



**ENFIELD**  
**EDUCATION**  
**SERVICE**

**4<sup>th</sup> July 2024**

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# AGENDA

- 10:00 Introductions and welcome
- 10:02 Key updates – Ofsted: Place Planning: Addison House  
SEND school: DBV
- 10:10 Holiday & Food fund
- 10:15 Summer activities
- 10:20 Social Media & smart phones
- 10.30 Place Planning Strategy
- 10:45 Attendance new duties & Study Bugs
- 10:55 NEXUS update
- 11:05 Delivering Better Value (SEND)
- 11:15 E-TIPSS
- 11:25 Reading Strategy updates: Moderation
- 11:35 GULP
- 11:45 AOB and close

# National picture on EHCPs

## Number of EHC plans at January 2024

**575,963**

The number of EHC plans in place as at January 2024 increased by 58,914 (11.4%) from January 2023

## Number of new EHC plans which started during 2023

**84,428**

The number of new EHC plans which started during 2023 increased by 17,722 (26.6%) from 2022

## Number of initial requests for an EHC plan

**138,242**

Requests for assessment in 2023, increased by 23,760 (20.8%) in 2022

## Timeliness - Rate of EHC plans issued within 20 weeks

**50.3%**

EHC plans issued within 20 weeks - up from 49.2% in 2022

# Sub-regional performance

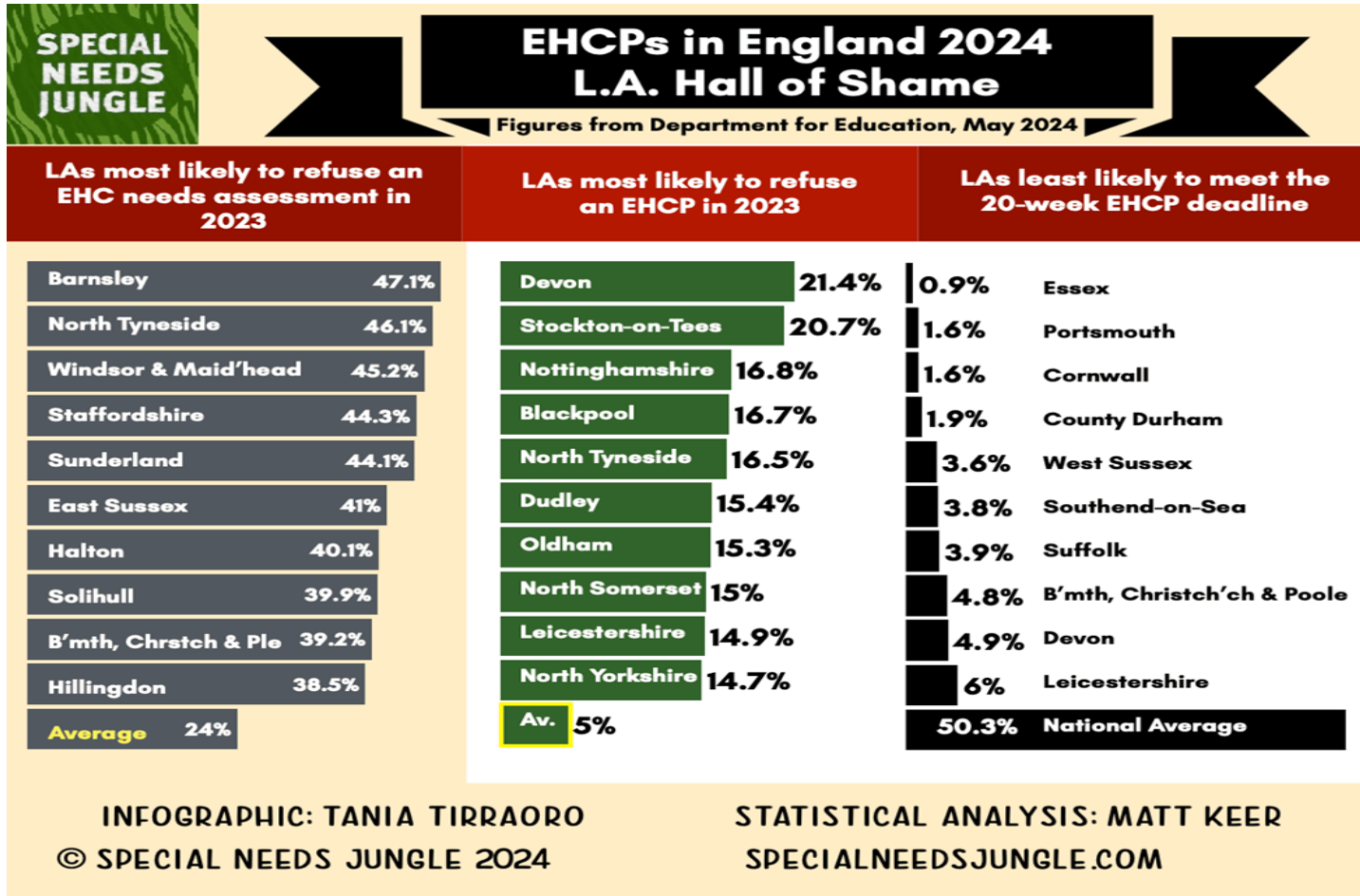
## 20-week statutory time-line

Borough	20 weeks performance National Average (50.3%)	Mediations	No of Tribunals	London & National rating	Total number of plans	% Increase since 2022
Barnet	100%	0	61	1 <sup>st</sup> (100%) 1 <sup>st</sup>	3809	18.62
Camden	96.6	2	18	7 <sup>th</sup> (-4%) 14 <sup>th</sup>	1532	6.38
Enfield	95.6	20	25	8 <sup>th</sup> (-5%) 16 <sup>th</sup>	4741	21.6
Haringey	97.7	50	31	6 <sup>th</sup> (-3%) 12 <sup>th</sup>	2833	10.36
Islington	66	22	42	22 <sup>nd</sup> (34%) 59 <sup>th</sup>	2035	24.54
Waltham Forest	90.06	13	13	12 <sup>th</sup> (9.4%) 24 <sup>th</sup>	3295	27.51

# Number of EHCP requests – sub regionally

Borough	Number of Requests	Refusal to assess	No of Plans Issued	Refusal to Issue EHCP
Barnet	985	22.4	645	0.92
Camden	236	5.5%	186	8.37%
Enfield	728	28.2%	488	6.33%
Haringey	692	36%	286	4.89%
Islington	429	31%	300	3.84%
Waltham Forest	871	15.5%	700	6.16%

# Special Needs Jungle – Statutory Assessment and Time-lines



# CPP Pilot Testing

- New national EHCP Template (85)
- New advice templates
- Development of a Local Area Inclusion Plan (LAIP)
- Advisory Tailored Lists
- Disagreement and Resolution process
- Review of AP

# Addison House

- Development of a 48 placed secondary provision at Addison House site
- Support our most complex young people
- Develop a transition pathway to FE and Adult-Social Care
- Develop employment opportunities



# Enjoy Enfield this Summer

## Cheryl Headon



# Enfield Summer programme for families

- A leaflet will start to be delivered to all homes in Enfield.
- This has a fold out map highlighting our parks / open spaces and the many facilities within them – cafes, wetlands, tennis courts, playground, green gyms and more!



[www.enfield.gov.uk](http://www.enfield.gov.uk)



# PARKS, OPEN SPACES AND CULTURAL VENUES

1. Albany Park
2. Alderbrook Avenue Recreation Ground
3. Alma Road Open Space
4. Angel Gardens
5. Arnos Park
6. Aylands Open Space
7. Boundary Park
8. Boundary Playing Fields
9. Boxers Lake Open Space
10. Broomfield Park
11. Bury Lodge Gardens
12. Bush Hill Gardens
13. Bush Hill Park
14. Church Fields Recreation Ground
15. Church Street Recreation Ground
16. Covert Way
17. Craig Park
18. Cuckoo Hall Recreation Ground
19. Durants Park
20. Dugdale Arts Centre
21. Elsinge Golden Jubilee Park
22. Enfield Playing Fields
23. Firs Farm Wetlands
24. Florence Hayes Recreation Ground
25. Forest Road
26. Forty Hall Park & Estate
27. Grovelands Park
28. High Road Open Space
29. Hillyfields
30. Hoe Lane Open Space
31. Ivy Road Open Space
32. Jubilee Park
33. Kenninghall Open Space
34. Ladysmith Park
35. Millfield Theatre
36. Montagu Recreation Ground
37. North Enfield Recreation Ground
38. Oakwood Park
39. Painters Lane Open Space
40. Plevna Road Open Space
41. Ponders End Park
42. Prince Of Wales Field
43. Pymmes Park
44. Salmons Brook Footpath
45. St George's Field
46. St James Open Space
47. Tatem Park
48. Tottenham Sports Ground
49. Town Park
50. Trent Park
51. Waltham Gardens
52. Warwick Fields Open Space
53. Weir Hall Recreation Ground
54. Wilbury Way Open Space
55. Whitewebbs Park



KEY

- Toilets
- Playground
- Outdoor Gym
- Splash Pad
- Tennis Courts
- Cafe
- Cultural Venue
- Cattle Grazing
- Wetlands
- Beaver Enclosure
- PARKS
- OPEN SPACES
- ENFIELD CHASE LANDSCAPE RESTORATION

These are some of our parks, open spaces and facilities. For full details of all of our parks visit [www.enfield.gov.uk/parks](http://www.enfield.gov.uk/parks)

This map is not to scale.



# Summer Programme

- Online listing of hundreds of activities for children and families this summer
- This will be updated every week with new activities and further information so keep looking!
- A pdf will also be available from the same page, in the next week or so.



6 weeks of fun for the whole family



[www.enfield.gov.uk/enjoysummer](http://www.enfield.gov.uk/enjoysummer)



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[Home](#) > [Services](#) > [Leisure and culture](#) > [Enfield summer programme](#)

## Enfield summer programme



Enfield is a wonderful borough with vast green open spaces and vibrant town centres. It has a diverse character, excellent transport links and a rich cultural offer.

To celebrate this, we have put together a great summer programme for all to enjoy. Whether you're looking for something for the children or family – there's something for everyone. With activities ranging from hands on arts and craft, to relaxing in one of our beautiful parks enjoying an event or two.

Have a look through our listing below for full details. To help you search, you can apply one or more of the filters. If you see an asterisk (\*) by the age – these activities are suitable for those who have a special educational need and disability (SEND).

If you would like to hear about what's going on and things to do in Enfield more regularly, [sign up to our newsletters](#).

**Refine search**

Select event type ▼

Select group ▼

Select week ▼

**Filter results**



# Online Safety Working Party

**Samantha Hill**

The working party has been meeting regularly since November 2023, in person and by Teams

Open invite – all welcome

Contributions from headteachers, governors, senior leaders, DSLs, ECP, the police and two EPs whose theses have been on aspects of online safety

Research of literature and available resources and guidance in the UK and globally

Our aim is to identify the key issues and produce clear research-led guidance for schools and families



# Match the App

And identify which cause the greatest safeguarding concerns

## Popular apps and gaming platforms - Match up (wordwall.net)

0:02



Messaging and video calling service which has the option of sharing documents and files.



An online multi-player gaming platform. Users can create and share their games.



A video sharing and social media platform



Voice and video calls, text messaging, sharing documents, photos and videos.



A survival action game that you can play alone, with a partner or in a team.



A photo and video sharing social networking service.



A computer game where players can build anything.



A video-focused social networking service



Users can communicate with voice and video calls, text messaging, media and files in private chats or as part of communities called "servers".



An instant messaging app on which you can share pictures and messages. They are available for a short time only.

Submit Answers



# Online Safety Working Party

The Online Safety Working Party is developing draft guidance for schools based on research that has been presented to us, and we want your feedback. We are keen to receive comments from those with broad and varied opinions, so please do tell us what you think. Email [Samantha.Hill@enfield.gov.uk](mailto:Samantha.Hill@enfield.gov.uk), or leave a comment directly on the digital poster. This is a working document, with the link [https://www.canva.com/design/DAGHdfnVmhU/S33Rzloe6dSoACHO2w0EQQ/edit?utm\\_content=DAGHdfnVmhU&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAGHdfnVmhU/S33Rzloe6dSoACHO2w0EQQ/edit?utm_content=DAGHdfnVmhU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton))

**Our developing (draft) guidance is twofold:**

**1.PARENTING COURSES (OPT-OUT):** That schools hold opt-out parenting courses in Years R, 5, 7 and 9, which all parents are expected to attend. ECP has an existing course and can tailor this to our requirements as needed, should schools wish. These courses should also be followed up with practical drop-in workshops where parents are able to bring existing devices for support in setting parental controls

**2.POSTER AND ACCOMPANYING LEAFLET:** The mock-up draft poster to the right summarises our guidance. The final copy will be professionally designed and have an accompanying flyer, so **please don't comment on presentation / appearance at all**. We are seeking your views on the guidance itself, and any suggestions on wording. The draft is copied here, and this link will take you to the Canva version where you can add comments and view notes:

[https://www.canva.com/design/DAGHdfnVmhU/S33Rzloe6dSoACHO2w0EQQ/edit?utm\\_content=DAGHdfnVmhU&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAGHdfnVmhU/S33Rzloe6dSoACHO2w0EQQ/edit?utm_content=DAGHdfnVmhU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

**Keep Your Child Safe Online**

**TALK**  
Talk to your child about their internet use and safety. Have meaningful conversations about how they use the internet  
Praise your child for safe online behaviours  
Welcome your child if they want to ask you a question or tell you about a problem, even if they've done something unwise themselves

**SHARE**  
Share online activity with your child at least once per week  
Teach your child about specific issues and concerns  
Model responsible online behaviour

**STOP**  
Keep to age ratings and guidance for apps, games and devices  
Restrict online activity to daytime and communal areas  
Use filters and parental controls  
Spend regular screen-free time with your child

**RECOMMENDED**  
11 Age 11+ for a basic phone or highly restricted smart phone without internet access or social media  
14 Age 14+ for a smart phone with parental controls  
\*Agree a contract with your child to encourage responsible phone use



# Keep Your Child Safe Online



**Talk** to your child about their internet use and safety. Have meaningful conversations about how they use the internet

**Praise** your child for safe online behaviours

**Welcome** your child if they want to ask you a question or tell you about a problem, even if they've done something unwise themselves



**Share** online activity with your child at least once per week

**Teach** your child about specific issues and concerns

**Model** responsible online behaviour



**Keep** to age ratings and guidance for apps, games and devices

**Restrict** online activity to daytime and communal areas

**Use** filters and parental controls

**Spend regular screen-free time** with your child



**11** Age 11+ for a basic phone or highly restricted smart phone without internet access or social media

**14** Age 14+ for a smart phone with parental controls

\*Agree a contract with your child to encourage responsible phone use

# Timeline

- **August 2024:** End of informal consultation period. Continue to gather broad feedback, including from young people
- **End August 2024:** To complete edits and accompanying leaflet.
- **Early September 2024:** Design completed. Draft guidance sent out for full consultation. Data collection
- **By January 2025:** Completed guidance issued to schools and families
- **Annually:** Data collection. Review.

# Feedback so far

Our draft proposals have been sent to Headteachers, DSLs, SENCOs and a wide range of service users/ providers in newsletters, emails and as presented in a range of forums. The online version has had 44 unique views so far and is still being viewed daily. Several schools have agreed to seek pupil and parent views between now and the end of term.

We have received no negative feedback at all and a large number of very positive responses. We have had some feedback about language/minor points, plus the following:

- Reasonable adjustments/medical exemptions, e.g. when a phone is used to report blood glucose levels in Type 1 diabetes
- How to address common questions, eg about location, safety for children when walking independently, morning alarm clocks, communication between child and a parent who does not live at home, and so on, We will address these in the accompanying leaflet.
- Feedback from young people regarding the online safety curriculum in schools not meeting need. YP report wanting to be able to approach an adult to talk through an issue without judgement or punishment. YP repeatedly emphasise the desire to be able to talk with an adult when an issue arises
- Discussion regarding languages and translation of materials/workshops
- Discussion regarding workshops and whether school staff should touch devices which belong to parents/children
- Discussion regarding the 'opt out' parenting course recommendation and whether this is reasonable or practical
- Discussion regarding content of parenting courses
- Feedback that the guidance could/should have greater emphasis on digital well-being, gaming/phone addiction and screen-free time
- Links to other similar movements across the UK
- Links to a range of excellent resources from the UK and internationally
- Discussion regarding government responsibility and what next steps could be



You are invited to

# The Enfield Inclusion Exhibition 2024

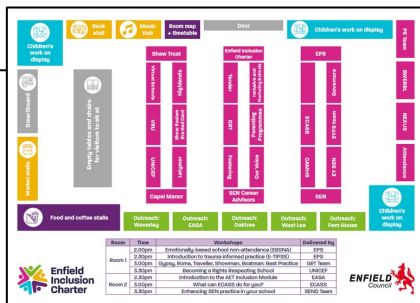
## FEATURING:

### TOURS OF SPECIALIST PROVISIONS (am) WORKSHOPS AND EXHIBITION (pm)

THE ENFIELD INCLUSION CHARTER | SEYIS | SEN | CAMHS | EARLY YEARS | UNICEF | RIGHTS RESPECTING SCHOOLS | VRU | LONDON INCLUSION CHARTER | VRU | EPS | ECASS | EASA | GRT | WAVERLEY | ORCHARDSIDE | DURANTS | OAKTREE | FERN HOUSE | FRESH STEPS | RUSSET HOUSE | NEXUS | SWERRL | ATTENDANCE | GOVERNOR SERVICES | THE MUSIC HUB | THE PE TEAM | TENDER | INCLUSIVE AND NURTURING SCHOOLS | SHOW RACISM THE RED CARD | OUR VOICE | PARENTING PROGRAMMES | FOSTERING | THE SHAW TRUST | THE VIRTUAL SCHOOL | DISPLAYS OF CHILDREN'S WORK | MARKET AND BOOK STALLS | FOOD AND COFFEE | INCLUSION REPRESENTATIVES FROM MULTIPLE SCHOOLS | AND MORE

Wednesday 3rd July 2024, 2-4pm

West Lea School, Haselbury Campus, N9 9TU



## TOURS

Contact schools directly to organise your tour

### Orchardside School, 9am/11am/2pm

Pupil Referral Unit (PRU) for Years 7-11  
Address: Orchardside School, 230 Bullsmoor Lane, EN1 4RL  
How to book: Email Sharon Howard - [Sharon.Howard@orchardside.school](mailto:Sharon.Howard@orchardside.school)

### Fresh Steps Independent School, 9.50am/11.05am/1.10pm

An independent SEMH school rated Outstanding by Ofsted in 2017, 2020, 2024  
Address: FreshSteps Independent School, Innova House, London, EN3 7XH  
How to book a place: [schooladmin@freshstepsindependentschool.org.uk](mailto:schooladmin@freshstepsindependentschool.org.uk) Tel: 02088035827

### Raynham Primary School, between 9.15am-11.30am

ARP for Autism and complex needs  
Address: Raynham Avenue, Edmonton, N18 2JQ  
How to book: contact Gemma Fox (SENCo) at [gfox13.308@raynhamprimary.org](mailto:gfox13.308@raynhamprimary.org) or call the school office on 020 8807 4726

### Brimsdown Primary School, 9am/10am/11.15am/1.15pm

KS2 Autism Unit  
Address: Brimsdown Primary School, Green Street, Ponders End, EN2 7NA  
How to book: Tel: 020 8804 6797

### Churchfield Primary School, between 9.30am-11.30am

2 x ASD CUBS provision, Reception-Y2  
Address: Churchfield School, Latymer Road, N9 9PL  
How to book a place: Email [jacqueline.may@churchfield.enfield.sch.uk](mailto:jacqueline.may@churchfield.enfield.sch.uk)

## TOURS

Contact schools directly to organise your tour

### Oaktree School, 9.30am

Special school for students aged 11-19 with social, emotional and mental health needs  
Address: Oaktree School, Chase Side, Southgate, London N14 4HN  
How to book a place: Email [cwitherington.308@oaktreeschool.org.uk](mailto:cwitherington.308@oaktreeschool.org.uk) Tel: 02084403100

### Waverley School, 10am

Special school for students aged between 3-19 years with severe, profound and multiple learning difficulties  
Address: Waverley School, 105 The Ride, Enfield, Middlesex, EN3 7DL  
How to book a place: Call 02088051898 and speak to Sheniz.

### Durants School, 10am

Autistic-specific provision for students aged 11-19  
Address: 1. Durants School, High Street, Southgate, N14 6BN; 2. Durants School, Winchmore Site, Winchmore School, 20 Laburnum Grove, Winchmore Hill, N21 3HS  
How to book a place: Contact the school office 0208 8041980 or email [office@durants.school](mailto:office@durants.school)

### Russet House School, 10.30am

Special school for autistic students aged 3-11  
Address: Autumn Close, Enfield, EN1 4JA  
How to book a place: Tel: 020 8300 0050 or email [office@russethouse.enfield.sch.uk](mailto:office@russethouse.enfield.sch.uk)

### Fern House School, 10am

Special school for children with social, emotional, mental health needs and / or social communication needs (Autism)  
Address: Fern House School, Keswick Drive, Enfield, EN3 0NY  
How to book a place: Tel: 01992 700800

## WORKSHOPS

Book a place at a workshop by emailing [seyis@enfield.gov.uk](mailto:seyis@enfield.gov.uk)

### Room 1

2pm, EPS

Emotionally-based school non-attendance (EBSNA)

2.30pm, EPS

Introduction to trauma informed practice (E-TIPSS)

3pm, GRT Team

Gypsy, Roma, Traveller, Showman, Boatman: Best Practice

3.30pm UNICEF

Becoming a Rights Respecting School

### Room 2

2.30pm, EASA

Mini Autism Inclusion Module (AET)

3pm, ECASS

What can ECASS do for you?

3.30pm, SEND Team

Enhancing SEN practice in your school





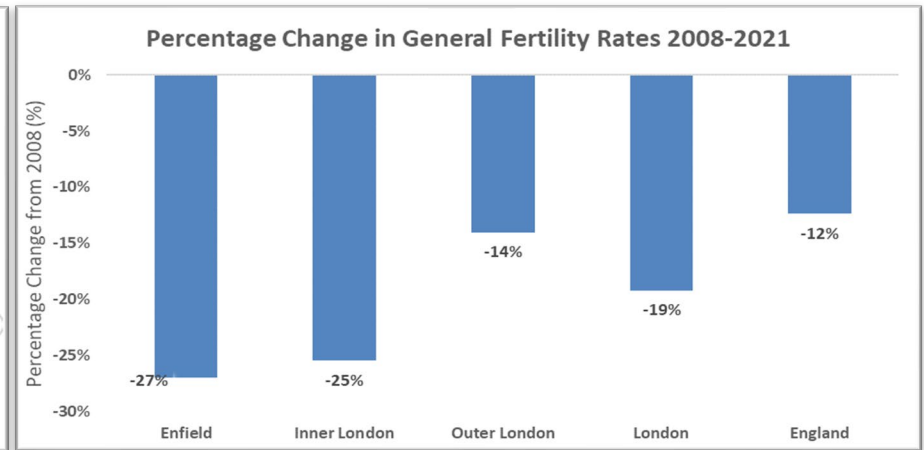
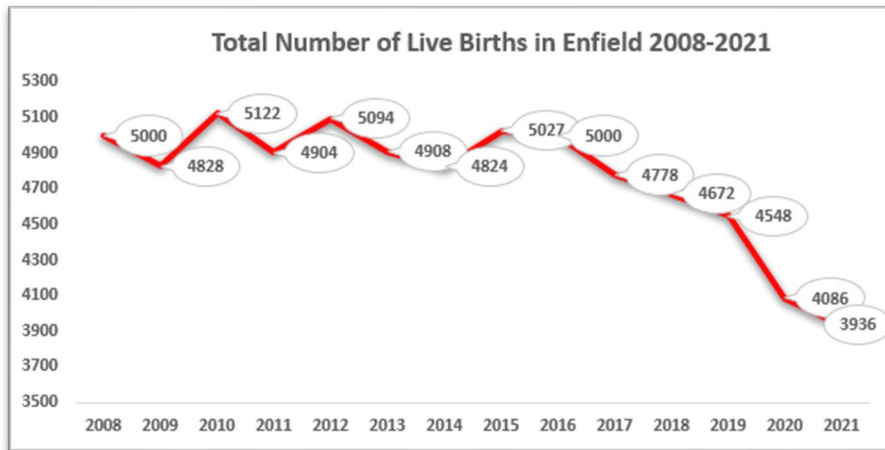
# **Pupil Places Strategy**

**Strengthening Education Provision in Enfield**

**Headteacher Briefing  
4 July 2024**

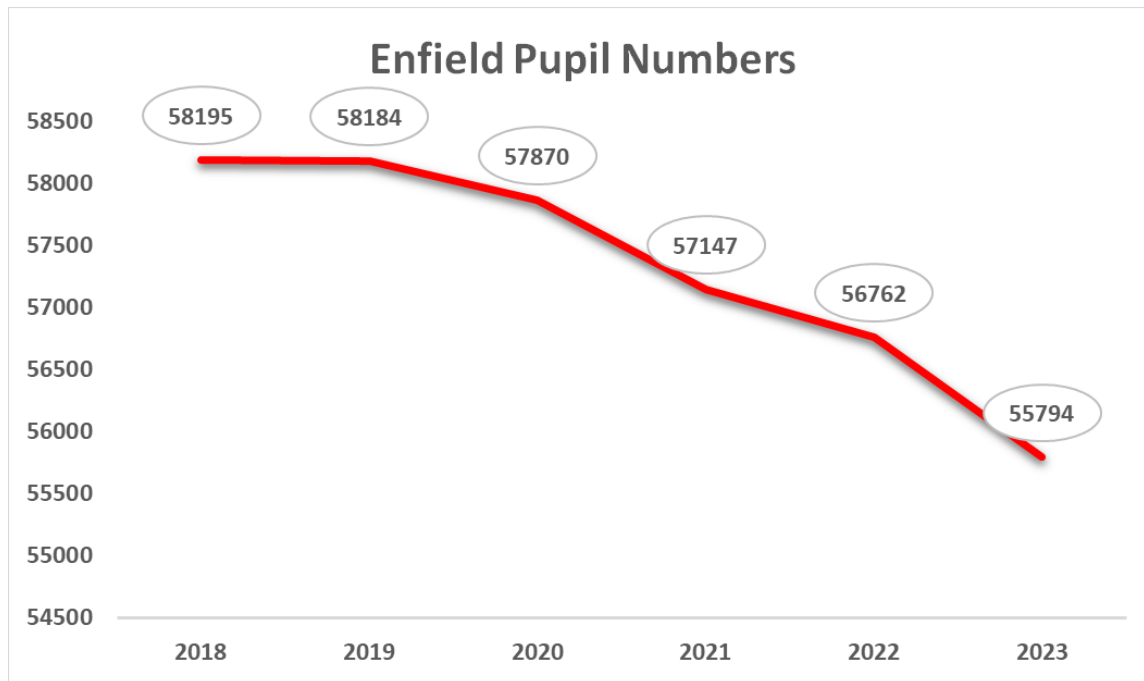


# Birth Rates



- The live birth rate in Enfield has fallen by 21% since 2008.
- The general fertility rate (GFR) is the number of live births per 1,000 women aged 15-44. Rates are based on the most up-to-date mid-year population estimates.
- Enfield has seen a higher percentage change in its general fertility rate, resulting in a significant decrease in live births than the London and National Average

# Changes in Pupil Population



Source: School Census

- There has been a year-on-year decrease from 2018-2023, representing a net decrease of 4% (2401). Equating to 80 forms of entry
- The East of the borough (East of the A10) is experiencing highest levels of falling school rolls
- The net effect is that Reception Year group has decreased year on year from 4292 in October 2018 to 3800 in October 2023.

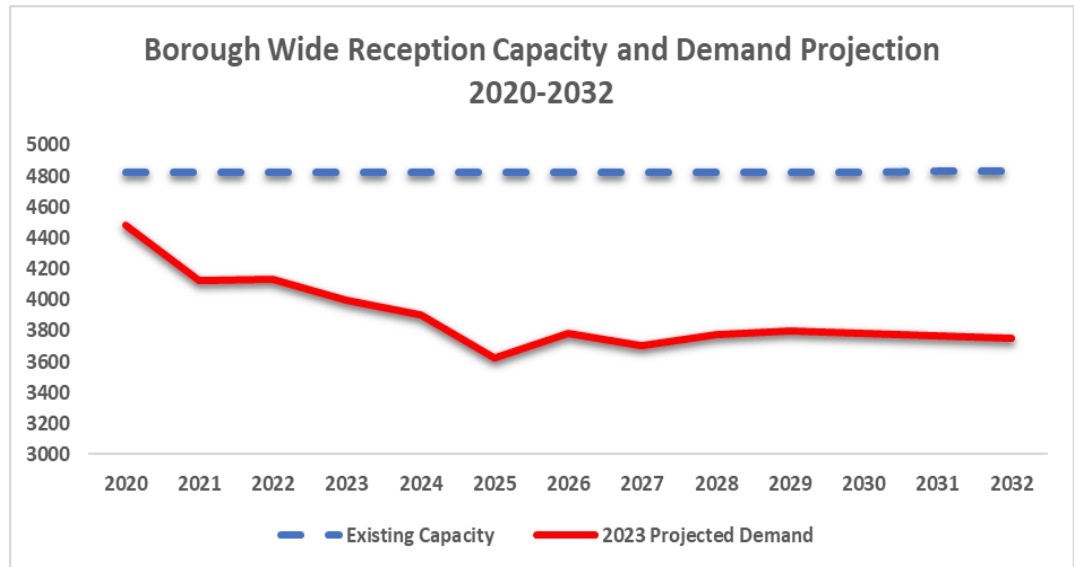
### Percentage Change in Reception Numbers, 2022-23 to 2026-27





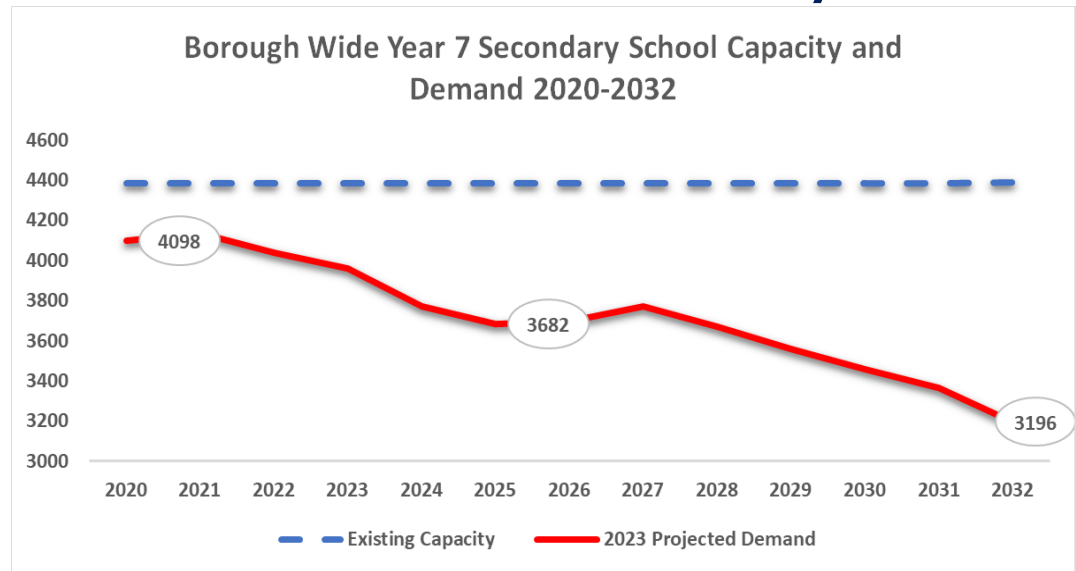
# Pupil Projections - Primary

- Currently there is an over provision in primary school reception of over 600 places (agreed PANs) or 17% of the total available places, which has impacted on less popular schools (parental choice)
- Projections show a continual decline until 2025 reducing pupil number to 3624. 1,176 below the currently available places.



# Pupil Projections - Secondary

- Borough wide Year 7 numbers is projected to reduce by 416 pupils from 2020-2025
- Falling Primary rolls are likely to start significantly impacting Secondary School Rolls from 2024/25 when lower Primary School Rolls begin to transfer to Year 7.
- Year 7 rolls will fall by a further 486 by 2032



# Primary Admissions September 2024

Primary allocations made on national offer day.

23/24 = 3534 Enfield pupils had applications – 3415 allocated to Enfield schools

24/25 = 3572 Enfield pupils had applications – 3417 allocated to Enfield schools

<b>Schools</b>	<b>Total Number of Places</b>	<b>Vacancies</b>
67 schools – 29 are full	on NOD 4247	604
38 have vacancies		553

We have 29 pupils left to allocate

# Secondary Admissions September 2024

Secondary allocations made on national offer day.

23/24 = 4417 Enfield pupils had applications – 3948 allocated to Enfield schools

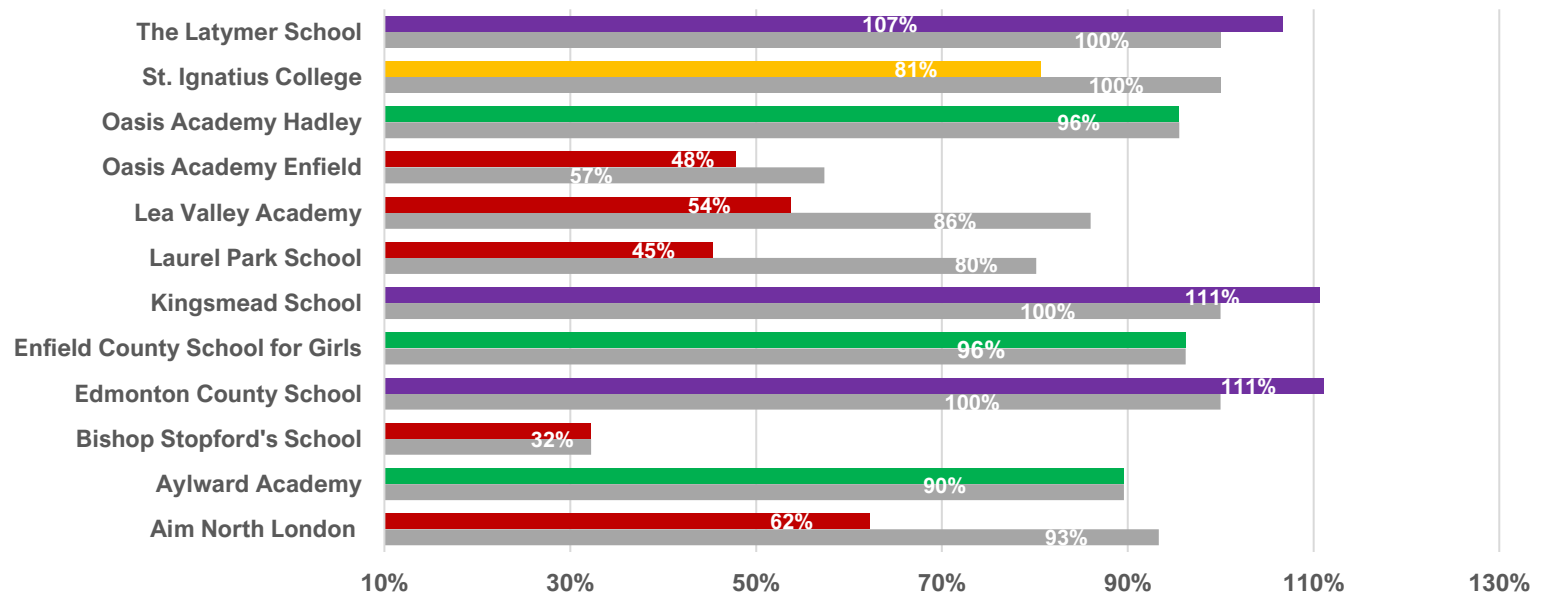
24/25 = 4146 Enfield pupils had applications – 3773 allocated to Enfield schools

Schools	Total Number of Places	Vacancies
We have 21 school - 12 are full	On NOD 4096 – 57 added 4153	240 NOD
Nine schools have vacancies	3 school have more than one PAN	324 now

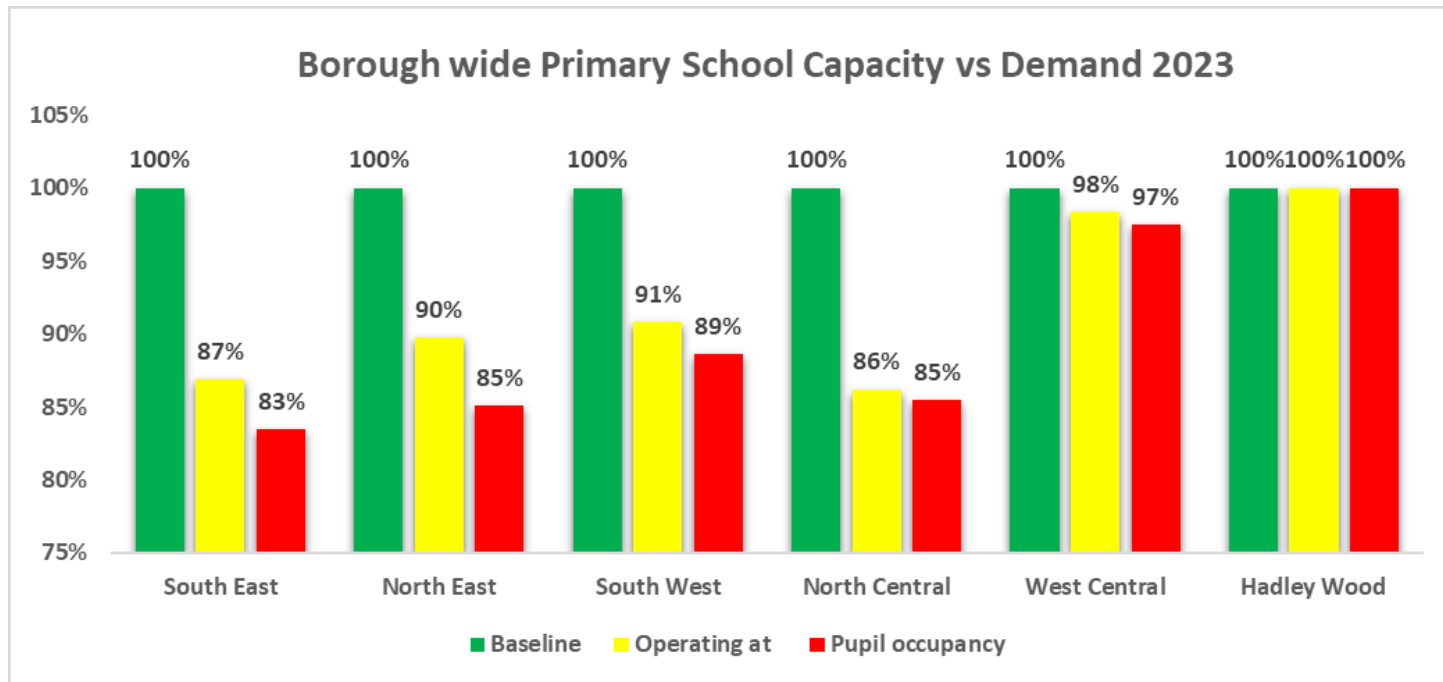
We have 24 pupils left to allocate

# Expected Secondary Occupancy September 2024

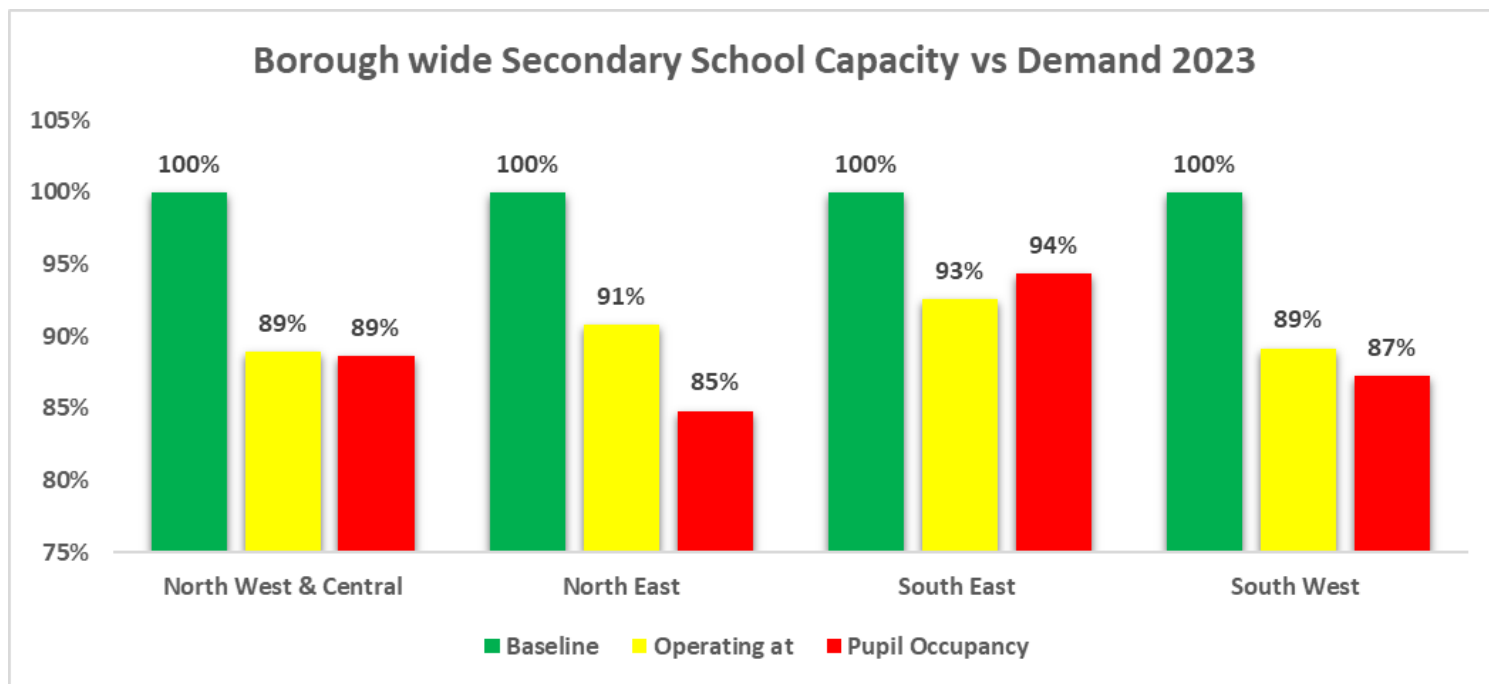
Expected Year 7 % Occupancy Rates for September 2024



# Capacity v Demand- Primary



# Capacity v Demand- Secondary





# Impact on Schools - Primary

- Currently 7 Primary School are operating below 60% of their built capacity
- A further 7 are operating between 60-80%
- Of the remaining 55 primary schools 9 are operating between 81-90%, 16 between 91-99% and remain 30 are operating at full capacity.





# Impact on Schools - Secondary

- Currently 2 Secondary School are operating below 60% of their built capacity
- A further 4 are operating between 60-80% of their built capacity
- Of the remaining schools only 1 is operating below 90% with 9 at full capacity.

# National Content at July 2023

- 90 Primary Schools in England are more than 2/3<sup>rds</sup> empty and at risk of closure
- 156 schools across England have closed since 2009-10. Of those schools on average in their last year the vacancy rate was 66%
- Across England there are more unfilled primary school places than in any year since 2009-10, the equivalent to 570,000 or 11.5% of total capacity.
- By 2026-27 reception places will decrease by a further 5% across England with some authorities in some areas this may be as high as 20%

# Financial Impact – School Deficits

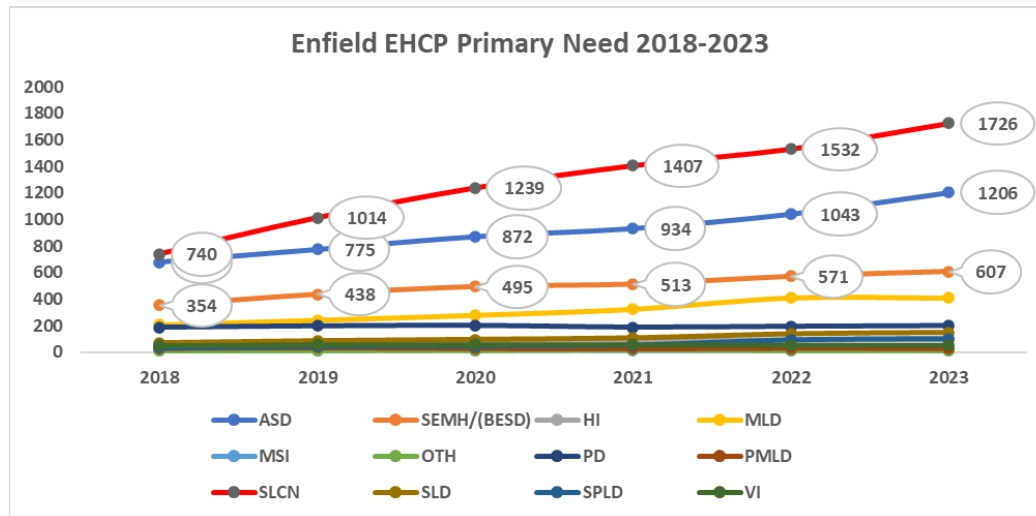
## **Growth in the number of Schools with Deficit Budgets**

- 13 Primary with negative revenue balances totalling **£1.84M** carried forward into 2024/25
- 3 secondary schools reported a deficit with negative revenue balances totalling **£4.1M** carried forward into 2024/25
- Impact on schools in deficit with credit agreements with Council.

## **Other issue for schools:**

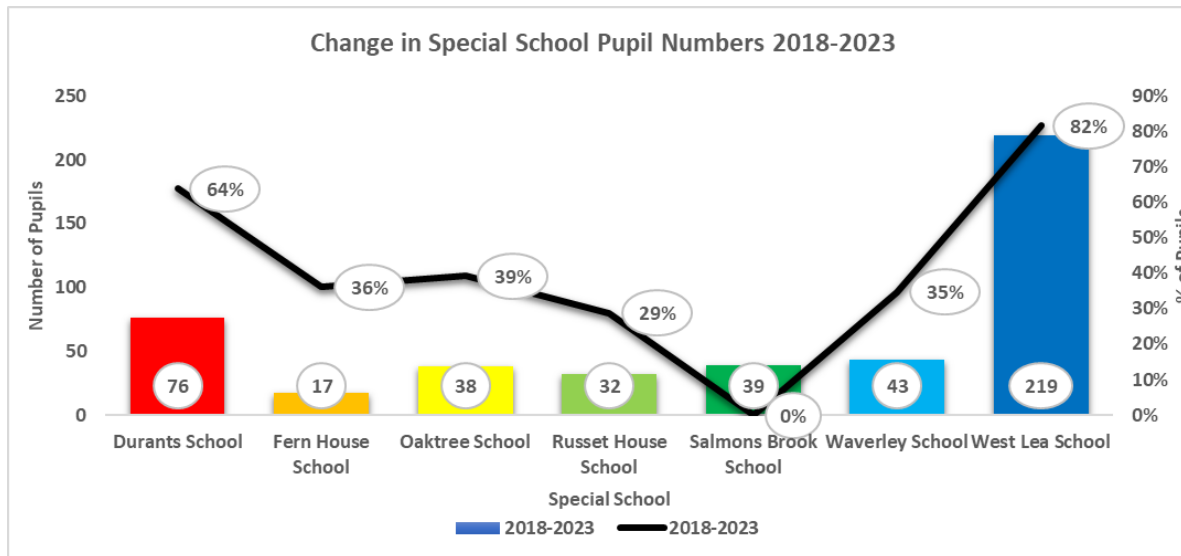
- Negative impact of the national funding formula
- Rising Energy Costs
- Teachers pay award

# SEN– Growth in EHCPs



- Increases year on year hovering around (1.5% = 577 EHCPs)
- Average cost of a plan is £13,706 (21/22 figure)
- Average life-time cost of a plan £205,590
- Average length of a plan is 15 years
- There is a significant increase in demand for special school places, particularly in the Speech, language, and communication needs (SLCN), social, emotional & mental health" (SEMH) and Autistic spectrum disorder (ASD), which is outstripping available places. The Council's strategy is to expand ASD and SEMH.

# Increase in SEN Provision



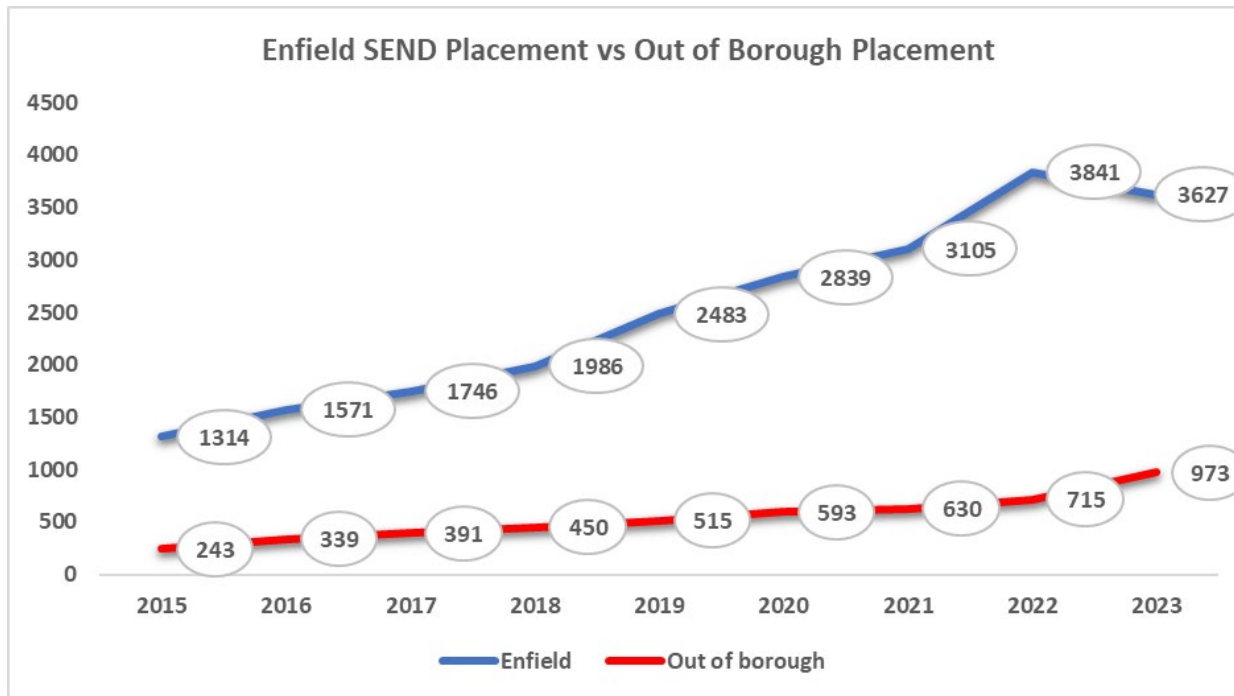
- Between 2018-2023 we have increased the number of places by approximately 464 (61%).
- The total number of spaces available in Enfield's SEN Schools is 1167.
- Currently we have 1230 pupil at 105% of the total capacity.

# ARPs & Unit Provision

School	Ages	Need	No. places
Bowes	6 to 11	Complex Needs and Autism	4
Brimsgate Deaf Resource Base	5 to 11	Deafness	12
Chesterfield	5 to 11	Complex Needs and Autism	16
De Bohun	8 to 11	Complex Needs and Autism	4
Eastfield	7 to 11	Complex Needs and Autism	8
Eldon Primary	5 to 11	Complex Needs and Autism	26
Firs Farm	7 to 11	Complex Needs and Autism	8
Galliard	5 to 11	Complex Needs and Autism	9
Highfield	4 to 11	Complex Needs and Autism	8
Houndsfield SLRB	5 to 7	SLCN	7
Raynham	7 to 11	Complex Needs and Autism	16
St Ignatius	11 to 16	SLCN	8
Starks Field	7 to 11	Complex Needs and Autism	8
Suffolks SLRB	5 to 11	SLCN	15
Highlands Deaf Resource Base	11 to 18	Deafness	15
St Anne's	11 to 16	Autism and SLCN	10
Chace Community	11 to 18	Complex Needs and Autism	12
De Bohun	4 to 11	Complex Needs and Autism	30
Brimsgate	7 to 11	Complex Needs and Autism	10
Lavender	5 to 8	Complex Needs and Autism	10
Oakthorpe	5 to 7	Complex Needs and Autism	8
Houndsfield Unit	5 to 11	Complex Needs and Autism	10
Fleecefield Unit	5 to 11	Complex Needs and Autism	8
<b>Total Places</b>			<b>262</b>

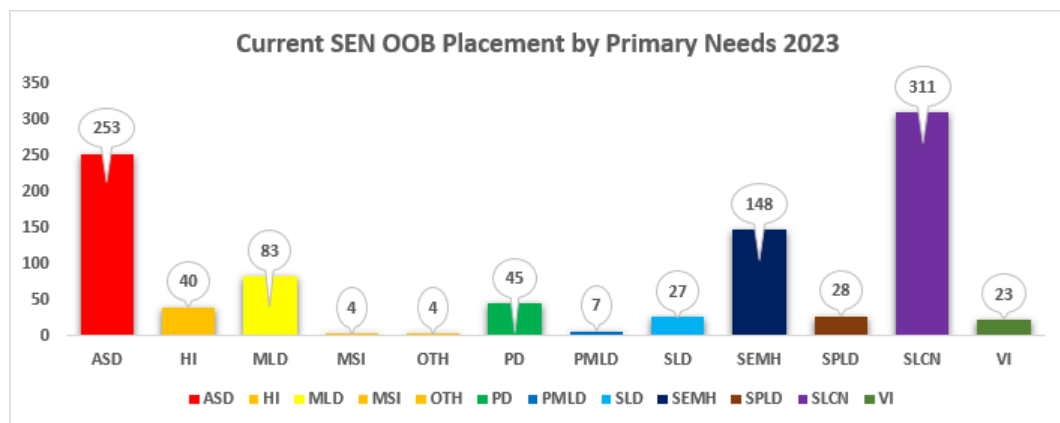
- Of the 262 places available 158 have been created the last 2 years
- Only 45 of these places are for Secondary Pupils at 4 schools
- A

# Independent/Out of Borough Provision



- Despite increasing provision within the Borough, the ongoing demand for places has resulted in an increasing need for Out of Borough placements. Supply is not meeting the continuing demand for SEN places.

# Independent/Out of Borough Placements

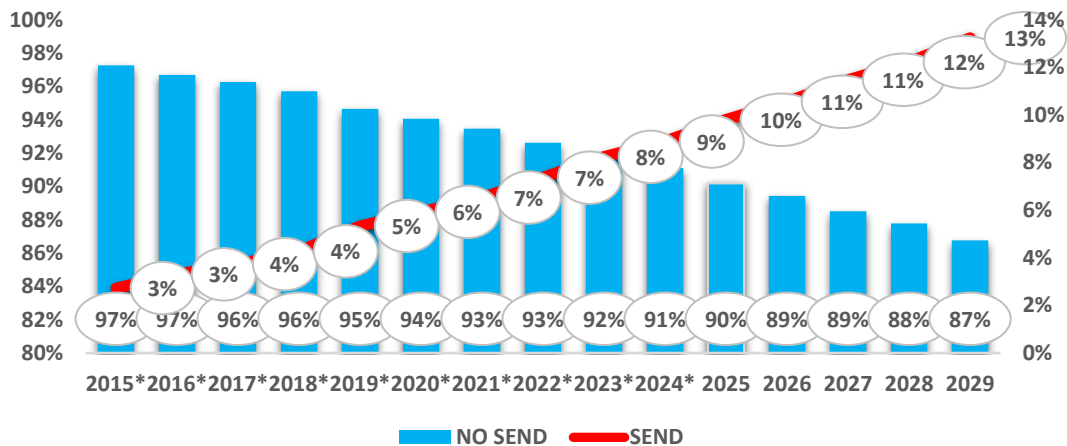


- Despite increases in in-borough provision an increasing number of pupil still require an Out of Borough placement. Most significantly for SLCN, ASD and SEMH.
- Proportionally over the past 5 years we have sent more children with Autism (ASD) Moderate learning Difficulties (MLD and Multisensory Learning Difficulties (MSI) to out of borough placements due to lack of capacity



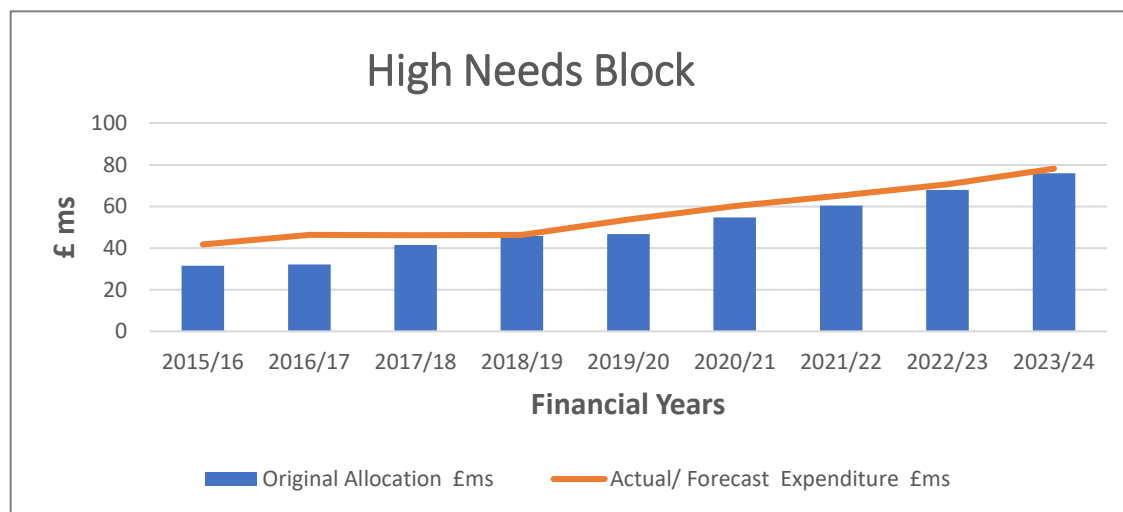
# SEN – Future Forecasting?

Pupil Forecast vs SEND Forecast



- It is projected that there will be a continual demand for SEN places in the coming years (13% increase by 2029/30)
  - This (linear progression) approach is based on considering the overall decline in pupil numbers and the continued increase in EHCP numbers over the years.
- \*These are actual numbers, from 2025 are projected numbers.

# High Needs Block: Total Budget & Planned Spend



- HNB has risen by circa £12m in the last 5 years
- £3m in-year High Needs overspend at end of 2022/23
- £15.2m accumulate overspend brought forward into 2023/24
- In July 2023, the projected deficits was estimated as £1.75m, however allowing for some in-year local developments and unforeseen demand for support, estimated in-year projected deficit as £2.2m (£17.4m)

# Growing SEN Provision

## Pipeline Projects

- **Portcullis Lodge** -96 primary places for children with Autism & Complex Need
- **Addison House** – 48 Secondary Places for children with Autism & Complex Needs
- **Winchmore 6<sup>th</sup> Form** - 20 SEN places and 160 mainstream places
- **Swan Annexe** - 100 places for secondary pupils with complex learning needs
- **Additional ARPs and Units**

# Phase Reduction in Enfield PAN

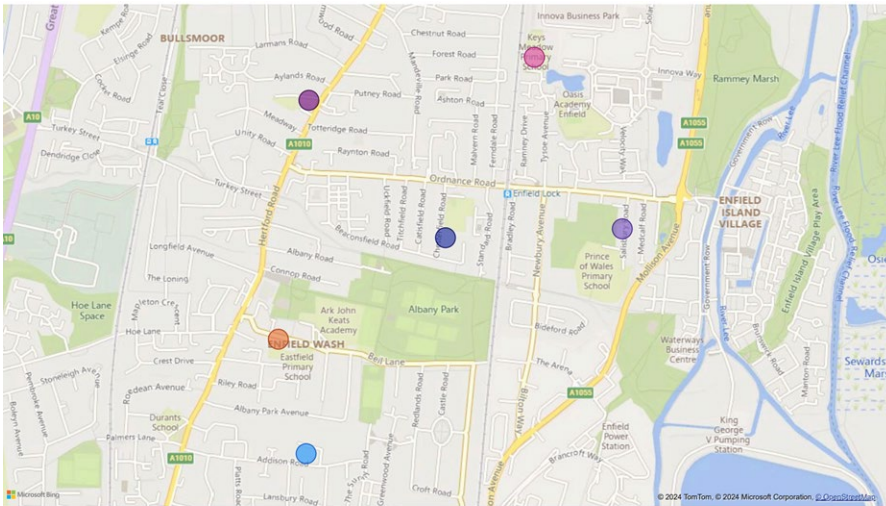
## Phase 1 -2024-2026

- **Primary Reception - Reduction in PAN by 630 places by September 2026**
- Following the October 2024 pupil count **assess the viability of schools** where there is downward trend (Yr R and Yr 1) and financial concerns considering sufficiency of places in that area.
- **Secondary Schools** - Following October 2024 pupil count a viability assessment of schools where there is a downward trend in Yr7 & 8 and admitting less than 100 pupils at secondary transfer
- Continued development of Designated Units and ARPs to meet SEN demand – focussed on Secondary (Autism). **Target of 180-200 new places in the next 2 years**
- Identify secondary autism provision (small scale and large scale)

## Phase 2 2025-27

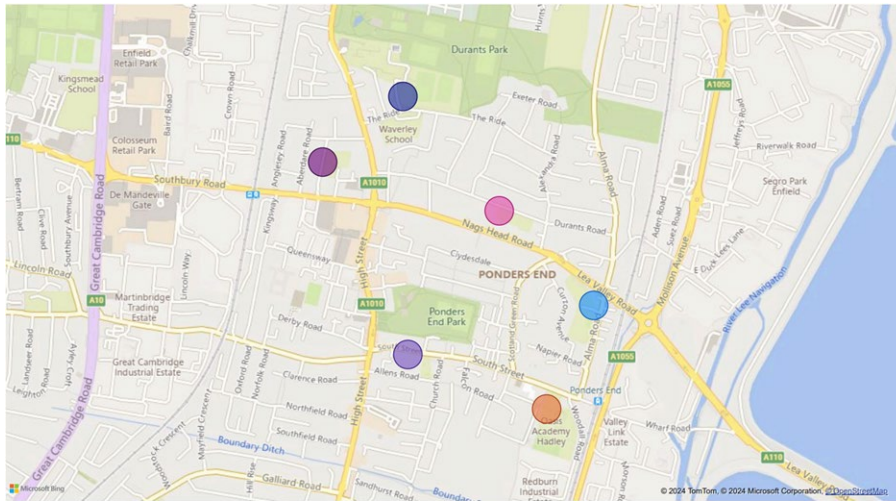
- Further reduction in Primary PAN number to be agreed following 2024 pupil count for 2026 admissions This may include identifying schools (through pupil numbers, budget position and geography) (engaging academy trusts and Diocese) to be **mothballed/repurposed for support SEN and/or reduce financial impact of reduced pupil number on other schools.**

# Reduction in PANs – Central Highway



- Reception PAN already been reduced from 450 to 360 as a result of changes at Chesterfield Primary School.
- No changes are suggested to reduce capacity.
- Review following the October 2024 pupil count.

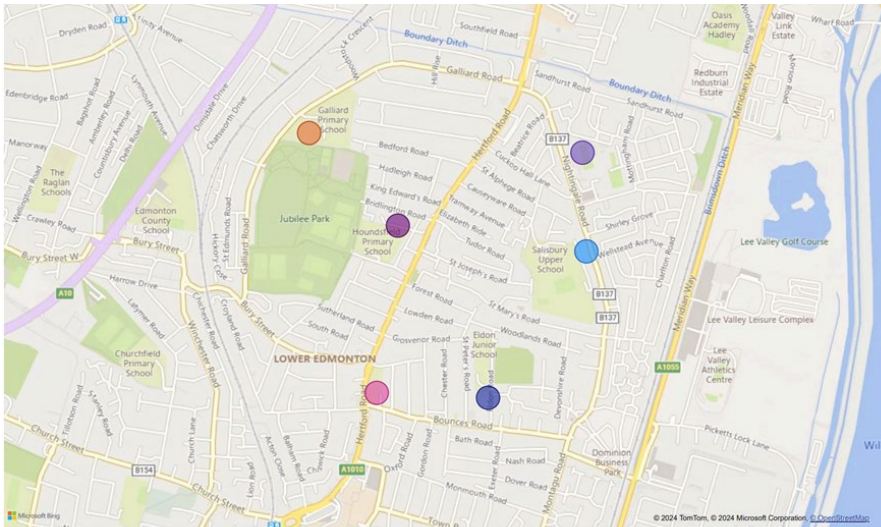
# Reduction in PANs – Ponders End



● Alma Primary ● Kingfisher Hall Primary ● Oasis Academy Hadley ● Southbury Primary ● St Mary's Catholic Primary ● St Matthew's Primary

- Reception PAN already been reduced from 360 to 330 as a result of changes at Oasis Hadley Academy
- Proposed PAN reduction by 30 (to 300) if the forecasted Sept 2024 intake number does not change significantly
- Any change to be formally should be implemented for September 2026.
- Further reductions could be considered following the pupil count

# Reduction in PANs – Lower Edmonton

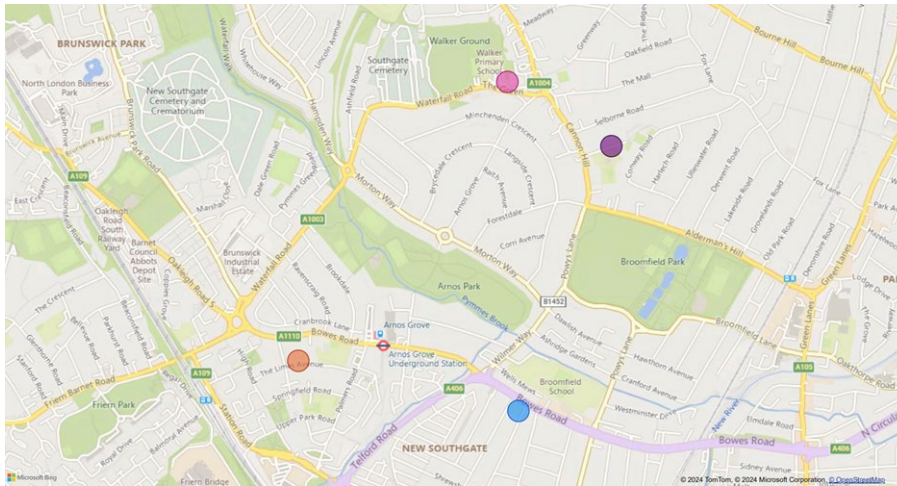


● Delta Primary ● Eldon Primary ● Galliard Primary ● Houndsfield Primary ● St Edmunds Catholic Primary ● Woodpecker Hall Primary

- Reception places already reduced following the from 630 to 420.
- Closure of **Cuckoo Hall** school - 90 places
- **Eldon Primary** (informal cap) 60 places
- **Houndsfield** – 30 places
- **Further reduction of is proposed of 30 places** (to 390) if forecasts do not vary for September 2026.



# Reduction in PANs – South West

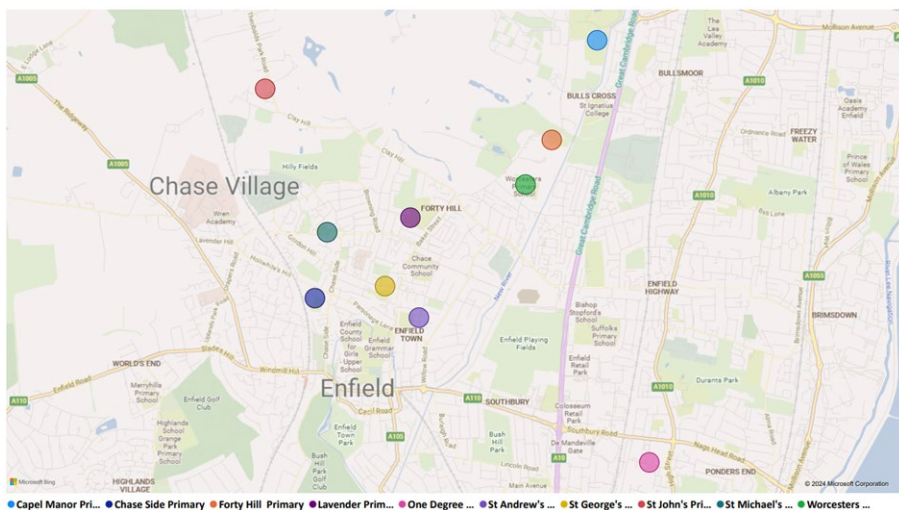


● Boves Primary ● Garfield Primary ● Our Lady of Lourdes ● St Monica's Primary ● Walker Primary

- Reception PAN already reduced from 300 to 270 (Garfield School 30 places).
- Proposed PAN reduction by 30 (to 270) if the forecasted intake number does not change significantly.
- This change should be implemented for September 2026.
- Further reductions are likely to be required in future years.

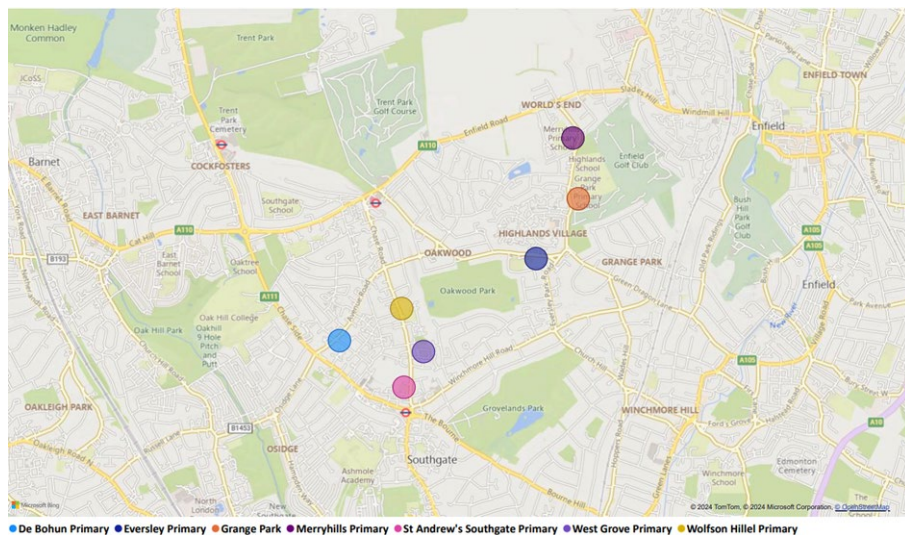


# Reduction in PANs – North Central (Town)



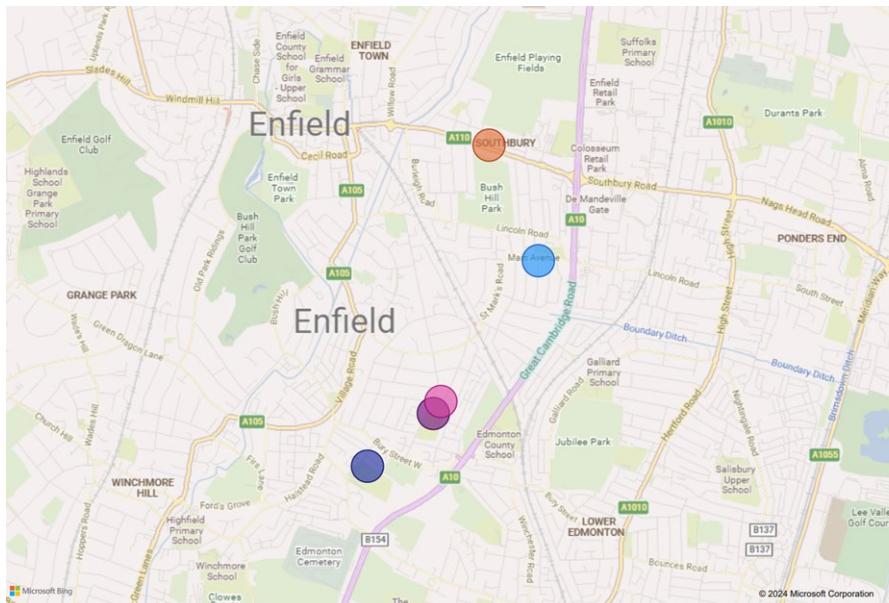
- Reception PAN already been reduced from 617 to 557
- **St George's** informal cap – 30 places
- **One Degree** – 30 places
- A review of the position in the locality is proposed following the October 2024 pupil count.

# Reduction in PANs – West Central (Town)



- The Reception PAN in this locality has remained unchanged.
- Demand for places in the area have not declined substantially and there are no proposals to make adjustments at this stage.
- The formal reception PAN size in this locality should be kept under review.

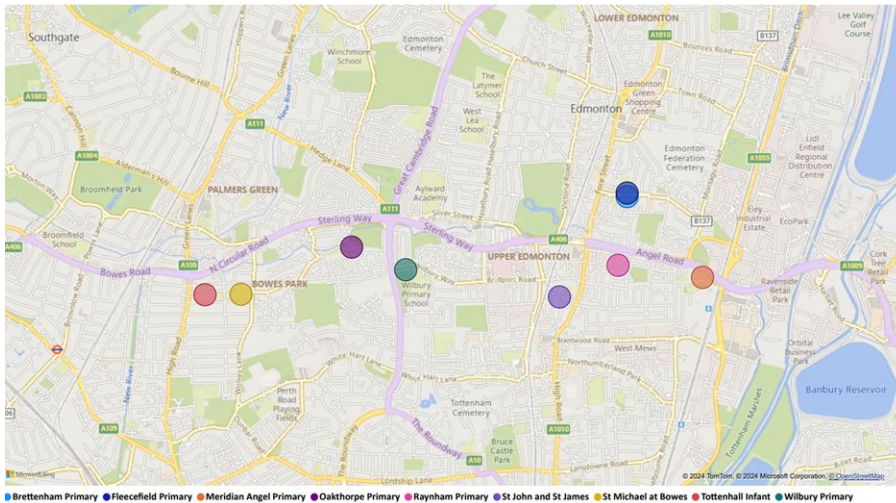
# Reduction in PANs – North Central (Southern)



● Bush Hill Park Primary ● Edmonton County ● George Spicer Primary ● Raglan Infant ● The Raglan Junior

- The Reception PAN in this locality has remained unchanged.
- Demand for places in the area have not declined substantially and there are no proposals to make adjustments at this stage.
- The formal reception PAN size in this locality should be kept under review.

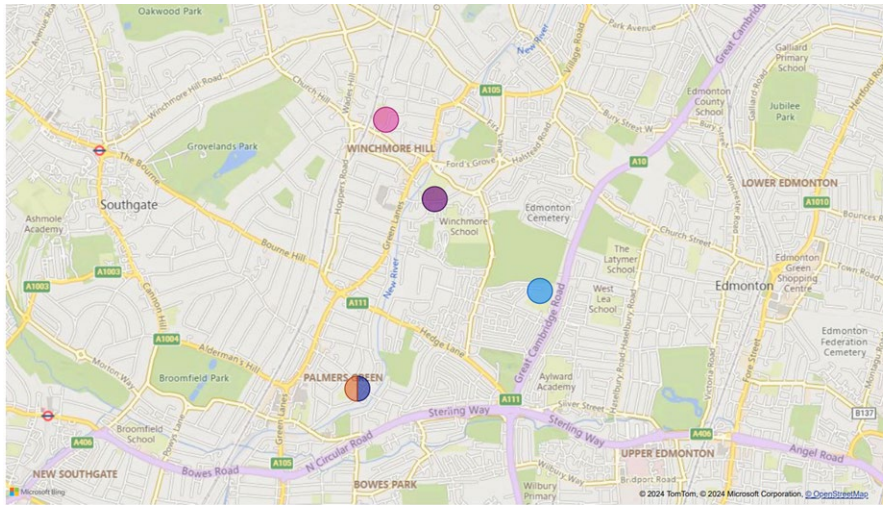
# Reduction in PANs – South East Angel



- Reception PAN in this area has already been lowered from 618 to 510
- **Fleecefield** -30 places (60 to 30)
- **Meridian Angel** - 30 places (60 to 30)
- **Oakthorpe** - 18 places (78 to 60)
- **Tottenham** – 30 (90 to 60)
- A further review of the situation in the area is proposed after the October 2024 pupil count. *There are significant housing development projects in this area (including Joyce & Snells and Meridian Water) which should increase the demand for places*



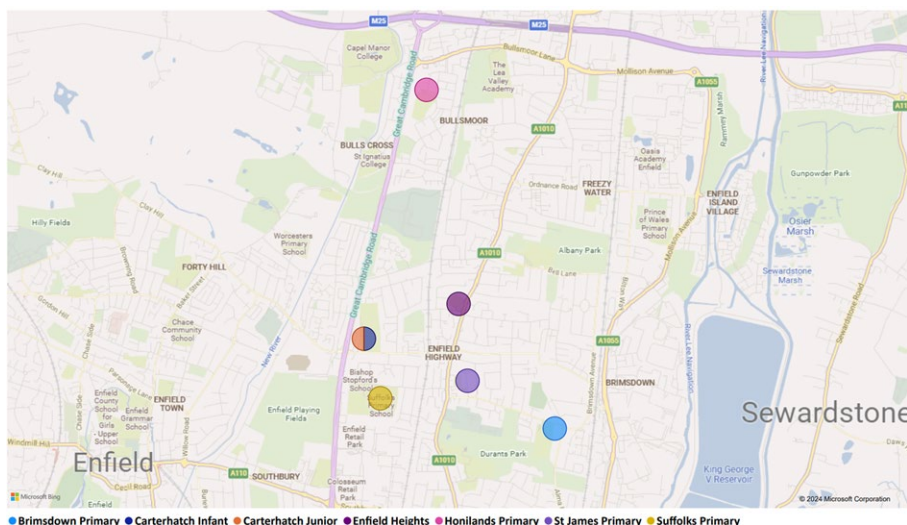
# Reduction in PANs – Palmers Green



● Firs Farm Primary ● Hazelwood Infant ● Hazelwood Junior ● Highfield Primary ● St Pauls Primary

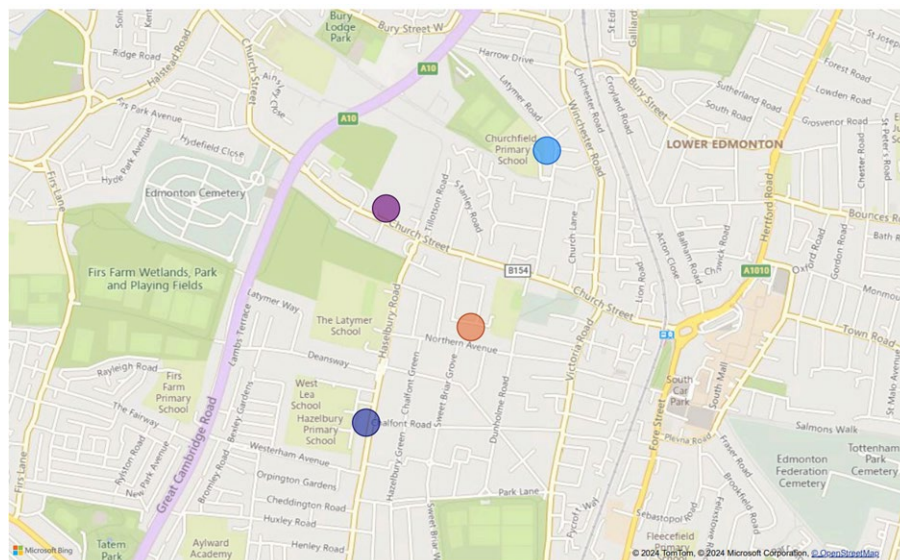
- Reception PAN already reduced from 360 to 300 as a result of formal reduction at **Hazelwood Primary** - 30 places (120 to 90)
- **Firs Farm** informal cap –30 places (90 to 6-0).
- No changes are recommended to reduce capacity. A review of the situation in the area is proposed after the October 2024 pupil count.

# Reduction in PANs – North East Central



- Reception PAN reduced from 390 to 300
  - **Brimsdown** – 30 places (90 to 60)
  - **Suffolks** – 30 places (60 to 30)
  - **Honilands** – 30 places (90 to 60)
- The forecast in future years shows a fall in pupil numbers which if realised will require a **further significant PAN reduction of a further 30 to 60 places**
- Future pupil counts in October 2024 and 2025 will provide clarity on any required action

# Reduction in PANs – South East (Edmonton)



● Churchfield Primary ● Hazelbury Primary ● Latymer All Saints Primary ● Starks Field Primary

- Reception PAN reduced from 390 to 300
  - **Churchfield** – 30 places (90 to 60)
  - **Latymer All Saints** – 30 places (90 to 60)
  - **Starksfield School** – 30 places (60 TO 30)
- Future forecast shows a significant fall in number which if realised may require a **further reduction of 30-60 places** in this area.
- Future pupil counts in October 2024 and 2025 will need to be carefully considered as the locality may require significant action by September 2027.





# QUESTIONS

# Working together to improve school attendance

New duties for schools and LA's

Ian Hewison - Head of Service

4<sup>th</sup> July 2024

# The Document



## **Working together to improve school attendance**

Statutory guidance for maintained schools, academies, independent schools and local authorities

Published: 29 February 2024

Applies from: 19 August 2024

Decision to look at new guidance was conceived about 5 years ago

First published May 22 as a “White Paper”. With LA’s required to use as statutory guidance from Sept 22

Amended Feb 24

It consists of:

93 Pages

8 Sections

It will become law on the 19<sup>th</sup> Aug 24

# Section 1: The importance of school attendance

Working Together ... is all about Attendance, Attendance, Attendance

*The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need*

The DfE state improving attendance is everyone's business ... it cannot be seen in isolation. Therefore, it cannot be the preserve of a single member of staff, or organization. It must be a concerted effort across all teaching and non-teaching staff in school, the governing body, the local authority...

We all know that some pupils find it harder than others to attend school therefore schools and partners should work with pupils and parents to remove any barriers to attendance.

For the most vulnerable, regular attendance is also a protective factor. Research has shown associations between regular absence from school and extra-familial harm, including crime. The proportion of children that had been cautioned or sentenced for any offence that had ever been persistently absent was 81% and for serious violence offence was 85%

# Section 2: Expectations of schools

All schools have a responsibility to proactively manage and improve attendance across their school. As set out in section 1, attendance is the essential foundation to positive outcomes for all pupils and should therefore be seen as everyone's responsibility.

- Develop and maintain a whole school culture that promotes the benefits of high attendance.
- Have a clear school attendance policy which all staff, pupils and parents understand.
- Accurately complete admission and attendance registers. Have effective day to day processes in place to follow-up absence.
- Regularly analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place.
- Build strong relationships with families, listen to and understand barriers to attendance and work with families to remove them.
- Share information and work collaboratively with other schools in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe.

# Section 4: Expectations of local authorities

The key areas are:

- **Rigorously track local attendance data**
- **Have a School Attendance Support Team - that provides a service to all schools regardless of type.**
  - There are 4 sub-areas explained in Slide's A to D
- **Monitor and improve the attendance of children with a social worker**

# Rigorously track local attendance data

All local authorities are expected to have a clear strategic approach to their efforts on school attendance that:

- Recognises the importance of good attendance across the council's areas of responsibility
- Recognises that absence is a symptom and that improving attendance is part of wider pupil welfare and therefore needs to be a key feature of all frontline council services
- Uses attendance data from all schools in the area to identify the pupil cohorts benchmarking against neighbouring local authorities, regional and national averages.
- Use that analysis to set a clear vision for improving attendance across the geographical area, underpinned by tangible short and longer term aims
- Is regularly evaluated, discussed, and reviewed, involving both senior officers and lead members

To facilitate this, **all schools must share their attendance data**. Enfield has partnered with Studybugs to provide this service. This will enable the EWO team to access and evaluate the school's data and allow quicker and more proactive support.

# The LA's Attendance Support Team

Each LA must provide the following four services to all schools



# A - Communication and advice

Good communication and sharing of effective practice are essential to good multi-agency working. Local authorities are therefore expected to:

- Circulate clear guidance on how schools, the School Attendance Support Team and other partners should work together to provide intensive support for individual pupils and families. *This should include clarity around what support schools should already have offered and the point at which the local authority will become involved in individual cases.* **More on this later**
- Provide each school with a named point of contact ... with whom Targeting Support Meetings will be held. **This will be the EWO in most cases**
- Maintain relationships with school leaders and offer opportunities for all schools to regularly come together to share effective attendance practice. **The LA does have duty line, Virtual workshops on PN, Attendance and CME**
- Show leadership and work together with all schools to tackle common issues across the borough. This may include agreeing common practices to issues such as term time holidays or follow up for persistent lateness so that families receive the same approach if they have children at several schools.

**We will be holding termly Network meetings where we will provide advice and guidance and have guest speakers on topics that can help and support schools**

# B - Targeted Support Meetings

As patterns of attendance are habitual, early identification and support is essential. Where barriers go beyond the classroom, this requires schools, local authorities, and other partners to work together to put joint support in place as quickly as possible. Targeting Support Meetings should be arranged to:

*Build strong relationships and work collaboratively. Identify, discuss, and agree action plans and joint approaches for severely absent pupils (where they do not already have a plan in place). Discuss and agree approaches for persistently absent where they have barriers to attendance that require a multi-agency response to overcome. Agree which agency will act as lead practitioner. [Provided via EWO for maintained schools or those who purchase SLA](#)*

From Sept 24 all school's EWO allocations will be proportioned in half-day or full day visits per half-term. These need to be agreed at the start of each half-term

Schools who do not trade with Enfield's EWO service will be allocated time proportional to their school's need. Focusing on:

*Analysing data and trends, identify families to invite to meet, review previous meetings, agree support needed for complex cases and if needed escalation processes for non- attendance PA or SA cases*

# C - Multi-disciplinary support for families

In the majority of cases, pupils will be supported in school, but where there is a need for Multi-disciplinary support it should build on the existing offers in the LA rather than requiring additional resource. For example, in the case of a pupil experiencing barriers to attendance because of a housing issue, the lead practitioner may more sensibly be a housing officer.

To facilitate effective multi-disciplinary support for families, the School Attendance Support Team is also expected to:

*Have a collaborative approach across all services, all staff understand the importance of absence as a symptom of wider need, set clear 'success measures'.  
And where families have multiple needs, aligning of the routes to support to ensure that they receive a holistic, co-ordinated package of support*

I understand that achieving this will require input from other agencies and partners including Health, CSC, YJS, Early Help, Housing, Police and the voluntary and community sector. Establishing these processes is an area that does need work on

# LA's MDS meetings

For complex cases where the pupil is categorised as severe absence (under 50%) we propose that a Multi Disciplinary Support (MDS) panel be implemented.

These meetings will help provide support and advice to the network, who in turn will be able to work with the family to improve the child's school attendance by removing the barriers inhibiting them

Suggested teams to be part of the MDS panel would include:

EWO, CSC, Benefits, Housing, ASU, YJS, Early Help, SEN, health/CAMHS, and Virtual School.

To start with the data will be gather from school who have signed up to Studybugs, and filtered to teams where there is already a lead professional, such as those with EHCP's, LAC, CSC and YJS officers.

The pupils who do not already have a LP will be discussed at the MDS panel and action plan with targets created and a LP assigned.

# D - Legal intervention

Where all support options are unsuccessful or are not appropriate the local authority should liaise with school and all professionals (where applicable) to take forward attendance legal intervention.

All local authorities are therefore expected to:

- Understand and make use of formal support options including attendance contracts
- Set out clearly for pupils, parents, and schools when and how attendance legal intervention will be used when absences were not authorised and support has not been engaged with and/or been successful.
- Issue Notices to Improve and penalty notices in line with the National Framework where absence was unauthorised and support has been provided but has not worked or been engaged with, or would not have been appropriate in the circumstances of the offence (e.g. an unauthorised holiday in term time).
- Take forward attendance prosecution as a last resort where all other routes have been exhausted or deemed inappropriate.

Secure effective joint working between the LA and statutory children's social care services to work together where there are safeguarding concerns or absence becomes severe.

Absence rates for pupils with a social worker, however, are higher, with 43.4% of children who have ever been Children in Need persistently absent compared to 22.8% of all pupils

[More later on the new Penalty Notice guidance](#)

# Monitor and improve the attendance of children with a social worker

It is therefore important that all LA's redouble efforts to improve attendance for this group and build on the progress made by Virtual School Heads to provide strategic oversight of the education of pupils with a social worker.

As such, local authorities are expected to make use of their Virtual Schools to:

- Regularly monitor of attendance
- Set aspirational targets
- Provide training for designated teachers
- Secure regular attendance of looked-after children
- Make sure all social workers recognise the importance of good school attendance

The education service has an excellent working relationship with **Malaika Williams** who is an Assistant Head for the virtual school - CSC, YJS, Welfare call

The VS also:

- Check welfare daily to identify those with attendance concerns
- Bring attendance to social workers attention by sharing reports
- Call and email to follow up with schools and school DTs to get more insight
- Call carers and speak to them to get more info and offer support
- Some cases call the YP directly
- Identify those who are at risk of PA, or those who are having a lot of absence
- Call and organise a targeted attendance support plan meeting
- Send termly letters to all under 90%
- Send vouchers to all 100%

# Penalty Notices - New Framework

All state funded schools must consider whether a penalty notice is appropriate in each individual case where one of their pupils reaches the new national threshold. Schools should not have a blanket position of issuing or not.

The threshold is 10 sessions of unauthorised absence in a rolling period of 10 school weeks. This can be met with any combination of unauthorised absence.

When a school becomes aware that the threshold has been met, they are expected to make the following considerations

- Is support appropriate in this case?
  - If yes, and the support is not working or is not being engaged with a NTI or penalty notice can be issued.
  - If no, for example a holiday in term time, a penalty notice should be issued subject to the other conditions below.
- Is a penalty notice the best available tool to improve attendance and change parental behaviour for this particular family or would further support or one of the other legal interventions be more appropriate?
- (For LA's) Is it in the public interest to issue a penalty notice in this case given the local authority would be responsible for any resulting prosecution for the original offence in cases of non-payment?

If the answer to those questions is yes, then a penalty notice should be issued. If not, another tool or legal intervention should be used to improve attendance.

# Penalty Notices - cont.

## Notices to improve

A Notice to Improve is a final opportunity for a parent to engage in support and improve attendance before a penalty notice is issued. It must include:

- Details of the pupil's attendance record and details of the offences.
- The benefits of regular attendance and parents' duty under S7 of the Education Act 1996.
- Details of the support provided so far.
- A clear warning that a penalty notice may be issued or prosecution considered if attendance improvement is not secured within the improvement period.
- A clear timeframe for the improvement period of between 3 and 6 weeks.
- Details of what sufficient improvement within that timeframe will look like.

## Two penalty notice limit and escalation in cases of repeat offences

From autumn term 2024, only 2 penalty notices can be issued to the same parent in respect of the same child within a 3-year rolling period.

- The first penalty notice issued to a parent in respect of a particular pupil will be charged at £160 if paid within 28 days. This will be reduced to £80 if paid within 21 days.
- A second penalty notice issued to the same parent in respect of the same pupil is charged at a flat rate of £160 if paid within 28 days.
- A third penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of issue of the first. Alternative action should be taken instead. This will often include considering prosecution but may include other tools such as one of the other attendance legal interventions.

**LA's can refuse to issue a PN if they feel adequate casework has not been completed**



# Register codes

Attending the school

Code / \: Present at the school / = morning session \ = afternoon session

Code L: Late arrival before the register is closed

Attending a place other than the school

**Code K:** Attending education provision arranged by the local authority - ASU/SWERRL/AP

Code V: Attending an educational visit or trip

Code P: Participating in a sporting activity

Code W: Attending work experience

**Code B: Attending any other approved educational activity**

Schools must also record the nature of the approved educational activity and they have a responsibility for the safeguarding and welfare of pupils attending an approved educational activity. **DfE and Academy 21 confirm that they are a C code from Sept 24**

**Code Q:** Unable to attend the school because of a lack of access arrangements

The pupil is unable to attend the school because a local authority has a duty to make access arrangements to enable the pupil's attendance at school and have failed to do so.

# Other

## Expected First Day of Attendance

Schools must enter pupils on the admission register at the beginning of the first day on which the school has agreed with, or been notified by the parent, that the pupil will attend the school.

If no date has been agreed or notified, the pupil's name must be entered on the first day they attend the school.

If a pupil fails to attend school on the agreed starting day, the school is expected to follow this up and try to establish the reason for absence. If they are unable to locate the pupil, schools should notify the local authority.

A school must notify the local authority within 5 days of adding a pupil's name to the admission register and must provide the local authority with all the information held within the admission register about the pupil.

## Bespoke timetables

If any pupil is on a bespoke or part-time timetable please advise the LA and complete the LA's paperwork - we will send it to you

The LA and all professionals working with that pupil should be consulted and they needs to be a signed document submitted on all cases where is pupil is not in full time education

**Enfield's current data and  
response to Working together...**

**To start in Sept 2024**

# What the data tells us

geographic_level	school_type	Att	PA
National	Total	93.31	19.43
National	State-funded primary	94.75	15.41
National	State-funded secondary	91.85	23.43
National	Special	87.29	36.19
geographic_level	school_type	Att	PA
London	Total	94.06	17.29
London	State-funded primary	94.84	14.95
London	State-funded secondary	93.38	19.26
London	Special	87.40	37.74
geographic_level	school_type	Att	PA
Enfield	Total	93.89	18.12
Enfield	State-funded primary	94.64	15.50
Enfield	State-funded secondary	93.36	20.13
Enfield	Special	86.17	40.58

# What the data tells us

When looking at national averages Enfield is better in four of the eight areas. That being the Secondary data, where we have better overall attendance and PA.

However, if we compare our data against our outer London neighbours, we are lower in seven of the eight metrics, and about level in the other one.

Comparing our total borough attendance against outer London, we are 15 of 20.

These numbers are slightly better than the full year 22/23 data

Attendance is lower than before Covid for several reasons

But things will get better

# Support from the LA to schools - Sept 24

Simplify allocations - no in longer hours but in days, or half days

Weekly full day or half-day visits = 7 or 3 ½ hours

- 1/3<sup>rd</sup> look at data, reviews, and agreeing who needs a meeting - next 1/3<sup>rd</sup> parent meetings - **on site** - Final 1/3<sup>rd</sup> complete paperwork (doesn't need to be on-site)
- Can be split into KS1/3 one week and KS2/4 the other week
- Or data analysis one week and meetings the other - business choice

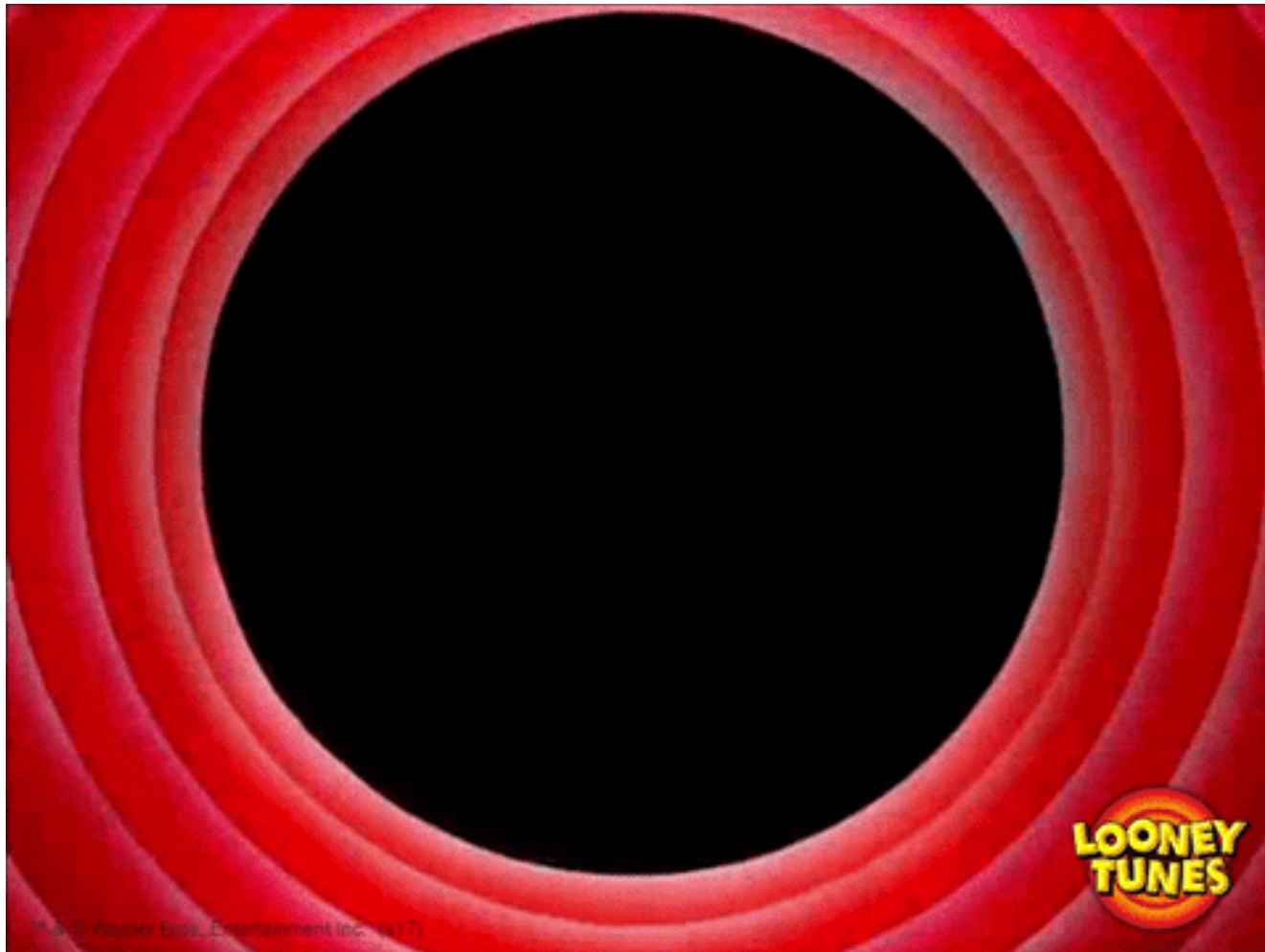
Minimum visit to a maintained or SLA school will be half day per HT - 3 ½ hours on site  
School and EWO can prepare of meeting using Studybugs data and agree who to invite

84% of schools have agreed to share

To help schools we have created 16 week “start of year” plan to advise on what to do and when. We have had one training session and will have at least two more before the term end

We have streamlined and simplified the “flow chart of interventions” so all schools and EWO's should be working in the same way

New Penalty Notice Code of Conduct is out for consultation



Any questions?

# Delivering Better Value aims

DBV aims to support the London Borough of Enfield and local area SEND partnership, to improve the delivery of SEND services for children and young people, whilst working towards financial sustainability.



Enfield SEND Partnership  
Identify and implement sustainable changes that drive high quality outcomes for CYP with SEND.



Nationally  
Inform national policy & reform  
Inform future national programmes



North Central London  
Integrated Care System





# Workstream objectives

## Workstream 1 – Early Years Offer

- Children to be supported at the right time through SEN Support & will be prepared for their next steps.
- Support to be available for schools, to be better informed & have the opportunity to prepare to meet the needs of infants better.
- EY's settings & PVI's to have access to different pathways & funding to support children without an EHCP.

## Workstream 2 – SLCN Offer

- Revised SLCN offer which encompasses universal, targeted and statutory provision for Enfield CYP, to receive the right support at the right time, in the right place.
- Increase therapist capacity to deliver more meaningful S&L.

## Workstream 3 – Emerging Technology

- More support to be available for CYP in education settings, through the use of emerging technology.
- Explore emerging technology options, which can be utilised to enhance service efficiency.

## Workstream 4 – EHCP Quality Assurance

- Review all EHCPs in all phases of education, to ensure sections E & F are being delivered and best value is being achieved.
- Review EHCPs to ensure EHCPs are in place for CYP who require support beyond what an educational setting can provide.
- To work with Local Area SEND Partnership & DBV workstreams to review early intervention offer, to ensure this is effectively utilised to meet need.

## Workstream 5 – PfA pathway

- To co-produce a recommended PfA curriculum to support CYP with moving into adulthood.
- Develop a FE pathway to support YP moving into employment.
- Develop the partnership pathway for complex learners to transition from education to Adult Social Care at the right time to meet need.
- Build parents/carers confidence in the transition when leaving education.

## Workstream 6 – Transitions

- CYP are prepared and receive the right support at the right time to aid them with their next steps.
- Via the partnership early intervention offer, education settings access the support to provide an inclusive environment & provide an accessible curriculum for CYP to transition into.

# Workstream scoping



<https://forms.office.com/e/PKeYDbLSsy>



# E-TIPSS Update

## Educational Psychology Service

[www.enfield.gov.uk](http://www.enfield.gov.uk)

Striving for excellence



# E-TIPSS Offer

## Universal

- 2 day **central training**.
- 2 half-day **leadership training**.
- E-TIPSS guidance.

## Enhanced

- Half-termly **POD** reflection sessions.
- 4 autumn **workshops**.
- E-TIPSS **audit** framework.

## Implementation

- **Whole-school training** on trauma and ARC framework.
- Planning meeting/data collection.
- 3 hours per half-term support from **E-TIPSS champion**.
- Complete **audit framework** with champion support.
- **One-year review** and case study.



# E-TIPSS DASHBOARD



**Priority 1:** E-TIPSS is a sustainable Enfield wide partnership programme. This will be well-publicised and sustained by E-TIPSS Champions who will deliver the programme across schools & settings and through their own teams or services.

**Priority 2:** E-TIPSS has an appropriate and sustainable training offer which is inclusive of: core training, a full implementation programme, bite-sized and/or bespoke training offers and ongoing opportunities for reflective practice.

**Priority 3:** E-TIPSS has an impact on education outcomes and inclusion for children and young people in Enfield.



9

E-TIPSS is referenced in 9 Enfield Strategies, Policies and Guidance



111

Partners across 16 teams have accessed E-TIPSS training



58

Early Years Practitioners across Enfield have accessed the E-TIPSS briefings to date



64

Professionals working with children Looked After, Children in Need and with a CP Plan across Enfield have accessed the E-TIPSS ARC 2 day training to date



70

Schools across Enfield have accessed the E-TIPSS programme to date



880

School staff (in the implementation schools) have accessed E-TIPSS training



20

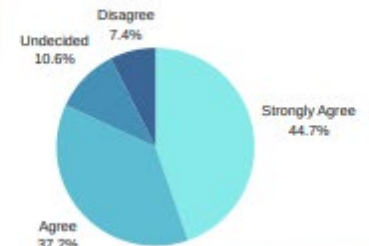
Implementation schools/services



6,222

Pupils reached through the E-TIPSS Implementation schools

**82%** staff in the implementation schools who completed the evaluation after the ARC training said they agreed or strongly agreed that their own knowledge about trauma-informed practice had improved.



30

E-TIPSS Champions have been trained across 10 services

"I want that children need routine, engagement and feel safe or secure, then then they'll be able to learn self regulation and skills to cope." (March 2023)

"I'm surprised how much I can do to take a more trauma informed approach when working with children, young people and parents." (March 2023)

"I learned that small changes can make a big difference in bringing a trauma informed approach into school." (June 2022)

"The ARC framework fits into all services." (June 2023)

"How simple ARC is. The three principles are easy to understand and the building blocks are all something we can use." (March 2023)

"I learned lots of about the brain and the difference between survival brain and thinking brain and how those who experience trauma are often in survival brain." (June 2022)

"How positive relationships are the key to pretty much everything in life." (March 2023)

July 24



# Training Update

**E-TIPSS Central training**, delivered over 2 full-days by Kati Taunt.

Part 1: **Thursday 6<sup>th</sup> March 2025** 9:00 - 16:30

Part 2: **Thursday 20<sup>th</sup> March 2025** 9:00 - 16:30

## Where?

The Park Suite, Houndsfield School

**Free** to Enfield schools, services and settings. Currently limiting to 3 staff from each setting/service due to venue capacity.

# Training Update

**E-TIPSS Leadership training**, delivered over 2 half-days by Kati Taunt.

Part 1: **Thursday 24<sup>th</sup> October** 10:00 - 13:00

Part 2: **Wednesday 27<sup>th</sup> November** 13:00 - 16:00

£50 per delegate for both half-days.



# Data Snapshot

## Central 2-day training:

Knowledge about TIP has improved.	<b>4.5 / 5</b>
Commitment to TIP has improved.	<b>4.7 / 5</b>
Confidence in putting TI ideas into practice has improved.	<b>4.5 / 5</b>

## Implementation schools, whole-school training:

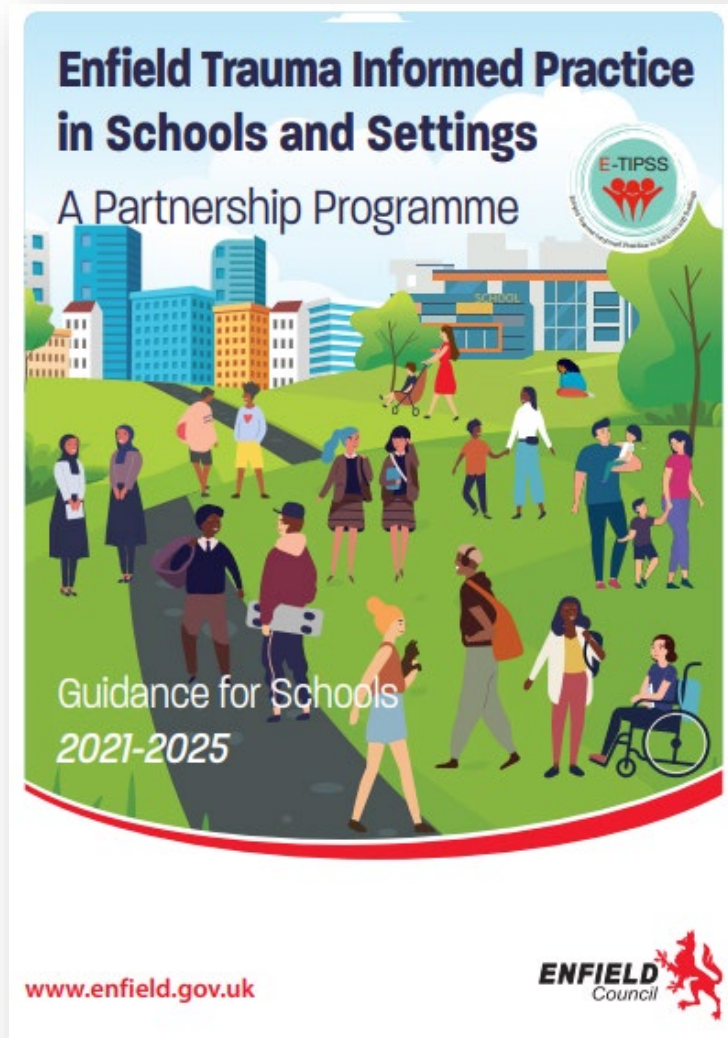
Knowledge about TIP has improved.	<b>4.2 / 5</b>
Commitment to TIP has improved.	<b>4.3 / 5</b>
Confidence in putting TI ideas into practice has improved.	<b>4.1 / 5</b>



# E-TIPSS Champions

- **30 champions** from 11 services:
- EPS, SWERRL, MYME, ECASS, HEART, Youth Justice Service, Our Voice, School Improvement Service
- **CaMHS, SALT, Cheviots Children's Disability Service.**

# E-TIPSS Brochure



[Link to the Guidance](#)



# Enfield Reading Strategy

Beatrix Simpson SIA



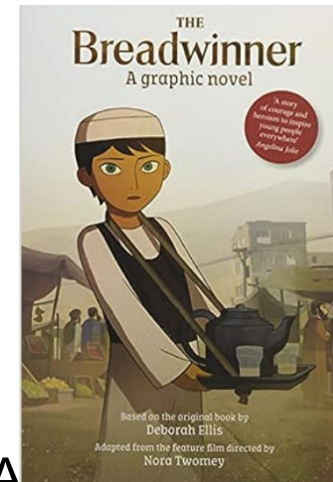
# Children and young people's reading in 2023- Reading Trends

Children and young people aged 8 to 18 enjoyed reading in their free time in 2023.

- 43.4%

National Literacy Trust – Reading trends 2023

This report is based on 71,351 responses to our Annual Literacy Survey from children and young people aged 5 to 18 in early 2023



# Children and young people's reading in 2023

- Fewer children and young people who receive free school meals (FSMs) said they enjoyed reading compared with their peers who do not receive free school meals (39.5% vs. 43.8%).
- Fewer boys than girls said they enjoyed reading (40.5% vs. 45.3%).
- While the gender gap in reading enjoyment has halved for those aged 8 to 18 between 2005 and 2023 (decreasing from a 10.7 to a 4.8 percentage-point difference in favour of girls), this drop is largely because of a greater drop in reading engagement in girls than in boys.

National Literacy Trust – Reading trends 2023

# Shannon Trust 2017

50% of prisoners in the UK are functionally illiterate. This means half of the 85,000 people incarcerated in 2017 had a reading age of 11 or lower – with 20% falling well short of that mark. Many prisoners are completely illiterate.

“Some people start off with some basic reading but very little confidence, and other people can’t read at all,” Cairns explains.

“That’s a massive problem in the outside world.”

Shannon Trust 2017

[Half of Britain’s prisoners are functionally illiterate. Can fellow inmates change that? | Inequality | The Guardian](#)

# Enfield Reading Strategy 2023-26

## Vision

*Every learner will be a fluent reader who reads to learn and reads for enjoyment and enrichment.*

To improve reading performance in primary, secondary and all-through schools within the Local Education Authority (LBE) by implementing a comprehensive plan that includes collaborative efforts, professional development, and targeted support.

**The ambition for all Enfield children and young people is to be at the London average for reading by 2026**

# Overarching Aims

The reading strategy sets the context for:

- Improving the attainment in reading at KS2 so it will be at the London average by 2026.
- Improving the attainment in reading at KS2 of disadvantaged pupils so it will be at the London average by 2026.
- Improving the attainment in reading at KS4.
- Focussing on boys and disadvantaged boys (KS1 and KS2).
- Establishing collaboration with relevant services in Enfield to reach a wider audience to promote reading.
- Promoting reading across the curriculum and encouraging reading for enjoyment.
- Supporting teachers in all schools in developing subject specific knowledge and skills.
- Supporting transition from Primary to Secondary school.



# HT Survey Sept 2023

## Areas of support needed

- Support with quality of teaching in guided reading- GPRN and Visits
- More free CPD for teachers and support in all areas of Literacy-Free Reciprocal Teaching training, Network sessions ( SEND training)
- CPD for all teaching staff around developing their subject knowledge of the process of reading, vocabulary development - particularly for the most disadvantaged pupils- GPRN and visits, Newsletters, Disadvantaged group
- Sharing of best practice in Enfield and beyond- GPRN Visits and sharing good Practice in network sessions
- Diversity through core texts or a list of core texts that would suit a diverse school- Newsletters suggestions
- More on reading for pleasure- Newsletters and Network sessions
- Reading interventions for Year 3 and 4- Visits and network sessions

# Working together to implement this strategy 2023-26

- Headteachers Reading Conference- January 2024
- Partnerships with schools to share good practice and establish a coordinated approach.
- Good Practice Reading Network to create opportunities for collaboration and a venue to share recent developments and nationwide research.
- Newsletters
- Early Talk and Oracy
- Professional Learning opportunities
- Collaboration with the Youth Council to run an initiative designed to make change happen by developing reading mentors.
- EEF Reading Project – Phase one completed, Phase 2 start in Sept
- Reading School Quality Mark- from Sept 24
- Collaboration with Nexus to increase the future employment opportunities and inspire the life choices of young people to break the barriers to read.

# Working together to implement this strategy 2023-26

- Support transition from KS2 to KS3
- Support schools to evaluate the teaching of reading from Reception to Year 9
- Disadvantaged pupils and disadvantaged boys' initiatives will include a reading focus



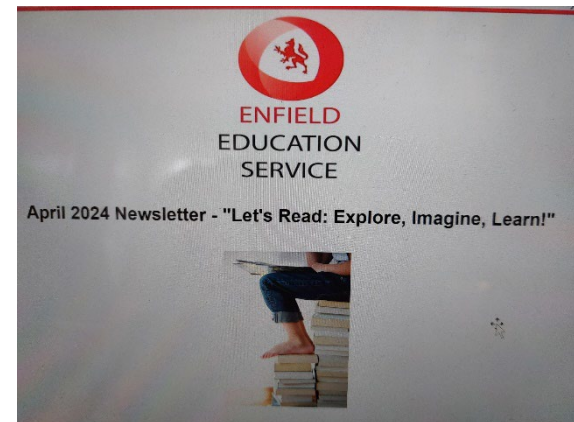
# Actions from Sept 23

## Newsletters

GPRN- half termly meetings attended by about 30-40 literacy leaders

Good Practice Sharing- GPRN and the Reading Conference

- One Degree Academy
- St Ignatius
- Alma Primary School
- Laurel Park
- Bush Hill Park
- Chase Community School
- Garfield Primary School



# Sharing Good Practice Visits to Schools Summer Term 2024

## St Ignatius College

Focus:

- How we support our weakest readers
- How we promote reading for pleasure
- How we've trained all staff to be teachers of reading

## Bush Hill Park Primary school

Focus:

- Developing fluency
- Active reading strategy

## Wilbury Primary School

Focus:

- Reading beyond phonics programme

## Alma Primary School

Focus:

- How do we ensure boys and girls achieve equally in reading?
- Date: 12<sup>th</sup> June

# Actions

**2022/23** Nexus sourced and distributed over 9000 free books from Pearson publishers to primary/secondary/alternative provisions/colleges.

**2023/24** Nexus sourced and distributed over 500 reading books and text books from Pearson publishers to 7 primary schools.

Nexus will continue to oversee and expand the collection of 'No Privilege Just Words'. A collection of over 20 books that encourage access to texts which explore race through a representative collection.

# EEF Collaboration with Enfield LA Stage 1 &2

## Evidence Exploration Partnership – September 2024

### Partnership stages:

- 1.Introduction and data collation
- 2.Defining the challenge and the aim, Identifying the solution

### A structured and collaborative approach:

- Gathering and analysing data
- Identifying priorities and potential solutions
- Planning for actions

### Purpose

- To work together to identify a challenge that can be effectively addressed and co-construct an evidence-based solution to collectively address it.

# Partnership Development Team

## HT Representatives and LA representatives

The Partnership Development Team provides strategic direction and leadership to the Evidence Exploration Partnership and will:

- Work together to identify a priority, or small number of priorities that can be effectively addressed.
- Draw on a range of backgrounds, expertise, and influence in the system to co-construct solutions aimed at meeting this need.
- Develop a theory of change to inform onward pathways.

Commitment – 6 days next academic year



# Evidence into Action 2025-2027

## Stage 3

Partnerships are delivered over 2 years and include a blend of:

- bespoke professional development
- assessment of evidence-based interventions
- CPD provided by the EEF
- implementation planning
- ongoing wraparound support

This project will have a focus on a Borough wide approach to reading available to all schools, funded by the EEF.

# Next Steps

- PDT

# Give Up Loving Pop GULP



# Give Up Loving Pop | GULP

- Childrens Oral Health & Tooth Decay Programme
- Health & Wellbeing: behavioural and attitudinal change resulting in reduced consumption of high-sugar drinks
- Hydration: more children choosing to drink water to aid their learning and to stay hydrated during sport
- Physical Activity: GULP contributes 30 minutes per PSHE session towards children's everyday exercise
- Raising Awareness: sensitising children, teachers and families to the harms of high-sugar and high-caffeine drink



# Funding & Partnership

- North Central London | ICB | Funding
- Dental Transformation Steering Group



# Give Up Loving Pop | GULP FREE 5 Weeks of Deliver Programme

- Part 1 | Launch of GULP Challenge | Pre-Surveys + Fun Fitness
- Part 2 | PSHE Session 1: Oral Health (Egg Experiment)
- Part 3 | PSHE Session 2: Nutrition Labels (Sugar Detective)
- Part 4 | PSHE Session 3: Hydration
- Part 5 | Surfer Against Sewage | Single Use Plastics



**ENFIELD**  
**EDUCATION**  
**SERVICE**

**4<sup>th</sup> July 2024**

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