



Countywide SENCO Forum 1<sup>st</sup> and 2<sup>nd</sup> February 2023



Lisa McDonald- Interim Strategic Lead & Specialist SEND Lead Adviser (TEP)

Siobhan Price- Countywide Inclusion Lead (KCC)

Sophie Dann- SEN Strategic Development Manager (KCC)

Teri Rutherford- SEN Support and Inclusion Manager- Schools and Post 16 (KCC)

Matthew Ward- Deputy Designated Clinical Officer for SEND (NHS)

Rory Abbott- Project Lead (TEP)



# Housekeeping



Please change your name via the Participant tab so that we can see who is present;

You will be muted but if you have questions then please type them in the chat box using full sentences. If we can answer your question during the session we will but if not we will take a note of your question and send out a response in the Q+A document post-session;

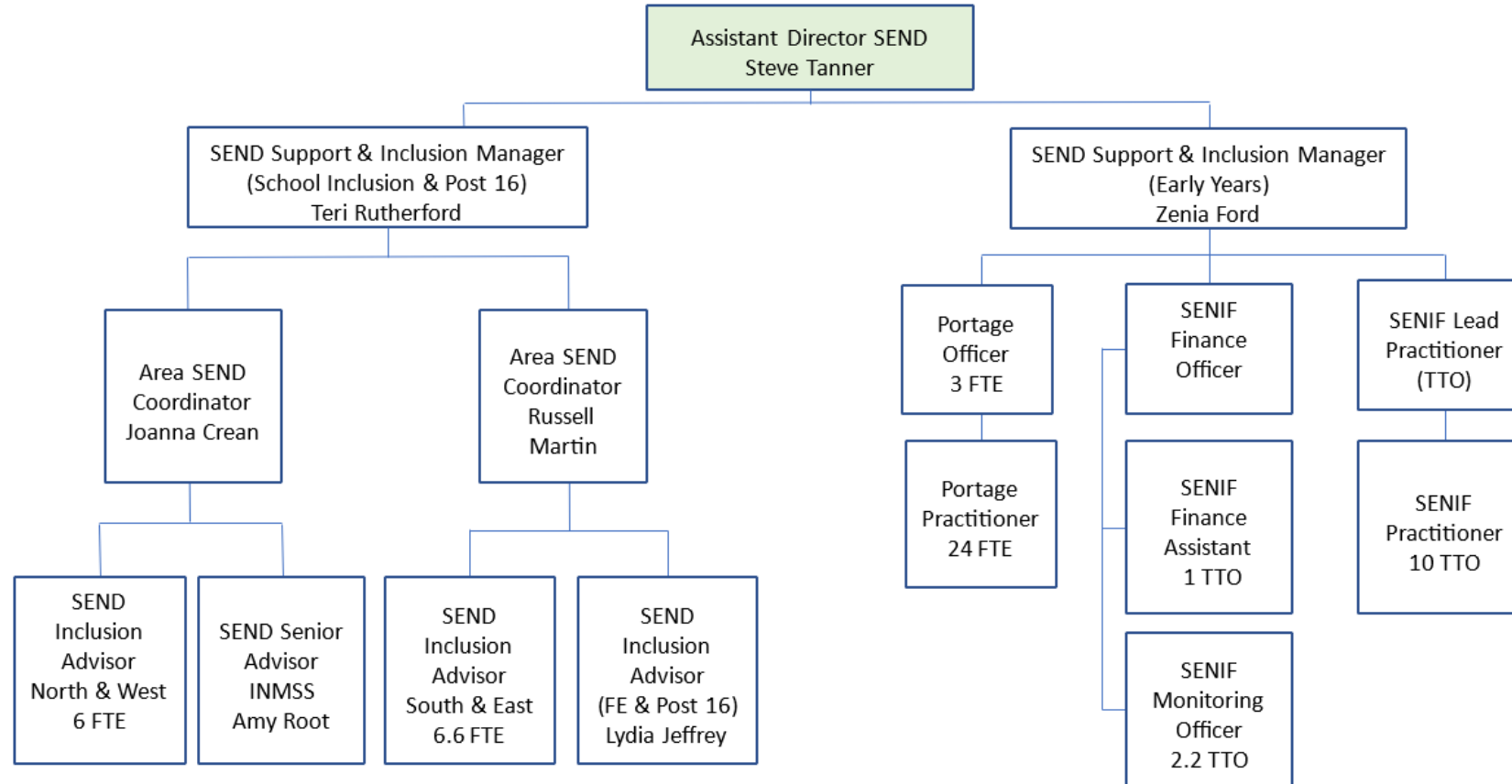
If there are any issues with your session within the main body of the presentation or within a breakout room, then please close the session and click on the link to start again. One of us will let you back in and get you connected back up to your session;

If you registered for the session using CPD Online then you should have a copy of these slides, the agenda and any other materials you need for these sessions. If you cannot see the slides that we are sharing then please refer to those instead. If you haven't received the pre-session materials then please email [rory.abbott@theeducationpeople.org](mailto:rory.abbott@theeducationpeople.org) so the issue can be investigated

# Agenda

Item	Topic	Lead/Time
1	Welcome/Housekeeping (Lisa McDonald - Specialist SEND Lead Adviser)	5 mins
2	SEN Inclusion Adviser Team- Staffing Update (Teri Rutherford - SEN Support and Inclusion Manager)	5 mins
3	Phased Transfer - The process so far and Updates (Sophie Dann- SEN Strategic Development Manager)	10 mins
4	Breakout Room 1- Case Study Task	10 mins
	Breakout Room 2- Reflections	10 mins
5	OFSTED Soundbite - Focus on SEN in the Curriculum (Lisa McDonald - Specialist SEND Lead Adviser)	10 mins
6	Family Engagement Award and Training for Families (Lisa McDonald - Specialist SEND Lead Adviser and Rory Abbott Project Lead)	10 mins
7	NHS and NELFT- Update and Information (Matthew Ward- Deputy Designated Clinical Officer for SEND)	15 mins
8	Kent SENCO Conference - March 2023, Agenda and what you can expect- Siobhan Price (Interim Lead SEND Adviser)	10 mins
9	Evaluation and Summary (Rory Abbott- Project Lead)	5 mins

# SEN Support and Inclusion Team



# Shared Ambition Inclusion



- SEND Support and Inclusion teams with education colleagues
- Elevate inclusive practice in the county, supporting parents/ carers and professionals
- To provide the best support for children and young people with SEND
- Support early identification of arising needs
- Work collaboratively with parents/carers and with our professional networks to connect and support children and young people earlier
- Developing alternative interventions to support children and young people in mainstream settings
- Delivery of the inclusion strategy, reducing the use and demand for special school places and independent sector placements
- Support early intervention and increase parent/carers confidence in provision in mainstream
- Focus on mainstream inclusion for CYP EHC Plan

# *SEN Inclusion advisor and Area SEND Coordinator*

## Area SEND Coordinator

- New role, one purpose is to strengthen earlier identification of needs at area and district level
- Support and manage SEND Inclusion Advisors
- Ensure planning and support for children and young people with SEND is introduced at the earliest possible stage to ensure children are included successfully in mainstream and through phased transfers

## SEN Inclusion Advisor

- Advice and guidance to individual and groups of education settings, supporting professionals in identifying improvements for inclusion and supporting children and young people with SEND
- Work at a whole school and systems level to promote inclusive practice and enable education setting to include children and young people with EHC Plans to be successful in mainstream
- Phase transfer planning with schools for provision and resources for this to be successful



# Phase Transfer

# The Journey so far

- 1323 children with an EHCP
- 546 children with ASD
- 275 children with SEMH
- 224 with SLCN



# District placement meetings



12 district placement meetings

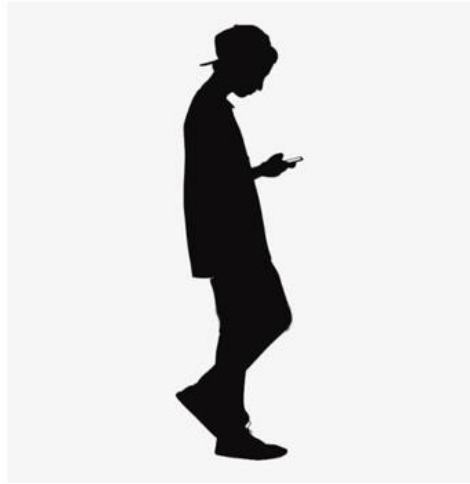
- To discuss the placement of children with an EHCP in a mainstream secondary
- To offer support to mainstream schools for the transition of pupils with an EHCP
- These have been really successful meetings but how could we improve them for next year?
- Remaining consultations to be finalised with schools.

## *What happens next?*

- A letter will be sent to schools with a list of pupils whose places have been confirmed by the school.
- Parents will be informed by letter by 15th February
- The statutory deadline for issuing a final EHC plan is 15th Feb (31st March for Yr 11 and post-16).
- 31st of March PT24 will begin.

# Breakout Room Task

## What can we do? Breakout Room Task...



Harvey

Harvey has a diagnosis of ADHD, ASC and SEMH

Harvey has had a troubled home life with involvement from early help and social care.

Harvey started his educational journey at his local primary school. In the early years of his primary school education, he had violent outburst and incidents resulting in staff members being hurt. Property was also damaged, and he often absconded. The primary school worked with him and by year 5 this sort of outburst had reduced significantly, however this behaviour was still reflected in his EHCP as well as his low attainment levels.

Harvey looked forward to transitioning onto his next steps. It was not clear to Harvey what he could do next, he didn't know what his options were and neither did the school, he wanted to go to the local secondary school with his friends, but he didn't know if this could be an option, his mother was nervous that the secondary school was too big and placement would break down so opted for a special school.

How could Harvey's story end differently what could you do?

What could we do?

# Breakout Room Reflection



- One thing you would change about the PT Process?
- How could we improve district placement meetings for next year?
- What support do schools need to support pupils with challenging behaviour and what are the barriers?

# Every School Leader is a Leader of SEND

Lisa McDonald



# Supporting SEND Ofsted May 2021



Staff in schools tried to understand the pupils and their needs. They know how important positive relationships and high expectations are for pupils with SEND

They focused on pupils' strengths to build confidence and independence

But there were gaps in understanding of pupils needs and starting points. This led to some pupils with SEND having negative learning and development experiences

- Schools often took a pupil-centred approach when identifying needs and planning provision, but staff did not always know the pupils well enough to do this.
- Occasionally, schools were teaching a curriculum to pupils that was not properly sequenced or well matched to their needs.

# What does this tell us?



The importance of a middle leader

‘middle leadership is the engine room of sustainable change and effectiveness comes from middle leaders placing learning at the heart of what they do/ (Darrell Williams)

Direct impact on teaching and learning

Strategic focus on full inclusion across the curriculum

Pastoral and curriculum overview\_ the holistic picture

Impact staff, pupils and families

You're in the position to recognise potential, develop your whole school team and contribute fully to the schools continued growth

# Middle Leader training

- Understanding of shared responsibilities
- Developing confidence, knowledge and skills
- Empower leaders and teachers to support the whole school inclusion drive
- Broad, balanced and ambitious curriculum for all







## Delegate feedback

- 'Really useful thank you Good mix with of delivery with participation and discussion opportunities'
- 'Thank you very informative. It has made me reflect on my own practice and how I inform and support colleagues in my team'
- 'Breakout discussions were really useful (for) sharing information with teachers across different schools.'
- 'Really relevant and really liked the use of Louise's examples to demonstrate her themes. Thank you.'

# *What makes a good middle leader*



- Develop and maintain a high curriculum for their subject/ area (intent)
- Evaluate the quality of teaching and learning, identifying strengths and development points for both the subject and individual teachers (implementation)
- Build a team and its capacity by supporting and mentoring colleagues, arranging quality professional development, balancing workloads and encouraging wellbeing (Implementation)
- Assess the attainment and progress of students (Impact)

# What does Ofsted say about SEND



‘We want inspection to contribute to an inclusive education system that can accommodate, and accommodate for, the needs of all learners of all ages’- Consultation on the new inspection framework – July 2019

By setting out clearly how the EIF will apply to SEND provision, we intend to be a force for improving the education available for all learners with SEND, while ensuring that no provider will be placed at a disadvantage in terms of inspection judgments simply because they have a high proportion of learners with SEND’.

## *How is this represented in the EIF*

‘Inspectors will take a well-rounded view of the quality of education that schools provide for all its pupils, including the most disadvantaged pupils and pupils with SEND’

‘There is high academic/ vocational/ technical ambition for all pupils, and the schools does not offer disadvantaged pupils or pupils with SEND a reduced curriculum’

‘Disadvantaged pupils and pupils with SEND acquire the knowledge and cultural capital they need to succeed in life’

To achieve good or outstanding

The curriculum is successfully adapted, designed and or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence

There is demonstrable improvement in the behaviour and attendance of pupils who have needs

# SEND is everyone's Business

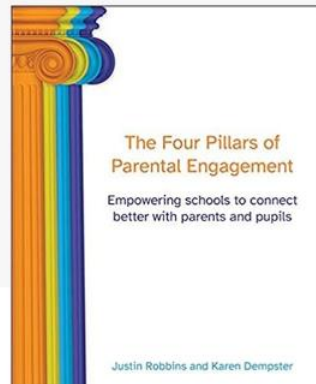


- Every governor, every leader, every teacher
- You are the specialist, but the staff are the drivers
- Empower the leaders to design a curriculum that empowers staff to be consistently inclusive
- Be sure everyone is aware of their anticipatory duty and have the knowledge and confidence to be inclusive by design

Mcs E Learning Courses

[The Mainstream Core Standards – the pathway to inclusion \(theeducationpeople.org\)](http://theeducationpeople.org)

Please use these slides in your school



**Our Commitment to working with families**

# Genuine co production and collaboration

- Parents have unique knowledge & specific about their child's needs
- Developing a relationship with families based on trust is vital
- A wide range of factors need to be taken into account prior to working with a family
- A positive working relationship with families leads to full inclusion and engagement

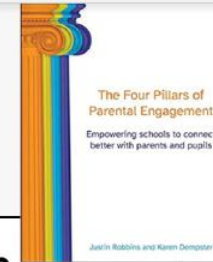






***Improve engagement, secure achievement, maximise attendance, create trust***

# Four pillars of parental engagement

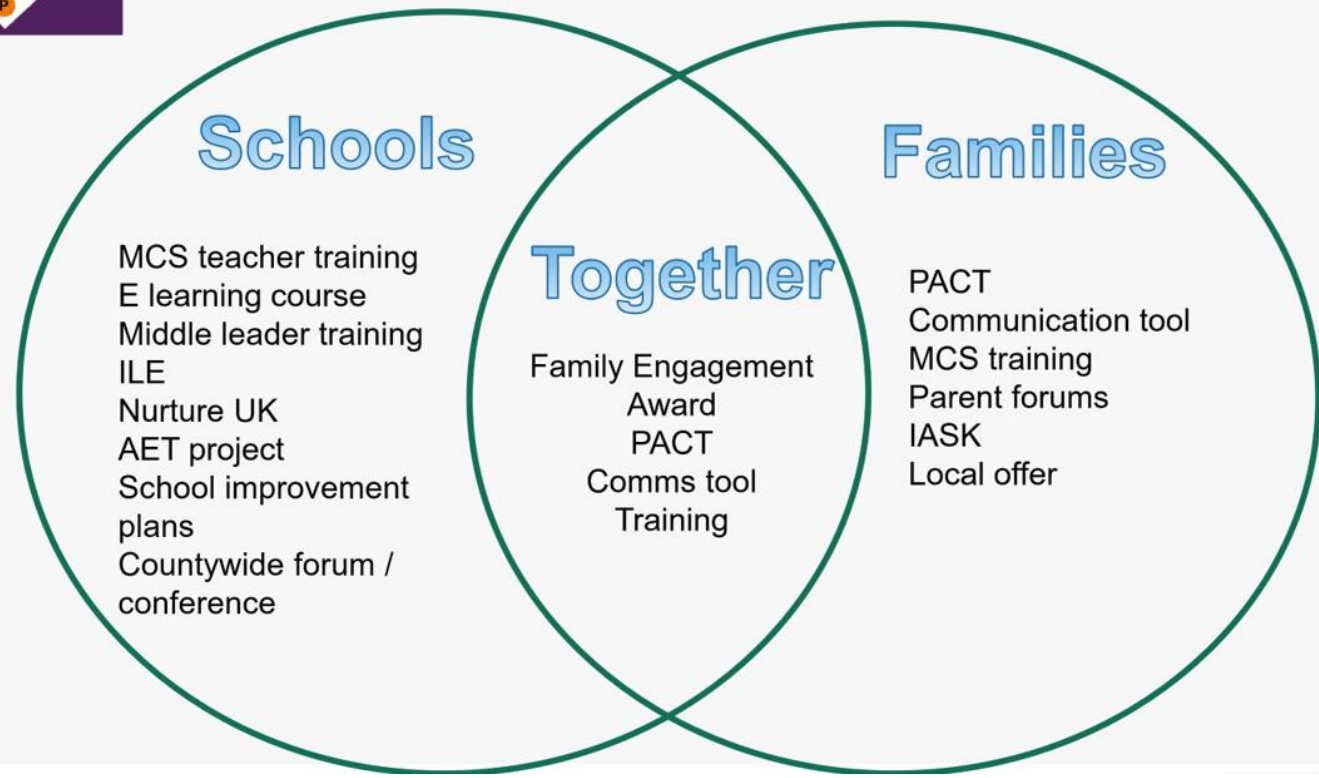


## Four pillars of parental engagement



 <b>KNOWLEDGE</b>	 <b>ENVIRONMENT</b>	 <b>CULTURE</b>	 <b>COMMUNICATION</b>
<p>All know what is <u>expected</u></p> <p>Why, when and how</p> <p>Access school technology</p> <p>Understand <u>progress</u> information</p> <p>Know where to go for <u>help</u></p>	<p>Welcoming environment</p> <p>Able to create a <u>home</u> learning environment</p> <p>Easily accessible online environment</p> <p>Share experiences to support progress</p> <p>Respect time commitments</p>	<p>Planned school culture to support the <u>community</u></p> <p>Build trusted <u>relationships</u></p> <p>Respect parents' beliefs</p> <p>Support parent involvement</p> <p>Parents &amp; pupils together</p>	<p>Simple and easy to <u>access</u> information</p> <p>Listen to parents and pupils</p> <p>Trained in <u>confident</u> communication</p> <p>Support parents to communicate with <u>their</u> children</p> <p>Recognise and <u>value</u> parents</p>





# Family Engagement Award



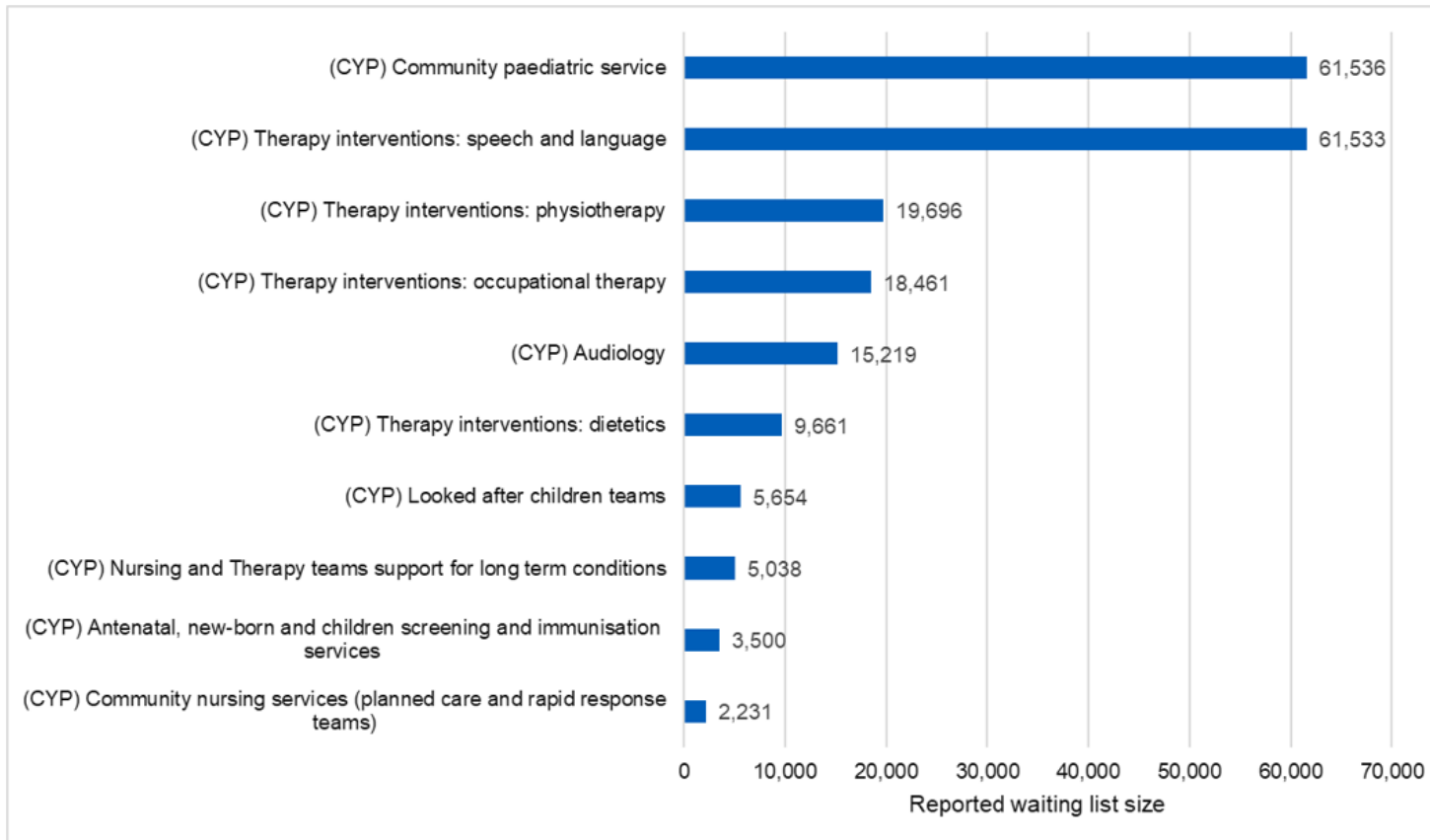
- Training for families
- Communication Tool
- Family engagement award for schools

# SENCO Forum February 2023

Kent and Medway



# National picture



The CYP services with the greatest number of patients on waiting lists are:

- Community paediatric services (61,536)
- Speech and Language (61,533)
- Physiotherapy (19,696).

# Reasons for Backlog

## Reasons for backlog: across regions



	<i>East of England</i>	<i>London</i>	<i>Midlands</i>	<i>North East &amp; Yorkshire</i>	<i>North West</i>	<i>South East</i>	<i>South West</i>
<i>Estates issues</i>	0%	11%	13%	8%	12%	12%	13%
<i>Increase in demand/ referrals</i>	22%	20%	19%	21%	18%	23%	16%
<i>Lack of clear service pathways</i>	9%	11%	11%	12%	11%	9%	12%
<i>Not considered priority</i>	9%	11%	10%	12%	11%	8%	12%
<i>Workforce availability</i>	40%	21%	20%	24%	21%	25%	19%
<i>Workforce capability/ skill mix</i>	11%	13%	13%	13%	15%	11%	15%
<i>Other</i>	9%	14%	14%	10%	11%	13%	14%

The main reported reasons for preventing reductions in waiting lists for services are workforce availability and a increase in demand/ referrals.

# Situation

- Referral Rates consistently higher than pre pandemic numbers
- High level of staff turnover
- Difficulties with recruitment
- National shortage of therapists
- Increasing numbers of EHCNA requiring a statutory response from these services
- Large Number of EHCP's requiring provision

# Local Context



- 177 waiting on Green pathway at MCH equating to a SLT wait of approximately 1 year
- Increasing numbers of EHCP's
- Limited pool of specialist therapists when recruiting
- Numerous staff on maternity leave
- Reduced ability to deliver the specificity of provision within EHCP's
- A need to level up specialist support aligned with clinical need

# KCHFT Children's Therapies Team



- 🌀 All localities in the service continue to offer initial assessments and EHCP statutory assessments. Continue to refer via the Pod [Children's Therapies - The Pod | Kent Community Health NHS Foundation Trust \(kentcht.nhs.uk\)](https://www.kentcht.nhs.uk)
- 🌀 Due to current capacity, in many instances we are not able to fulfil the therapy support specified in children's EHCPs. This is particularly in relation to speech and language therapy. Please speak with your local team if you are unsure about what they can offer.
- 🌀 For children not currently open to the service, parents, health and education professionals can access the service advice line. This is staffed every day by a speech and language therapist, and either a physiotherapist or occupational therapist. We cannot discuss named children with professionals but can offer general advice and signposting, and determine if a referral is appropriate.
- 🌀 Advice line numbers:
  - 🌀 East (Canterbury and Thanet) – 0300 1238112
  - 🌀 West (Maidstone, Tunbridge Wells, Sevenoaks) – 0300 1237004
  - 🌀 North (Dartford, Gravesham & Swanley) – 0300 7906235
- 🌀 Many schools will have good relationships with their local therapy schools team and can continue to link with them as an alternative to the advice line.



# SENCo Presentation Kent CYPMHS Jan 2023 SENCo Presentation Kent CYPMHS Jan 2023

NHS Foundation Trust



# Children and Young Peoples Mental Health Services (CYPMHS)



- There are now 9 teams across Kent and Medway and the teams are based in Thanet, Canterbury, Swale, Dartford, Tunbridge Wells, Maidstone, Ashford, South Kent Coast and Medway. West Kent Team has been divided to offer separate CYPMHS services for Tunbridge Wells and Maidstone with a plan to improve accessibility to the service and improve waiting times.
- The demand for the children for mental health concerns remains high along with and the complexity of cases requiring longer treatment programmes and support. This has impacted on the capacity of the teams to manage the throughput of cases and has resulted in longer waiting times to be seen by the team for treatment in some area's.
- The teams have high numbers vacancies, and 3 teams are currently in business continuity in West Kent (Tunbridge Wells and Maidstone), Canterbury and Medway due to the inability to recruit staff.

# Mental Health Support Teams (MHST)

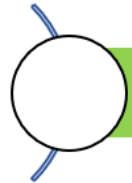


- MHST teams have started training new teams in Ashford and Faversham and are now live in our schools in Dover and Folkstone (all details on NELFT website)
  - Primary Care Network Childrens and Young Person Mental Health Practitioner (PCN)
  - There are currently PCN's workers in Medway, Deal/Dover, Maidstone , Canterbury and Ashford
- SENCo Presentation Kent CYPMHS Jan 2023
- ADHD
  - ADHD children on treatment and waiting for ADHD assessment are managed by the locality teams in Thanet, Swale, SKC, Dartford and Medway i.e. appointments, assessments and prescriptions. Plans are in place to mobilise this in Canterbury, Ashford, Tunbridge Wells and Maidstone from the end of March 2023
  - This will improve the interface and access for young people with ADHD to support/treatments for co-morbid mental health presentations i.e NVR, CBT etc.
  - Pre and post diagnostics support workshops are being offered to families for support

# SENCo Presentation Kent CYPMHS



- ASC
  - Demand has increased and waiting list remains long but we continue to complete ASC assessments
  - Pre and post diagnosis workshops are offered to families for support
- Learning Disability
  - Initial assessment followed by appropriate intervention which could include: Parent PBS Group, Individual PBS Group, School workshop, Consultation, Art therapy, Music therapy, Individual psychotherapy, Family therapy or other therapies as required.
  - There has been in an increase in referrals for challenging behaviours
- TICS
  - Triaged, initial assessment offered with appropriate psychoeducation day. If required, diagnostic assessment followed by the appropriate individual or group therapy



## SENCo Presentation Kent CYPMHS Jan 2023

### **Referrals**

Managed through SPA via the online referral form, when SPA receive the referral and indicative of Neurodevelopmental condition all additional information and screeners are sent to the referrer.

Families can complete the online referral but we always recommend this is completed in conjunction with a Professional who knows the child well.

NLDSSPA Clinicians clinically review the referral and information and transfer to locality following Risk Assessment and Care plan if they meet criteria for assessment)

If they do not meet criteria, a non-acceptance letter is sent to the family and the referral is closed

### **Transition**

Transition into adult services has significantly improved since we have the joint transition lead with KMPT and NELFT and regular monthly Transition meetings scheduled in all locality teams.

### **Website**

The NELFT NLDS website is being updated regarding ASC & ADHD information

### **Partnership working**

## SENCo Presentation Kent CYPMHS Jan 2023

### Challenges

Increased referrals into the service

Increase in waiting times in some area's for treatment

High vacancies and difficulty in recruitment

3 teams in business continuity

### Positives

Evidence of Partnership working and network events

# SENCO Conference 23<sup>rd</sup> March 2023



- Good feedback from service users
- Theme of the conference – Inclusion – Creating Future Pathways
- Emphasis on development inclusive practice
- Investment in SENCOs and good practice
- Opportunity to hear from national speakers and those who are influencing future direction of travel  
Opportunity to network and widen horizons
- Developing SENCOs and Inclusion leads as leaders of the future
- HTs have been spoken to at briefing on the importance of this conference Meet key KCC personnel

# SENCO Conference 23<sup>rd</sup> March 2023



- Opening from Sarah Hammond – Director of Childrens Services
- Key note speaker – David Bartram OBE – author of Great Expectations. ‘Leading Great SEND Provision’
- Amelie Thomson (Regional Director), Clare Belli and Tina Harvey – NASEN. Strategic Leadership of SEND. ‘a built in, not bolt on approach to bringing inclusion to the centre of school improvement.
- Workshops – choice of two workshops
- Ofsted Speaker – The experience of the child
- Marketplace – what is on offer across Kent
- WORKSHOPS
- Rob Webster – Author. ‘The Inclusion Illusion’. How children with SEND experience mainstream settings
- Dr Alison Ekins – Inclusion by design. How to use the Mainstream Core Standards to ensure excellent curriculum leadership for SEND
- Amelie Thomson, Tina Harvey, Clare Belli – NASEN. Distributed Leadership of SEND. Tools to support the effective leadership of inclusive practice for all.
- Hester Mackay, Elizabeth Pole – The Balanced System for Speech and Language. What does a whole school approach look like?



# Session Feedback and Evaluation

## Session Feedback and Evaluation

- Please take the time to complete the evaluation-  
the link is below  
<https://forms.office.com/e/V5GptHd730>
- The link for the evaluation will be posted in the  
chat by either Rory Abbott or Lisa McDonald.  
Please click on it now or scan the QR Code and  
give us your feedback



*Thank you for listening and taking part*



If you have any questions, then please email  
[rory.abbott@theeducationpeople.org](mailto:rory.abbott@theeducationpeople.org) with  
the subject title of Countywide SENCO  
Forum Query