

SEND Provision in Barnsley

1.0 Introduction

- 1.1 This report provides an update on support and provision for children and young people with special education needs and/or disabilities (SEND) in the local area.
- 1.2 To embed the underpinning principles of early identification, assessing and meeting needs, and securing improved outcomes for these children and young people, we need to have a strong local area system. Whilst the local authority (LA) has a crucial role in the development of the local area SEND system, the local area system also includes Barnsley Clinical Commissioning Group (CCG); Public Health England (PHE); NHS England for specialist services; early years settings, schools and further education providers. The local area system also embraces children, young people and parents/carers as partners and stakeholders. In practice, the local authority and the CCG are the two main organisations that should lead the system collaboratively.
- 1.3 Progress on the joint LA/CCG improvement priorities, to address the challenges and pressures faced across the local area SEND system, is included in this report, along with proposed actions identified through the SEND improvement programme that underpins the SEND Strategy (2020-2022).
- 1.4 An update to reflect the current position related to the Covid-19 pandemic and support that schools and education settings have provided in the autumn term in response to this is also included in this report.

2.0 Background

- 2.1 Barnsley Council is determined and committed to continue its improvement journey to achieve outstanding outcomes for all children and young people, including those with special educational needs and disabilities, and the Overview & Scrutiny Committee were last presented with a report on 5 November 2019.
- 2.2 To support continuous improvement, BMBC recently published its SEND Strategy which details five key areas of focus:
- I. **Early Identification and Support:** Work with early years settings, schools, post 16 providers and universal health providers to get better at identifying and meeting children and young people's additional needs as early as possible.
 - II. **Quality and Efficiency of education, health and care (EHC) processes:** Improve the planning process so that children, young people, and their parents/carers have a better experience and are confident the plan meets their needs.
 - III. **Participation and Co-production:** Create more opportunities for children, young people, parents and carers to contribute to, influence, and co-produce strategies and planning for SEND Local Area arrangements.
 - IV. **Access to Specialist Provision:** Including Specialist School Places "develop special education provision locally so more children can be educated within Barnsley".
 - V. **Planning for Pathways to Adulthood:** Develop better pathways to adulthood so that children and young people's voice, needs and ambitions are our primary focus.
- 2.3 The current positions and activity of these priorities are further explained in the sections below.

3.0 Early Identification and Support

- 3.1 Studies have shown that 50% of children in areas of social disadvantage start school with language delay, i.e. with language that isn't adequate for the next stage of learning, for thinking, reasoning and communicating effectively with adults and peers. The impact of this for children and young people from low-income families indicates that those from low-income families are on average 19 months behind those from the richest families in their use of vocabulary by the age of five. Similar figures have been found in secondary age pupils, with up to 75% of children and young people in one research study of year 9 pupils having significant language difficulties¹.
- 3.2 All these children are at a disadvantage from the start and without the right support never catch up with their peers. In addition, children and young people with SEND often have academic, emotional and behavioural difficulties that pose a challenge to getting the right support for them.
- 3.3 Targeting these and other needs is especially important, given that early identification can have longer term benefits as it avoids needs being unrecognised and, therefore, unmet. There is a large amount of evidence that suggests early identification can avoid issues escalating, as needs are targeted and addressed earlier, and this is a key priority in Barnsley.
- 3.4 The SEND improvement plan developed in response to the SEND Strategy focuses on early identification as a key area for improvement: *'Early identification: We want to make sure the number of children and young people who receive SEN support is reflective of the underlying needs of our 0-25 population'*.
- 3.5 This is because, as shown in the table below, in Barnsley we have an over identification of children and young people with Education, Health & Care Plans (EHCPs) and under identification of those at SEN support, which is the earliest stage of support that should be provided by all schools and settings.

SEND Key Data ²		Barnsley	Statistical Neighbour	National
level	Children and young people with EHCP	4.0%	3.3%	3.3%
	Children and young people with SEN support	10.7%	13.3%	12.1%

- 3.6 Data tells us that SEND is somewhat unidentified at the earliest stage, when SEN support needs to be put in place, and is identified too late, when a much higher resource needs to be allocated to meet needs, usually requiring an EHCP to be put in place. To enable a joined-up system and common understanding of this, cross agency work is being done to promote consistency across education, health and social care.
- 3.7 The Educational Psychology Service (EPS), along with schools and Special Educational Needs Coordinators (SENCOs), is crucial to the support and provision available across the local area in order to address this imbalance. Currently the EPS is providing a traded service, and this is often in conflict with statutory responsibilities and targeted priorities that the highly skilled and experienced team contribute to.
- 3.8 Therefore, and to be more effective, the EPS have developed a new model of working, which will be better targeted at the most vulnerable children and young people across the local area, particularly in areas of high deprivation, which is a proxy indicator of SEND, as described above, and often has a long-term negative impact for children and young people.
- 3.9 Barnsley has had input into a regional Department for Education (DfE) SEND event in January to promote effective working related to annual reviews which is part of the SEND statutory process, ie

¹ The Communication Trust

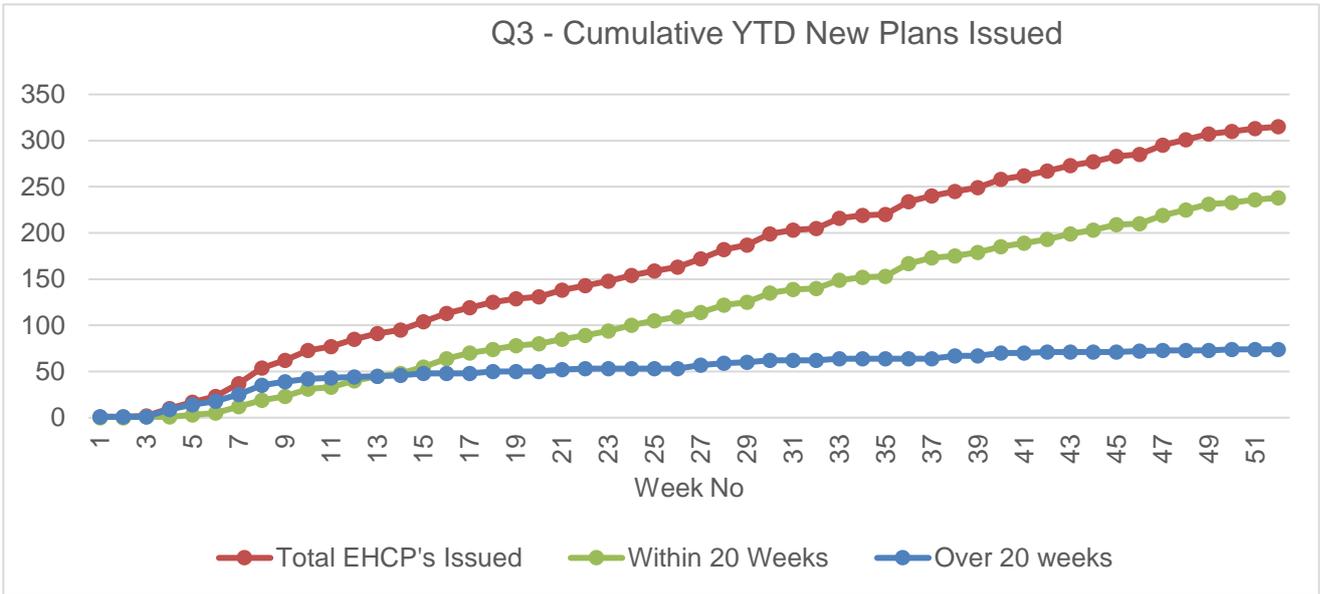
² Department for Education, SEN2: January 2020

reviewing EHCPs on at least an annual basis. Data shows a significant improvement (93% success rate in December 2020) and we were asked to present on our approach to achieve that. Embedding the Annual Review Strategy to avoid any future backlogs is now practiced. The strategy enables a focus on key transition points in a child or young persons journey and will ensure timescales are met regarding the annual review process.

- 3.10 SEND performance data is showing improvements across the statutory processes, ie for identifying, assessing and meeting the needs of children and young people with SEND. The impact of these improvements is being captured through quality assurance processes. Further work needs to take place to report on impact across activities related to the joint planning group and this is now done through the SEND Impact Group.
- 3.11 Quality assurance processes are being implemented and early signs show that the impact of work over the last eighteen months is positive, e.g. EHCP's written within this period are generally of a higher quality. The next step is to drive up the quality so that it is consistent.
- 3.12 The SEND improvement agenda needs underpinning by evidenced based research. The EPS re-modelling will ensure that more of this can take place and the next steps will be to include research and practice across the system, targeted at local area priorities. This is because, under the new model, more EPS time will be allocated to local area priorities.
- 3.13 The development of the local offer steering group is currently taking place, and this will enable more local area input into how the local offer is developed. This will include representations from education, health and care services, the SEND Youth Forum and parents/carers.

4.0 Quality and Efficiency of EHC Processes

4.1 The rate of requests for education, health and care needs assessments continues to grow, as indicated in the chart below although this remains slightly below the rate from the previous year:



4.2 The table below demonstrates the local authority's latest published position in relation to the numbers of children and young people with SEND:

SEND Key Data 2020		Barnsley	National
Pop'	Children and young people (school age) ¹	34,761	58,489
	% of population aged 0 - 25 ²	29.2%	31.1%
EHCP	Total number of children and young people with an EHCP (0-25) maintained by the local authority	2311	n/a
SEND level	Children and young people with EHCP in Barnsley schools ^{1,3}	1383 (4.0%)	3.3%
	Children and young people with SEN support in Barnsley schools ¹	3732 (10.7%)	12.1%
Setting type	Children and young people with EHCP placed in special school setting	539 (23.2%)	33.8%
	Children and young people with EHCP placed in Mainstream setting	806 (34.9%)	33.9%
<p>1. School age population as at January 2020 Census (State funded nursery, primary and secondary, state funded and non-maintained special, PRU and Independent)</p> <p>2. Mid-year population estimates from NOMIS (Office for National Statistics) (1 year in arrears)</p> <p>3. Includes primary, secondary, through school, special and PRU</p>			

4.3 Performance is good on the statutory measures of timeliness and remains well above the national average:

EHCPs issued within 20 weeks excluding exceptions	85.40% (National 60.4%)
EHCPs issued within 20 weeks including exceptions	84.90% (National 58.7%)

4.4 Issues have been identified relating to annual reviews because health and care professionals are not always included in the process. Action is being taken to support this area and this will ensure more involvement of key professionals.

4.5 Working groups and discussions around social, emotional and mental health (SEMH) and speech, language and communication needs (SLCN) are on-going and will include representation from education, health and care. Further focused work is planned in these areas, in collaboration with the education sector and speech and language therapy services (S<).

4.6 Transparency about plans, progress and data have been considered. The Executive Summary of the SEND self-evaluation framework (SEF) is now published on the local offer website and this will be followed up with a SEND data set and more transparency about developments.

4.7 A new education, health and care hub (EHC Hub) has been implemented to provide a safer and more effective system for managing statutory processes such as the co-production of EHCPs and carrying out annual reviews. This also enables better access to information for parents/carers and SENCOs.

4.8 As the EHC Hub system is new, data will not be effective as it does not cover a long enough period at this early stage. However, exploration of how data from the EHC Hub can help us to improve joint commissioning with the CCG is still being carried out. SEND forecasting work, however, is providing

us with a clearer picture of the pressure on the system for the next eight to ten years, which will allow us to look at desired and achieved impact in the longer term.

4.9 Work continues to develop a Preparation for Adulthood Strategy that will focus on the important aspects of enabling the aims and aspirations of children and young people to be achieved through a joined-up approach, from birth to the age of 25.

5.0 Access to Specialist Provision

5.1 Barnsley's SEND Sufficiency Strategy was refreshed in March 2020 setting out its objectives to continue to address pressures within the SEND system placing a renewed focus on developing capacity locally to meet the needs of pupils with SEND.

5.2 Under proposals contained within the SEND Placement and Sufficiency Strategy, creation of more education places for children and young people who have SEND within the local area over this year to date has resulted in a good range of provision to meet this year's placement needs and work has been done on:

- Progressing consultations for the schemes within the sufficiency strategy.
- Continuing to review and update previous and plan for future development, subject to approval on the revised revenue and capital costs.
- Continuing work with school place planning colleagues to explore long term plans and the viability of a new special school.
- Continuing to review SEND forecast data with business intelligence and use this to begin to formulate a follow-on sufficiency strategy.
- Holding further discussions with schools regarding LA resources in school settings and reviewing all available sites.
- Continuing discussions with schools on developing additional SEND capacity.
- Exploring further the need for the establishment of a new special school and how this can be taken forward through a cross council project as the scope involves implications across different directorates.

5.3 Increasing local places to mitigate the number of children and young people having to go into independent and out of borough specialist placements has been a priority. Progress to date means that we have increased specialist places, as identified in the Sufficiency Strategy. However, it is important that efforts also continue, to ensure enough school places for pupils with SEND are available for subsequent years, given that the data tells us a rise in those coming into the system will continue.

5.4 To ensure provision is reflective of longer-term needs of the borough, as indicated in the Sufficiency Strategy, work has been done to project need over the next decade (to 2028 initially). This is enabling forecasting of the level of SEND we are expecting due to population growth and the anticipated annual rise in identified need (in line with national data). The projections are indicating that there will be a significant rise in children and young people with SEND and this will likely put continued pressure on the system.

5.5 The longer-term forecasting work analysing the projected growth in SEND up to 2028 has informed initial scoping for whether we need another special school in the local area to meet demand. Early indications are that a new special school would be required, which would require further exploration of the options available as opportunities to create special schools are limited due to the current structure, as prescribed by the DfE. The DfE sets out the process to apply to set up new schools in response to local authority specification.

5.6 New schools approved through this process are part of the DfE central free schools programme. Free schools are legally academies, which are state-funded educational institutions free from local authority control. This means that, in effect, free schools are run by an academy trust formed specifically to establish and run one or more schools. If plans progress, it would be the academy trust that submits any application to open a free school.

5.7 This process does not replace a local authority's duty to secure enough appropriate education for children and young people generally, including those with SEND. If there is significant basic need in the area, as a local authority, we would need to decide whether a free school presumption competition (DfE formal process) is needed. If it is, we must then seek proposals to establish a free school through the presumption process.

6.0 Participation and Co-production

6.1 Barnsley should be a place where everyone has their voice heard and this is valued and used to shape services and provision. To do this, we need to enable and support children, young people, parents/carers, partners and stakeholders to work together as part of the local area SEND system. This is also a statutory requirement, as outlined in the Children's and Families Act, 2014 and the SEND Code of Practice, 2015.

6.2 Prior to recent developments, a strategy was not in place to encompass and set out the work around engagement and participation, which indicated a need to develop a strategy. The aim of this was to ensure the local area SEND system reflects service user views, through the strengthening of participation at three levels of engagement:

- I. **Individual level:** children and young people and parents/carers will be actively encouraged to be involved with the services that are working with them, and in any formal processes about them, so they get the best outcome which is based on their own experiences, wishes and aspirations.
- II. **Service level:** children, young people's and parents/carers will input and feedback to services to help them to become user focused and to shape them for the future, including driving key messages for gaps in the system.
- III. **Strategic level:** children, young people's and parents/carers experiences and views will be used collectively to inform local area strategic developments in true co-production.

6.3 Finalising the Engagement & Participation Strategy, which has now progressed through the local governance structure, has included working with children, young people and parents/carers as a priority.

6.4 The SEND Youth Forum has been integral in driving the strategy which was adopted by Cabinet in January 2021. There is also an underpinning action plan, setting out what we will be doing to implement all this work.

7.0 Planning for Pathways to Adulthood

7.1 The Children and Families Act, 2014, introduced a new element to supporting children and young people with SEND, in relation to preparation for adulthood (PfA). At the heart of the changes is a commitment to ensuring that children, young people and their families are at the centre of decision making so that they have more choice and control in achieving better outcomes.

7.2 As identified above, there is a significant area of growth in demand related to SEND, generally, and this includes young people about to make the transition to adult life. This is especially imperative as those aged 16-25, account for the largest proportion of the growth in EHCPs over the last five years.

7.3 In Barnsley, we are keen to ensure we get it right for all young people to get the best possible future and we recognise that those with SEND may require a lot more support to get there. That is why preparation for adulthood starts as early as possible, from the early years right through to adulthood. Another reason for ensuring we get this right is that there is a gap in outcomes for young people with SEND, compared to their non-SEND peers, when it comes to their destinations after they leave school. Nationally, they are also more vulnerable to not staying in education, training and employment.

7.4 Most children and young people with SEND can be successful with support from their schools, family and the community but some need more support. Therefore, it is important to think about children's

and young people's long-term ambitions and pathways from the earliest age. This includes young people, both with EHCPs and those who have SEN support needs. Therefore, support plans, annual reviews and the assess, plan, do, review approach needs to consider longer term outcomes, through well-developed and embedded approaches to planning for and supporting young people as they transition to adulthood.

7.5 To address the developments that need to be progressed in relation to PfA, a strategy is currently being developed. This will focus on setting out our shared values, vision and principles for how services will work together to support children and young people with SEND to prepare for adult life. The SEND Youth Forum is integral in this development and tell us that:

- We need to make sure children and young people's voices are heard by decision makers in Barnsley.
- They must be involved from the very start of any developments and strategies.
- There should be an early focus on preparation for adulthood and children and young people should not be given support and information later than their non-SEND peers, including things such as sex and relationship education, which can pose additional vulnerabilities for them.
- All sections of the system across education, health and care, must be closely linked so things aren't done separately, and more services should be delivered together.
- We should use the Preparation for Adulthood Strategy to give the best and necessary tools and information to children and young people to prepare them for adulthood.

8.0 Impact of Covid-19 on Schools and Educational Settings

8.1 The pandemic continues to have an impact on schools/settings, who have carried out significant work over the autumn term to maintain educational provision. Over the last period there has been a focus on supporting the return to education for children and young people with SEND and planning for the mental health and wellbeing aspects of this.

8.2 Schools ensured that Covid-19 safety measures were in place ready for the start of the new term in September 2020, and that risk assessments had been completed for those with additional needs.

8.3 During the autumn term, children and young people with SEND were less likely to be attending their schools and colleges than their peers, as reflected in the national picture. This can be attributed to some children and young people with SEND facing additional barriers to regular attendance as a result of the pandemic, including:

- Anxieties about the pandemic felt by parents and carers, and the children and young people themselves.
- Medical needs that required them to shield.
- Difficulties accessing transport.
- Outbreaks within some schools, which resulted in whole school closures.
- Classroom bubble closures due to exposure to the virus.

8.4 Many practitioners and leaders working with children and young people with SEND in Barnsley have found the pandemic personally and professionally difficult. However, as a local area, practitioners have gone 'above and beyond' to provide support. Leaders and practitioners have discussed how they have pulled together as they met the challenges of the pandemic, and used multi-agency working better than they have ever done in the past.

8.5 More time has been built in to support children and young people's mental health and wellbeing in recognition that children and young people with SEND needed additional support in terms of mental health. Some examples of this includes:

- Personalised sessions
- Additional personal, social and health education (PSHE)

- Covid-19 themed lessons and/or pastoral support services such as Positive Regard (bespoke behaviour support that is delivered by a team of active practitioners from Springwell Academy)
- Educational Psychology Service provided for pupils who required additional support

8.6 Additionally, colleagues across many schools and settings have taken part in a series of well-being webinars which have been offered by Barnsley's Educational Psychology Service along with clinical psychologists from CAMHS. Schools across the borough report that they now have the tools to be able to support other staff members with emotional well-being and mental health.

8.7 Some schools have commented that health services, such as physiotherapy and occupational therapy, have ensured their services continued to be available on a face to face basis for some of the most complex cases and to support staff with equipment and moving and handling procedures which would be Covid-19 safe. In addition to this, Barnsley's speech and language therapy department have ensured that there has been a mixture of face to face and tele-health appointments for children and young people during the autumn term.

8.8 There are no relaxations of the SEND regulations in the current lockdown, which means, from a legal point of view, local areas, including schools/settings, are expected to do all that is outlined in EHCP's and in relation to the SEND Code of Practice, 2015. However, from discussions at a regional DfE meeting, there was an acceptance that this won't always be possible in the current circumstances.

8.9 Disruption to children, young people and families due to the requirement of schools to remain closed to many continues to have an impact on the school community and places increased pressure on family life.

8.10 Staffing levels in schools/settings have been negatively impacted at the beginning of the spring term 2021, although these are now stabilising. However, the situation remains vulnerable, particularly when school bubble closures occur, and isolations are required due to family members/children from other schools being shut as a result.

8.11 Despite the pressures of Covid-19, special schools are expected to continue to welcome and encourage children and young people to attend full-time where their parent/carer wishes for them to attend.

8.12 Special post-16 settings are expected to continue to encourage students to attend as per their usual timetable where the young person wishes to attend.

8.13 Parents/carers are, naturally, worried about Covid-19 and the impact on their children. As a result, some parents/carers have chosen not to send their children into school during the first half of the spring term. Schools have, however, become more adept at organising and delivering home learning to mitigate the effects of the current situation.

9.0 SEND Transport

9.1 The number of children that we transport to school totals 677 pupils (as at December 2020), compared to 697 at the same time last year.

9.2 The number of personal travel budgets (PTB) issued has increased from a total of 29 in December 2019 to 117 in December 2020. The increase has been the result of a diversion from the Home to School transport policy which states that a PTB was only to be offered where it was economically beneficial to do so i.e. from only offering a travel budget when a route was full to offering it out to all parents regardless of whether there was space available on transport. The reason for this change was to provide an option for parents who were worried about their child on transport during the pandemic. It may be that some of these parents will choose to revert to using transport once they feel that it is safe to do so.

9.3 In total the number of children that receive travel assistance to school either in the form of transport or a PTB has increased by 68 in 2020.

9.4 During the latest lockdown we are running 90% of our routes into school as opposed to the first lockdown in March 2020 where we were only running 10% of our routes into school. Whilst not all children are travelling on every route it does indicate that there has been a significant uptake in the demand for school transport during the latest lockdown as opposed to the first lockdown.

10.0 Local Area SEND Inspection

10.1 During the pandemic, from October 2019, Ofsted and the Care Quality Commission (CQC) have visited a selection of local areas to find out about their arrangements for children and young people with SEND. The visits are designed to understand the impact of the Covid-19 pandemic on the SEND system and to support the response and continuous improvement during this time.

10.2 Inspectors have looked at what has worked well for children and young people with SEND and their families over recent months, what the challenges and lessons learned have been, and what the opportunities are for improvement for the future. Any future inspections are still on hold, whilst interim visits will continue and will focus on four key themes:

- How have children and young people with SEND experienced the pandemic?
- What has worked well in supporting them?
- What have the challenges been and what did not work so well?
- What are the plans for supporting these children and young people in the future?

11.0 Implications for Local People

11.1 The local authority and partners across the local SEND system are committed to the continuous improvement of the quality of provision, services, experiences and outcomes for children, young people and their families. This includes the local area working as a cohesive system across education, health and social care, so that children and young people with SEND can achieve the best outcomes and flourish as part of their local community.

12.0 Invited Witnesses

12.1 The following witnesses have been invited to today's meeting to answer questions from the OSC:-

- Mel John-Ross, Executive Director – Children's Services, BMBC
- Nina Sleight, Service Director – Education, Early Start & Prevention, BMBC
- Darren Dickinson, Interim Head of Barnsley Schools Alliance, BMBC
- Amber Burton, SEND Service & Strategy Manager, BMBC
- Alex Taylor, SEND Participation Officer, BMBC
- Councillor Margaret Bruff, Cabinet Spokesperson – Children's Services, BMBC
- Nick Bowen, Executive Principal of Horizon Community College and Joint Chair of Barnsley Schools' Alliance
- Nichola Smith, Head Teacher, Meadstead Primary Academy and Chair of Barnsley Schools' Alliance Leadership Sub-Group
- Patrick Otway, Head of Commissioning (Mental Health, Children's and Maternity), Barnsley CCG

13.0 Possible Areas for Investigation

13.1 Members may wish to ask questions around the following areas:-

- What areas of work are you particularly proud of over the last 12 months? What has gone well and what could have gone better?
- How do you ensure that all children across the borough, regardless of where they live, are receiving a fair and equitable service?
- How are you using data to support decision making?

- What was your approach to achieving significant improvement (93% success rate in December 2020) for annual reviews of EHCPs?
- How will you know if the SEND Strategy and improvement plan have been successful?
- How can you be certain that EHCPs are accurate and effectively meet need, particularly during the pandemic?
- What have been the barriers to early identification in the past and how do you plan to improve it?
- What significant pressures do you foresee on the system over the coming years?
- Can you give examples of when service user views have been used at each of the three levels (individual, service & strategic) to shape processes, services and strategic developments?
- Can you give an example of when a child, young person and their families have been at the centre of decision making so that they have more choice and control in achieving better outcomes?
- How will the remodelling of the EPS 'underpin evidence-based research' and how will you know if this new model is effective?
- What do you consider to be the current strengths and weaknesses of the system?
- What will schools' and education settings' priorities be for children and young people with SEND when they return on 8 March 2021?
- How will schools be expected to manage the potential increase in children with SEMH needs when schools re-open and what support will be available?
- What examples of local and national good practice and case studies have been shared with settings across the borough?
- What can Members do to support the work of the local SEND system, children, young people and their families?

14.0 Background Papers and Useful Links

- Engagement & Participation Strategy for Children, Young People, Parents & Carers 2020 – 2022:- https://search3.openobjects.com/mediamanager/barnsley/fsd/files/engagement_and_participation_strategy_final2020_-_2022.pdf
- BMBC Website – The Local Offer:- <https://fsd.barnsley.gov.uk/kb5/barnsley/fisd/localoffer.page?localofferchannel=1783>
- BMBC Website – SEND School Places Strategy 2017-2020:- <https://www.barnsley.gov.uk/services/children-families-and-education/children-with-special-educational-needs-and-disabilities-send/send-school-places-strategy-2017-20/>
- Sufficiency Strategy: https://search3.openobjects.com/mediamanager/barnsley/fsd/files/sufficiency_strategy_2020-23.pdf
- Council for Disabled Children – Children and Families Act 2014 Briefing Part 3: Children and Young People with SEND:- <https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/ChildrenAndFamiliesActBrief.pdf>
- Government Website - SEND Code of Practice: 0 -25:- <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Special Education Needs & Disabilities in Barnsley Report to OSC (Item 3a) – 5 November 2019:

<https://barnsleymbc.moderngov.co.uk/documents/s59320/Item%203a%20-%20Special%20Educational%20Needs%20and%20Disabilities%20in%20Barnsley.pdf>

- SEND Improvement Plan on a Page 2018-9 to OSC (Item 3b) – 5 November 2019:
<https://barnsleymbc.moderngov.co.uk/documents/s59321/Item%203b%20-%20SEND%20Improvement%20Plan%20on%20a%20Page.pdf>

15.0 Glossary

BMBC	Barnsley Metropolitan Borough Council
CAMHS	Child & Adolescent Mental Health Service
CCG	Clinical commissioning group
CQC	Care Quality Commission
DfE	Department for Education
EHCP	Education, Health and Care Plan
EPS	Educational Psychology Service
LA	Local Authority
OSC	Overview & Scrutiny Committee
PfA	Preparation for Adulthood
PHE	Public Health England
PRU	Pupil Referral Unit
PSHE	Personal, Social and Health Education
PTB	Personal Travel Budgets
S<	Speech and Language Therapy
SEF	Self-Evaluation Framework
SEMH	Social, Emotional and Mental Health
SEnCo	Special Educational Needs Coordinator
SEND	Special Educational Needs and/or Disabilities
SLCN	Speech, Language and Communication Needs
YTD	Year-to-Date

16.0 Officer Contact

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01 March 2021