friday 25th November

EASA is affiliated to Russet House School and works in partnership with other local authority services, including EPS, JSDC, the NHS, and voluntary sector organisations. EASA is a strategic partner and training hub of the Autism Education Trust.



On offer (all available at www.enfieldasa.org.uk)

- Case Study Consultations (3 per school)
 - Using the 8 Principles of Good Practice to review provision for individuals and consider areas for school development
- Cuppa and Chat Sessions
 - for parents, monthly, by age-phase, held at Russet House
- Autism Education Trust training for staff and parents
 - F2F, Zoom and Bespoke sessions available
- Therapeutic group sessions for CYP
 - PEERS social skills and Tree of Life narrative therapy groups
 - ATLAS Time To Play - for young children and parents (invitation only)
- Lots of resources available

New Newsletter will be out in Jan

Autumn 2022

ENFIELD ADVISORY SERVICE FOR AUTISM

EASA TERMLY NEWSLETTER

for Families, Educational Settings, Professionals and Partners

In this issue:

- What is EASA and what do we do?
- EASA's Annual Survey
- EASA's work with the Autism Education Trust (AET)
- Our 2022-23 Offer

Welcome to a new year with EASA

EASA supports autistic children and young people (0-25yrs) in the borough of Enfield by providing the following:

- Autism-related advice and guidance for families and professionals
- Training, including all AET modules
- Targeted support for autistic CYP, their peers and siblings
- Assistance with local authority statutory duties and crisis response

We look forward to working with you!

EASA's Annual Survey

We conducted an online survey in June and July 2022, asking parents and schools for their views on EASA services. Here's what we found:

Q: What is EASA doing well?
 A: Approachable; lots of practical ideas; specialist knowledge from staff; another set of eyes on complex problems; helpful training and resources

Q: What could be improved?
 A: Referral forms—make them easier with fewer steps; provide more accessible info on the website; better access to a range of professionals

"I felt much more confident about the way I could approach my child's needs after the phone conversation with EASA"

Parent, EASA 2022 Survey

We listened! See our website for new referral forms, information and updates to our offer at www.enfieldasa.org.uk

2022 Enfield SENDO Conference: Autistic Girls
 Hosted by EASA in partnership with parents, schools, NHS, EPs and LA colleagues



EASA and the Autism Education Trust

EASA is proud to be a Strategic Partner and a Training Hub of the Autism Education Trust (AET), delivering all AET training modules online and face to face. EASA uses the AET training, frameworks and resources to support culture change in Enfield educational settings and communities. We want Enfield to be a place where all autistic children and young people are understood, accepted and can thrive. The AET's vision, ethos and materials support us with this. See our website for more details:

<https://www.enfieldasa.org.uk/EASA-and-the-AET-Overview/>



Autumn 2022

ENFIELD ADVISORY SERVICE FOR AUTISM

Our services in 2022-23

Information and Resources


- Information sheets on a range of topics that will be added to through the year
- Links to helpful websites
- Pre-recorded presentations (accessible by invitation or request)

Training and Learning Sessions

- ATLAS Course and ATLAS Time to Play Sessions for parents and carers of newly diagnosed young children
- Autism Education Trust Training for professionals and parents (online and in settings)
- Practical 2-day Training for Classroom Practitioners (led by SaLT)
- Occasional presentations by guest speakers and sessions on topical issues
- EASA Conferences – may be in partnership with other local services
- Autism awareness training for peers of autistic children and young people


Support Meetings

- Case Study Consultations to discuss strengths, needs and provision for individual children and young people (using the AET Good Autism Practice Principles as a framework)
- 1:1 appointments with members of the EASA team
- Cuppa and Chat sessions for parents (monthly)



Programmes of Support

- EASA weekly support sessions based on the AET 8 Principles of Good Autism Practice to support implementation of the AET Standards and Competencies
- All About Me Training and Supervision Sessions for school staff, led by EPs
- TA and LSA Mentoring for EY and Primary Schools who have identified this as a need through the AET Standards audit process
- PEERS Programme (abridged) for children and young people who would like to learn more about building and sustaining friendships with their peers, led by EPs with parent sessions running alongside.
- Tree of Life therapeutic sessions for children and young people, led by EPs with parent sessions running alongside.
 - For autistic children/young people (girls group in autumn; mixed group in spring)
 - For siblings (summer term)



Opportunities to get involved

- Focus groups to discuss development initiatives (email to express interest)
- We welcome volunteers to speak at meetings/events. Some paid opportunities may be available (email to express interest)

News!

Lots of these services, interventions and initiatives are new for 2022-23.

Please take time to read more about them on our website.

You can register for relevant sessions and/or request advice and support via our website. There are separate tabs for Educational Settings, Parents & Carers and Children and Young People at: www.enfieldasa.org.uk

If you can't find the help you want, please get in touch via email: admin@enfieldasa.org.uk or phone: 020 8353 4186

With our best wishes from the EASA Team

Looking to recruit Teachers

EASA is planning some **working party** sessions in the spring term to **develop ideas and resources for autistic children working below ARE.**

We would like interested teachers in all age phases:

- EY
- KS1
- KS2
- Secondary

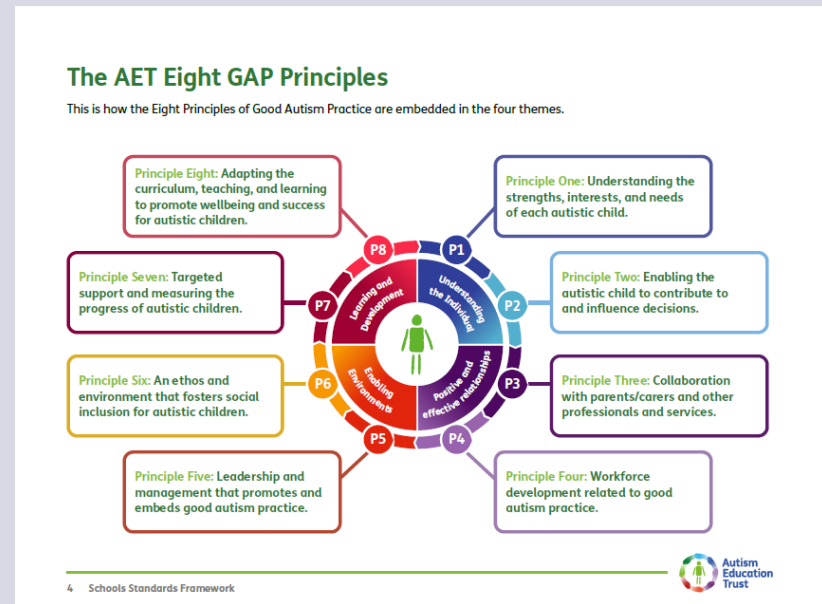
...to come and explore real curriculum examples, discuss challenges, and work on solutions – ways of teaching, and activities, to include autistic children with complex needs.

Interested? Let us know! admin@enfieldasa.org.uk

Please share with the whole school community!

- EASA website: www.enfieldasa.org.uk
- AET's 8 Good Practice Principles
- Our Newsletter (when it comes out)

Thank you!



BETTER
COMMUNICATION
FOR ALL

ECASS

ECASS Updates November 2022

 @enfieldcass

 ECASS@enfield.gov.uk

www.enfield.gov.uk

 **Enfield
Health**
*Supporting Physical and
Mental Health in Enfield*

ENFIELD
Council 

Schools and Educational Engagement

1. **Eiklan**
2. **ECASS Universal & Targeted Professional Learning Engagement**
3. **Individual Communication Programmes**

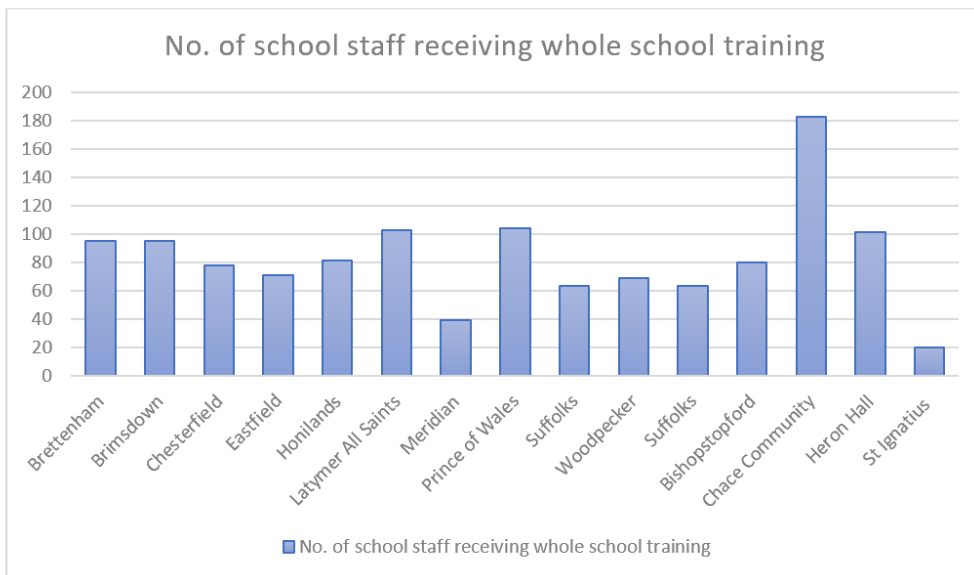
Parents and Carers

1. **ECASS Parent/Carer Professional Learning engagement**
2. **Parent Eiklan Training**
3. **Rising to Reception**

Challenges and Next Steps

1. **Challenges**
2. **Next Steps**

Staff Feedback from Whole School Elklan Training



Please rate the impact Elklan has had on your teaching practice



4.50 Average Rating

Elklan Training has been delivered to more than 900 school professionals under the ECASS Target School Offer

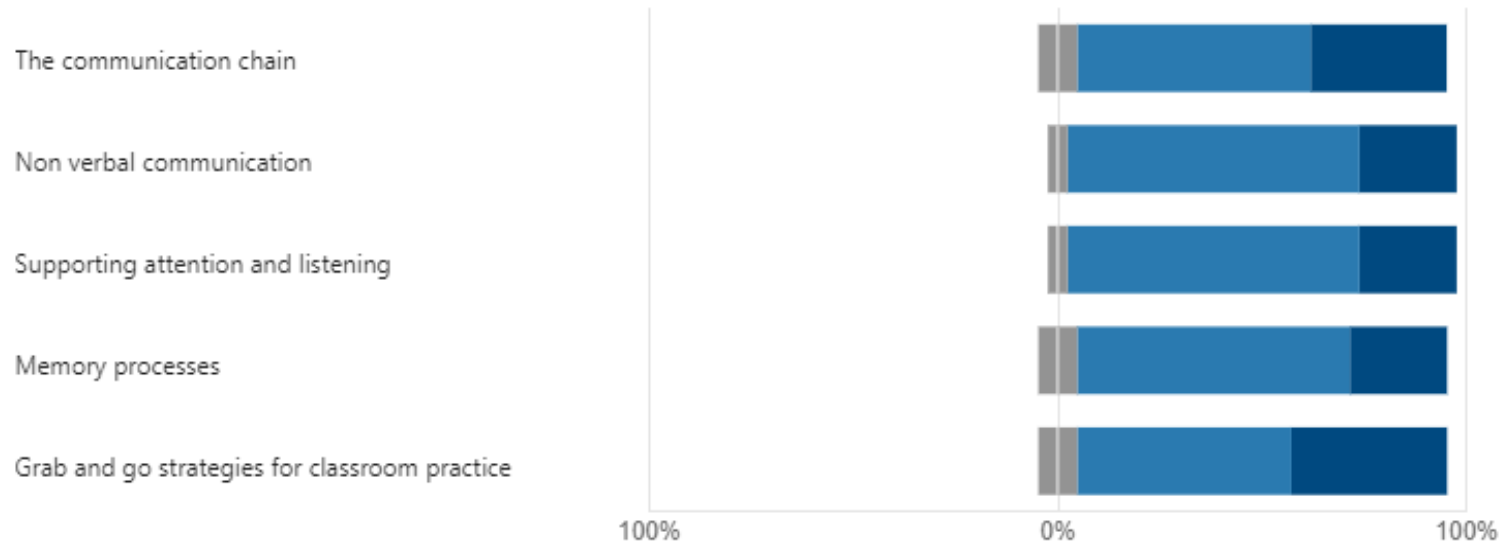
BETTER
COMMUNICATION
FOR ALL



3. After completing these modules, please rate your knowledge on each of the following content areas.

[More Details](#)

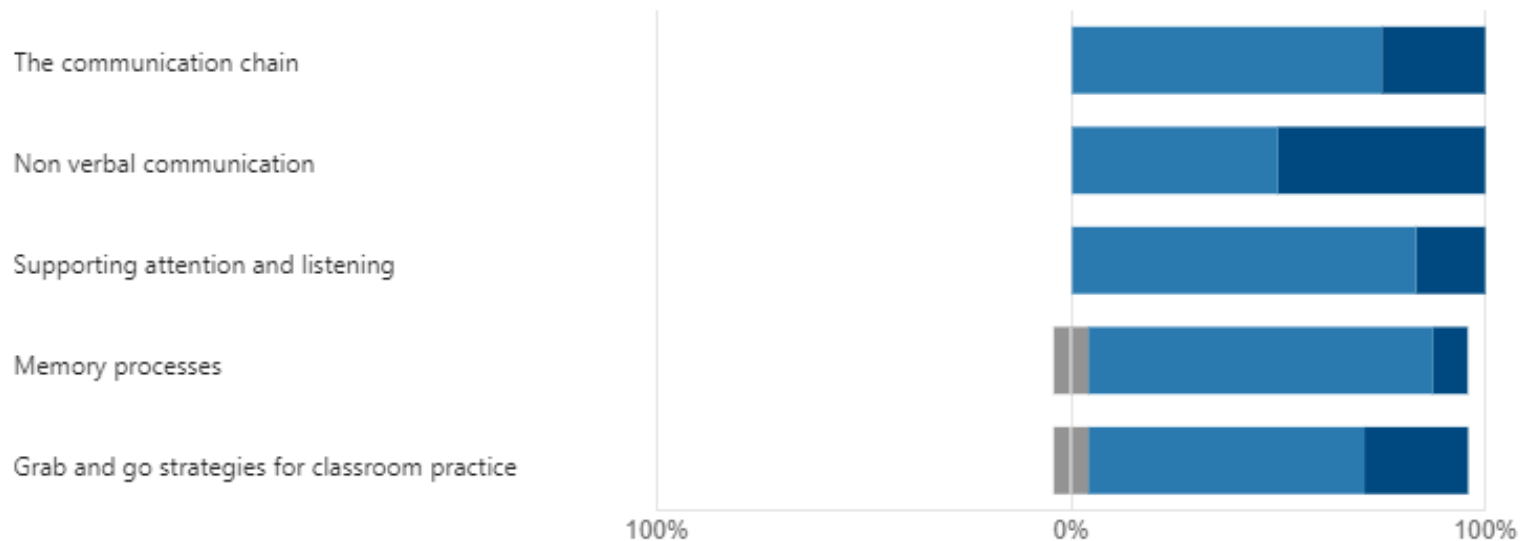
■ Poor
 ■ Fair
 ■ Average
 ■ Good
 ■ Excellent



3. After completing these modules, please rate your knowledge on each of the following content areas.

[More Details](#)

■ Poor
 ■ Fair
 ■ Average
 ■ Good
 ■ Excellent



3. After completing this training, please rate your knowledge on each of the following content areas:

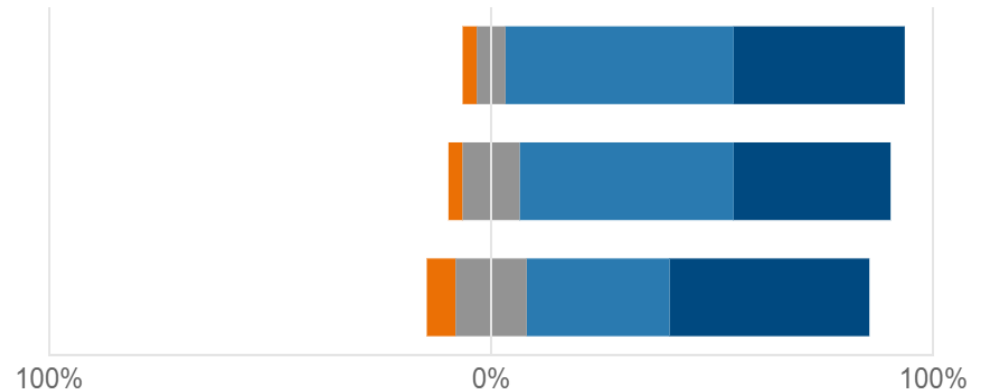
[More Details](#)

■ Poor
 ■ Fair
 ■ Average
 ■ Good
 ■ Excellent

The Model of Memory

Strategies to support Memory and Learning

Visual aids i.e. Mind Maps



ECASS ELKLAN HIGHLIGHTS



"Great session I learnt a lot! I am ready as a class teacher to continue to develop those skills and strategies"

"Really enjoyed it would fully recommend anyone who works in schools to do this type of training"

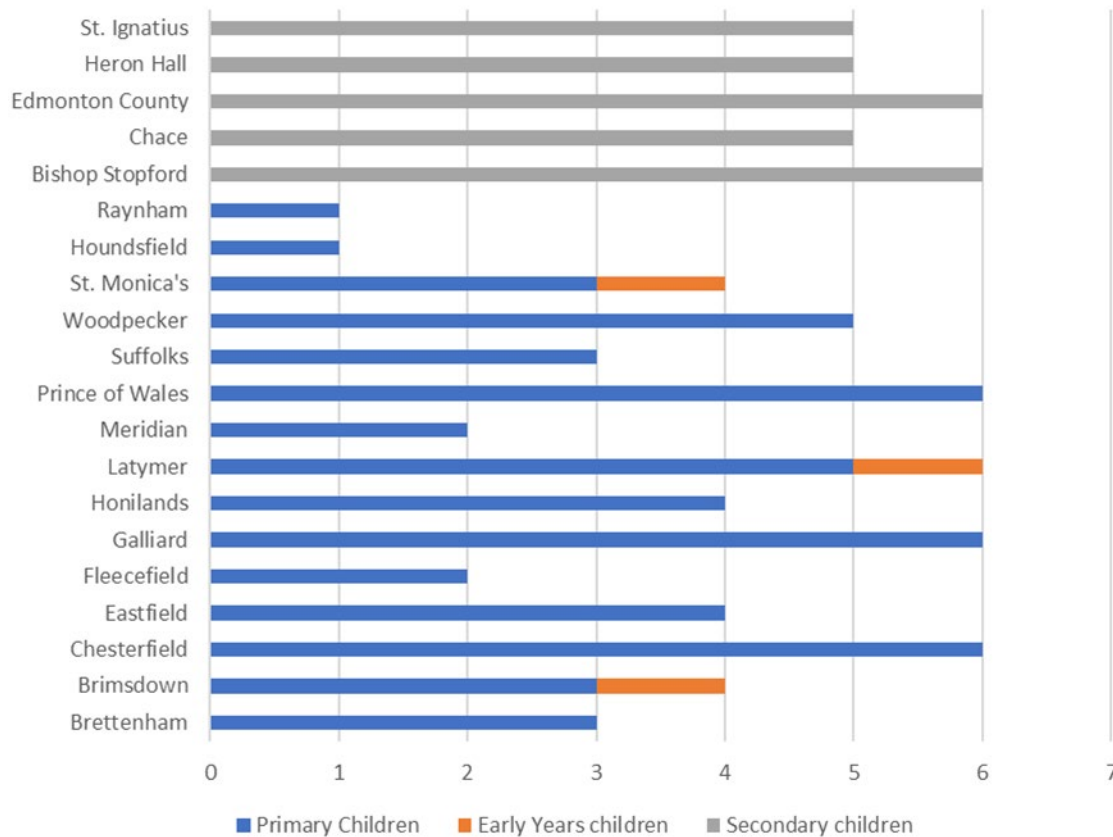
"Very helpful for day-to-day teaching practice. Thought provoking ideas and strategies that will be used as part of my teaching practice"

"Very interactive and interesting training. Good team delivering it and very friendly/ helpful"

"The specialist teacher was great and the way she delivered the course was very effective and we will definitely use the tools and strategies in our everyday teaching"

"I really enjoyed the interactive learning we were able to take part in on the day it has provided me with further knowledge and strategies I can use starting next term."

Individual Communication Programmes – Strand 4 and 5



If you have received a Communication Programme from ECASS, Please rate the quality of provision



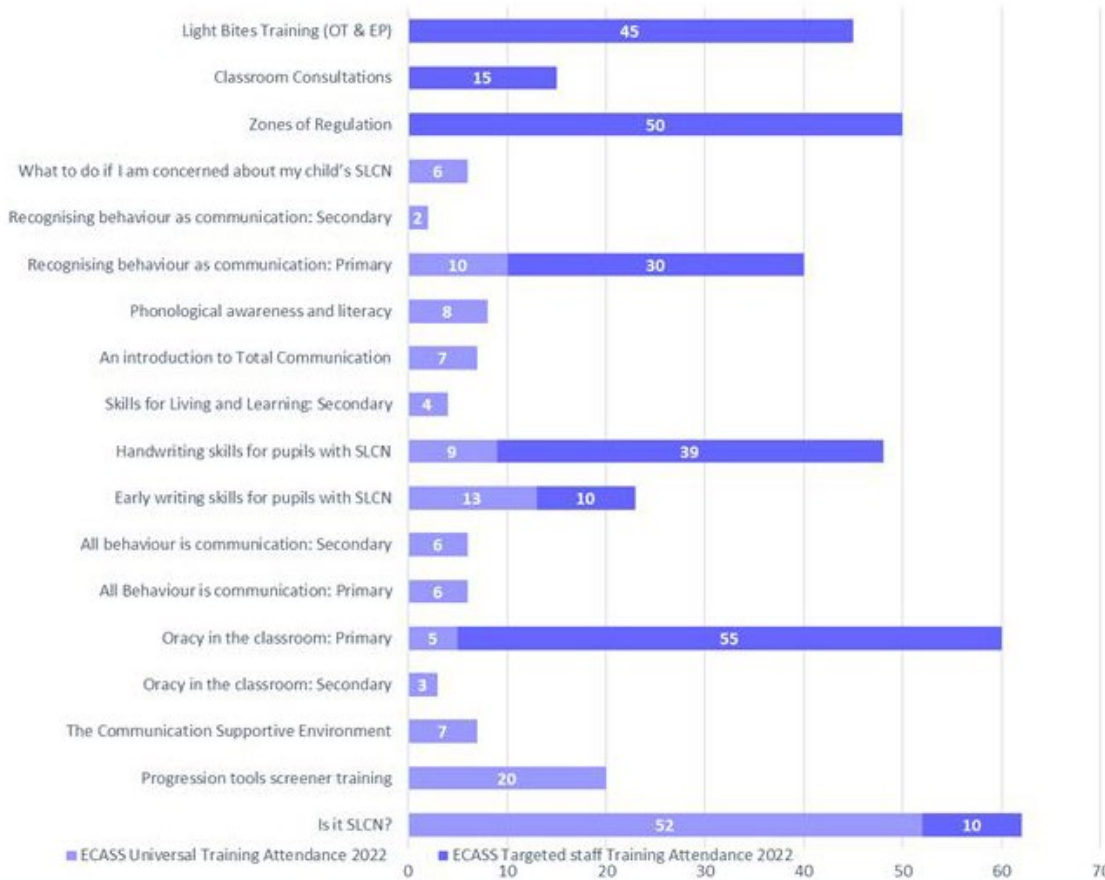
4.60 Average Rating

86 CYP have had direct contact with ECASS SALT & OT/EP. All CYP have received communication programmes under the ECASS Target School Offer

BETTER COMMUNICATION FOR ALL



Staff Engagement and Feedback from the ECASS Professional Learning Offer



Please rate the quality of the training sessions you have received.



4.43 Average Rating

If you have engaged with ECASS Training as a Target or Universal School, please rate the impact this has had on your teaching practice.



4.67 Average Rating

412 school professionals have engaged with the ECASS Professional Learning Offer

BETTER COMMUNICATION FOR ALL

ECASS

Enfield Health
Supporting Physical and Mental Health in Enfield



TARGET SCHOOL HIGHLIGHTS



“Great intervention!”

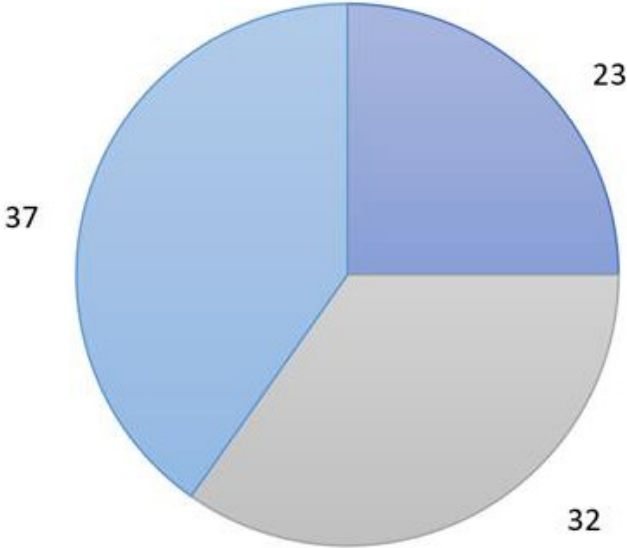
“ECASS staff have always been available and willing to come in and support staff with additional aspects of any content delivered e.g. Colourful Semantics & Oracy.”

“A great service so far - this is beginning to have an impact on our teaching across the school. We really see the value in ECASS and have recently received our first reports from our link SaLT and look forward to sharing these with the relevant teams.”

“Working alongside the ECASS Team has been extremely useful. Their flexible approach and paced support have secured adult learning and delivered direct impact to the daily quality first teaching in the classes. Delivering the programme over a series of weeks and terms, again has secured learning and ensured that the profile of Speech & Language needs has been kept as a high priority!”

“The reports for the communication programmes took a long time to come through initially but good guidance was given. I think they were just slower due to being the first round done. The school audit was helpful and things were spotted and observed that I may have missed. Lots of support offered e.g. OT, EP and parent information sessions which were really useful.”

ECASS Universal Parent Training Engagement and Feedback



- Parent Eklan
- What to do if I am concerned about my child's Speech, Language and Communication
- Independence Skills

93 Parents/Carers have attended the Universal Training sessions under the ECASS Strand 3 Offer

If you have engaged in ECASS Parent/Carer training, please rate on a scale of 1-5 how helpful these sessions have been.



5.00 Average Rating

ECASS UNIVERSAL PARENT TRAINING HIGHLIGHTS



"Very helpful. Well presented and easy to follow with clear examples"

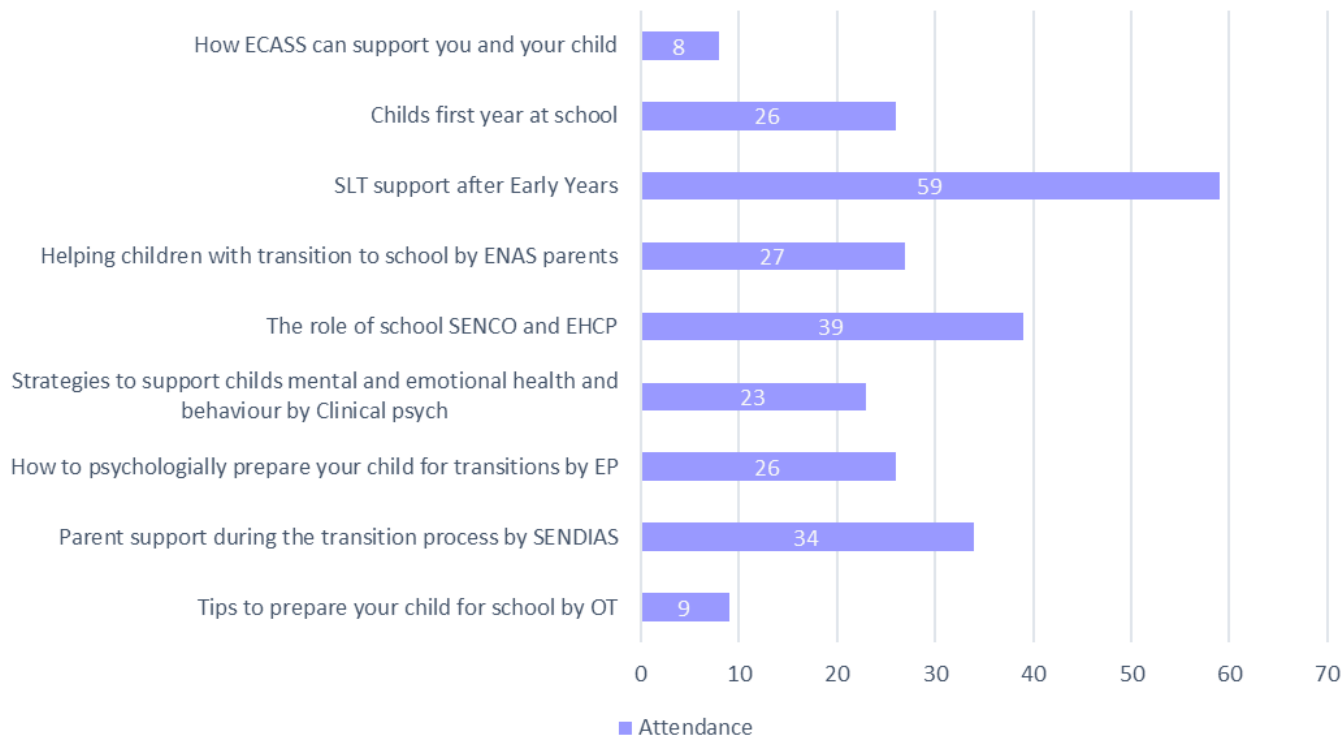
"Very informative and useful in helping young children to develop their communication - oral and non-verbal - with practical suggestions"

"Excellent OT session very clear gave so much good advice and useful everyday tips. Answered all questions and gave a lot of her extra time to address concerns. I feel a lot more confident to try out a few self care skills now"

BETTER COMMUNICATION FOR ALL



Rising to Reception Parent/Carer Engagement and Feedback



On a scale of 1-10, please rate how helpful the Rising to Reception programme has been for you as a parent or carer.



105 Parents
attended the Rising
to Reception Offer
under the ECASS
Universal School
Offer

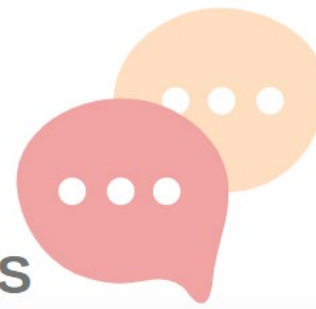
BETTER
COMMUNICATION
FOR ALL

ECASS

E Enfield
Health
Supporting Physical and
Mental Health in Enfield

ENFIELD
Council

RISING TO RECEPTION HIGHLIGHTS



"Very Useful Session. Feel more informed. Keep up the good work guys"

"Very useful and helpful information for parents and great ideas for what parents can do to support children during transition"

"Very clearly presented and great information on understanding behaviours and what a child may be trying to communicate"

"What a wonderful and helpful session. Great series of sessions to help get my son ready for school transition, which have been really valuable for us. Excellent!!"

BETTER
COMMUNICATION
FOR ALL



Target School Offer: Challenges

Some schools (particularly Secondary) have not been able to commit to whole school Eklan training which is a core part of the target school offer. We have researched the reasons behind this which appear to mainly revolve around:

- Competing priorities for **CPD – time pressures**
- **Focus on assessment** and need for **departmental time**
- Difficulties in communication and identifying the **‘key’ member of staff** for ECASS

Other challenges have included:

- Disseminating **Communication Programmes** through SENCOs
- Inappropriate **use of communication programmes**
- Changes in **Headteacher recruitment** mid year

Next Steps Following ECASS Offer Evaluation

1. Create an '**ECASS School Partnership Agreement**' to try and formalise agreement between ECASS and schools
2. Invite all Head Teachers or Deputies to the **initial HT briefing** to secure engagement
3. Ensure that schools are in the '**right place**' to engage with ECASS as a target school
4. Consider the best staff member to be the **key point of contact**.
5. Offer '**classroom consultations**' to support secondary schools in both SLCN amongst students but also to support emerging SEMH which may be resultant.

Next Steps Following Eklan Evaluation

School outcomes and our approach have been revisited and adapted throughout the year. The following adjustments have been suggested and some have been trialled:

1. Create a **bespoke Eklan package** specifically for secondary schools and continue to offer the current model for primary schools
2. Secondary Schools: Offer Eklan accreditation to second year **ECTs**
3. We are in communication with **HEP** to offer an ECASS ECT package of support for the Enfield Partnership Schools group.

I
N
S

Inclusive & Nurturing Schools Programme



Funded by

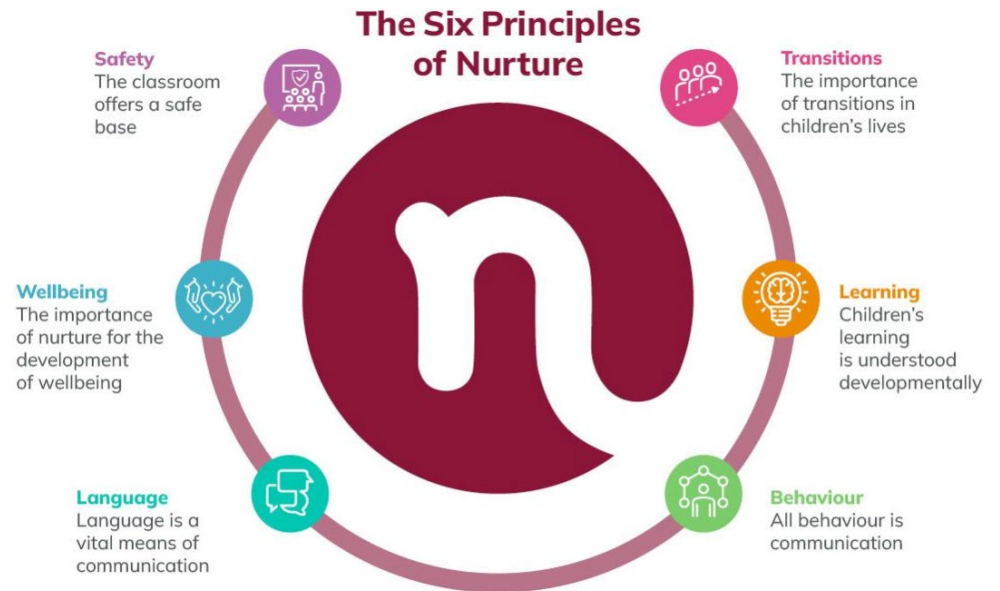


nurtureuk

nurtureuk is the national charity dedicated to using nurturing approaches to improve children and young people's life chances.

We give education professionals the proven tools, training and support they need to implement nurture in schools and remove barriers to learning. We also work with policy makers to make nurture a cornerstone of education in the UK.

Nurture gets to the root of children's social, emotional and mental health difficulties and gives schools the help they need to deliver the right support. It improves attendance, behaviour and attainment and ensures every child is able to learn.



Tender Education & Arts

Tender exists to end domestic abuse and sexual violence, focusing on two core priorities:

- To work with children and young adults to **prevent** them from becoming either victims or perpetrators of domestic abuse in the future.
- To raise the profile of the issue and create a **step change** in terms of attitude and tolerance of domestic abuse and sexual violence from direct work in schools to training and **awareness building** for professionals supporting children and young people.



START

Initial/Induction school meeting
with Programme Manager,
Head and SLT Programme Lead
(1 hour)

(The modules and reviews take place across 18 months)

FINISH

ce across 12 months)

Thank you





Friday 25th November 2022



ENFIELD
EDUCATION
SERVICE



Department
for Education

Holiday Activities and Food Programme (HAF)

www.enfield.gov.uk

Striving for excellence



Aims of the HAF programme



Winter 2022 programme

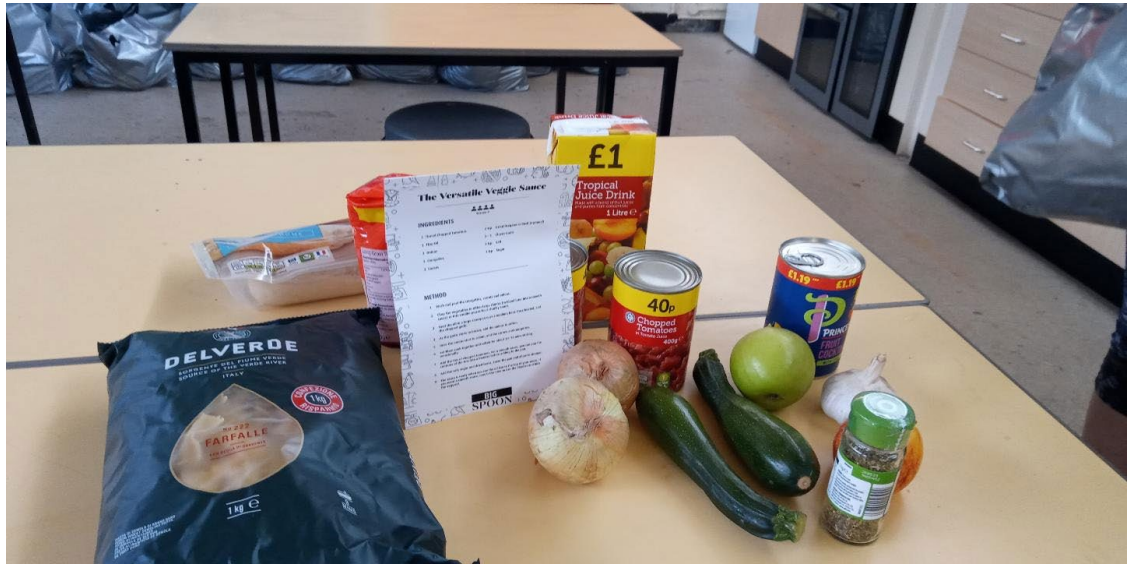
- The HAF programme will run between 19th – 23rd and 28th – 30th December 2022.
- We have programmes running in 39 locations across the borough in schools, youth centres and community settings.
- Activities include cooking, physical activities, day trips, pantomime, music, arts and crafts and much more.
- Each day children and young people will receive a nutritious hot meal and snacks.
- The Felix Project and Morrison's are supporting with additional food.

How can you help?

- ❖ Promote the programme to all those eligible in your school
- ❖ Add our poster to your website, newsletter, social media posts and share with parents groups – you can find the poster on [The Hub](#)
- ❖ Signpost to our central booking system <https://hafenfield.co.uk/>
- ❖ If you have provision running at your school – thank you. Support the provider with promotion, invite them to assemblies and spread the word!

Thank you for your support





Contact

HAF@enfield.gov.uk

Rajay Williams – 0208 132 2619

rajay.williams@enfield.gov.uk

Sharon Davies – 07890 044340

Sharon.davies@enfield.gov.uk



ENFIELD
EDUCATION
SERVICE

Friday 25th November 2022