



On behalf of



# Countywide SENCO Forum

Term 5

Primary 22<sup>nd</sup> May 2025



# Today's Presenters

- Siobhan Price: Assistant Director, School Inclusion (KCC)
- Emma Shelton: SEND Countywide Project Manager
- Laura Shawdon: SEN Data coordination Officer Phase Transfer
- Emma Burgess: Admissions and Appeals Coordinator – Coordinated Admissions
- Teri Rutherford: SEND Support and Inclusion Manager Schools and Post 16 Team, SEN Therapies Manager, Education and Young People's Service.
- Clara Green: SEND Quality Assurance and Practice Development Officer  
Claire Packman: Health Lead for SEND Kent and Medway
- Dr Alison Ekins: Inclusion Champion

# Agenda

Item	Topic	Lead/Time
1	<b>Welcome/Housekeeping/Introduction</b> – Ruth Gately (TEP: SEND Specialist Lead Adviser)	5 mins
2	<b>Updates:</b> Siobhan Price ( Assistant Director, School Inclusion, KCC)	5 mins
3	<b>Phase Transfer Team:</b> Emma Shelton (SEND County wide Project Manager) Laura Shawdon (SEN Data Coordination Officer for Phase Transfer) Emma Burgess (Admissions and Appeals Coordinator – coordinated Admissions)	20 mins
4	<b>Transition Planning:</b> Teri Rutherford (SEND Support and Inclusion Manager Schools and Post 16 Team, SEN Therapies Manager, Education and Young People’s Service)	10 mins
5	<b>Annual Reviews</b> Clara Green (SEND Quality Assurance and Practice Development Officer) Claire Packman ( Health Lead for SEND Kent and Medway)	20 mins
6	<b>Continuum of Need and Provision</b> Dr Alison Ekins – Inclusion Champion	25 mins
7	<b>Evaluation</b>	5 mins
	<b>Term 6 Countywide SENCo Forum dates:</b>  <b>Secondary: Wednesday 2<sup>nd</sup> July 08:00 – 09:30 &amp; 15:30 – 17:00</b>  <b>Primary: Thursday 10<sup>th</sup> July 08:00 – 09:30 &amp; 13:30 – 15:00</b>	

# Communities of Schools

**Siobhan Price: Assistant Director, School Inclusion**



# 1st Community Meetings – June and July

- [Terms of reference](#) and [Operating guidance](#)
- Reminder of Agreed Principles – April 2023
- [Inclusion Dashboard](#) – what is it telling you and what updates are needed?
- Planning for the future – what do we have and how do we make best use of it?  
Whole school provision review? [Link practitioners](#).
- Preparation to use a [solution-focused approach](#) to requests
- [SEN notional budgets](#) – is the guidance understood?
- [Community budget information](#) – Kelsi
- SEN IAs will be in attendance for these meetings to take immediate feedback to KCC for review before September

# Professional Resource Group

The Professional Resource Group (PRG) is a group that:

- Supplies additional resources that schools may require in supporting their children and young people with SEN
- Teams can be contacted **directly** by schools, as required, without the need to approach your community, request formal diagnoses or complete lengthy referral applications

Link Practitioner details on Kelsi – [Professional Resource Group - KELSI](#)

# SEN Phase Transfer – Primary School Briefing

**SEN Data Coordination Team**  
SENDataCoordination@kent.gov.uk



# Timeline of Events – YrR, Yr3 & Yr7

**28<sup>th</sup> April** – Current schools sent a list of pupils who are within the cohort for 2026, asked to check information is correct

**21<sup>st</sup> May** – Email to all current schools with further information about selecting a parental preference

**W/C 2<sup>nd</sup> June** – Email to all parents advising them the window is open to provide their parental preference The email will include their nearest transport school & information about the process

# Parental Preference Email

Parents will be sent an email containing:

- Pupil ID (needed to complete the form)
- A link to the parental preference form
- Their nearest transport school
- Information about how the right school will be selected by the caseworker
- Guidance on special schools
- Information about independent providers
- Transport advice and links
- What happens next in the process

# Information Required to Select a Preference

## Pupil Details

**Pupil ID (found in email to parent)**

**D.O.B**

**Forename**

**Surname**

**Current School**

## Parent/Guardian Details

**Forename**

**Surname**

**Title**

**Phone Number**

**Email Address**

## **Application Window**

**W/C 2<sup>nd</sup> June until Friday 12<sup>th</sup> September**

# Parental Preference Selection

Parents may select one preference only – due to the time schools need to consider all Consultations within the consultation period, parental preferences can only be changed up until **Wednesday 1<sup>st</sup> October**

If an independent school is selected that is not on the DFE's registered independent school's list - we have no power to ensure they admit the child. We will consider the wishes but are unlikely to consult if we do not think it would be suitable or if it is likely to cost significantly more than another suitable mainstream or special school.

If an independent school that is on the Section 41 list is requested, we will consult with the school to establish the potential costs and whether it is suitable. However, due to these factors, it is unlikely that we will offer a place at an independent school if a suitable place is available at a mainstream or special school.

Therefore, we urge parents to carefully consider their parental preference if they are considering an independent special school

# During the process

Chaser emails will be sent to parents/guardians 3 times throughout the process reminding them that the application window is open

We will receive updates from other SEN Teams who are dealing with new EHCP children, families who have moved in, families moving out.

We will email schools near deadline to check everyone has applied and ask them for help with any who have not given us their parental preference

Any preference provided on an annual review will still need to be provided via the form

# Grammar Preferences

## **Before the Test/ Results Day**

As the Kent Test results day falls 1 month into the consultation process, prior to results day any pupils that are sitting the test will be asked for a Grammar Preference.

## **After Results Day**

Any preferences for a Grammar school where the child is assessed as “H” we will write to the parent and ask if they wish to express a different preference after the results day.

# Consultation Period

**Monday 15<sup>th</sup> September until  
Friday 17<sup>th</sup> October**

Schools will be sent a SharePoint link that will include all the names of the children we need you to respond to.

Schools should respond using the Microsoft Form link.

SEN Data Coordination Team will be chasing schools close to the end of the consultation period

Parents will receive the amended EHCP naming their secondary setting by Friday 13<sup>th</sup> February 2026

# Kent Test – Primary School Briefing

**Secondary Admissions Team**

[kent.admissions@kent.gov.uk](mailto:kent.admissions@kent.gov.uk)



# The Team



**Admissions & Appeals Coordinator –**  
Emma Burgess



**Admissions Officers –**  
Wendy Bryant  
Emma Alfieri  
Megan Bullivant



**Admissions Assistant –**  
currently recruiting

# Timeline of Events

**2<sup>nd</sup> June** – online registration opens for parents

**1<sup>st</sup> July** – online registration closes

**1<sup>st</sup> July** – special arrangements deadline

**5<sup>th</sup> July** – Kent primary schools sent a list of registered pupils

# About the Tests

- We use three standardised tests –  
English  
Maths  
Reasoning
- The tests are in multiple-choice format.
- Test results are individually standardised, so pupils receive a score between 69 and 141.
- There is a writing exercise that is not marked but used in the HTA process.

# Special Arrangements in the Tests

- Any participating school can request special arrangements in the tests for able children whose access to testing is compromised by disability or SEN.
- To give children access to testing, not to maximise their test scores.
- No blanket concession.
- School is notified of the decision once it has been processed, and asked to let parents know.
- Decision is not subject to appeal.

# Making a Request

## **Step 1:**

**Fill in the request form**

## **Step 2:**

**Upload supporting evidence to your  
SharePoint folder**

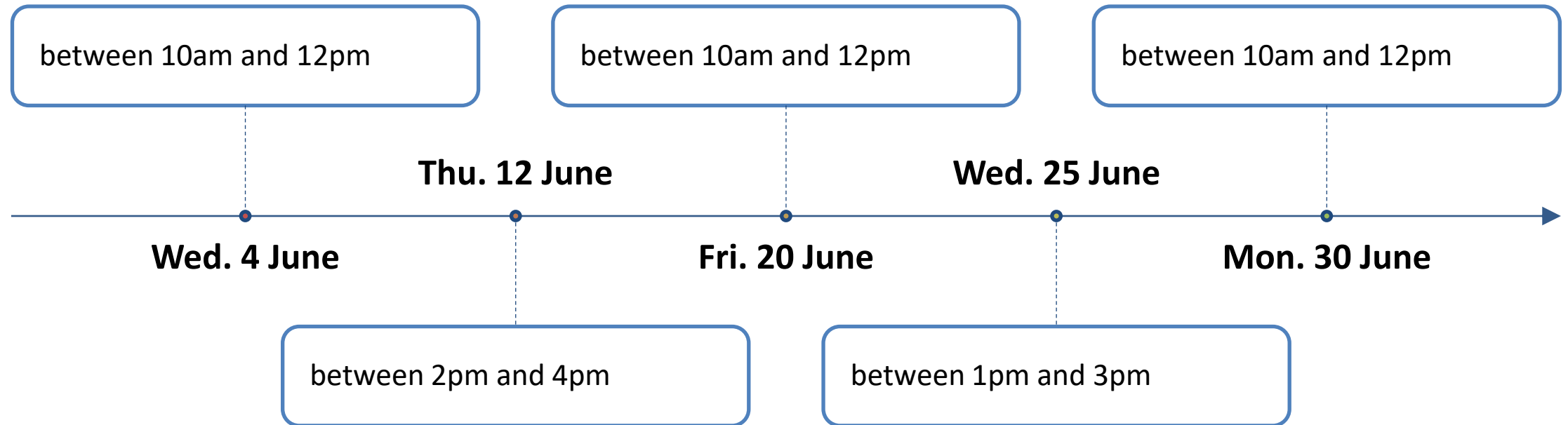
# What Evidence Should I Submit?

- Current EHCP / most recent review
- Evidence of diagnosis where held (e.g. external reports from medical or psychological professionals. **Please do not rely on a private report for evidence**)
- Evidence of access arrangements/support in regular use (e.g. reports from STLS, provision maps, observations)
- Results of standardised tests taken in school (all subtests), or of screening for SpLD
- Example of timed free writing (if a time allowance for the writing task or the support of a scribe is requested)

# You can help us and your pupils by:

- Not leaving your application until the very last minute (or later)
- Including any necessary passwords with your evidence
- Making sure that you provide sufficient, good quality, current evidence to support your case
- Making it clear whether quoted test scores were obtained under normal or varied conditions
- Getting in touch if you aren't clear about the guidance or about what evidence to send
- Not asking for special arrangements which you do not regularly make for the child in school, or which are not allowable

# Drop In Sessions





# Transition Planning

**Teri Rutherford**

SEND Support and Inclusion Manager Schools and Post 16 Team  
SEN Therapies Manager  
Education and Young People's Service

# Transition Planning : Outcomes for CYP



# Kent Outcomes for CYP framework (1):



- My independence – there is a clear pathway supporting me to become as independent as I can
- My learning – I am the best I can be at preschool, school, college or work
- My voice – I am listened to and understood
- My community – I can do things I like in my local area

# Kent Outcomes for CYP framework (2):



- My future – I have a choice about my future
- My health – I am as healthy as I can be
- My safety – I feel safe at home and out and about
- My Quality of Life- I am happy and enjoy life

# Preparing for Adulthood (1):



Preparing for  
Adulthood



## PfA Outcomes across the age ranges for children and young people with SEND

- Personalise your approach
- Develop a shared vision
- Improve post-16 options and support
- Raise aspirations
- Plan services together

5 key messages

4 Pathways

Prepared for adulthood

### Employment

### Independent living

### Community Inclusion

### Health



# Preparing for Adulthood (2) :

## Independent Living



Age	Early Years 0-4 year olds	Primary Reception Y2 Key Stage 1 5-7 year olds	Primary Y3-Y6 Key Stage 2 8-11 year olds
Steps Towards Outcomes	<ul style="list-style-type: none"> <li>• Feeding and drinking</li> <li>• Toileting</li> <li>• Real world play (kitchens, DIY, cleaning)</li> <li>• Getting dressed</li> <li>• Making choices</li> </ul>	<ul style="list-style-type: none"> <li>• Washing / brushing teeth</li> <li>• Telling the time</li> <li>• Paying in shops (supervised)</li> </ul>	<ul style="list-style-type: none"> <li>• Sleep-overs and residential trips</li> <li>• Cooking at school and home</li> <li>• Understanding money – paying for snacks in school</li> <li>• Shopping</li> <li>• Moving around the school independently</li> <li>• Travel training</li> <li>• Transport and road signs</li> </ul>
R	<ul style="list-style-type: none"> <li>• <a href="#">Making it Personal– Guidance to personal budgets</a></li> <li>• <a href="#">Integrated Personal Commissioning</a></li> </ul>		

# Preparing for Adulthood (3):

- Preparation for Adulthood

<https://www.ndti.org.uk/assets/files/PfA-Outcomes-Framework.pdf>



# Support for children with SEND in early years provisions and school

Support for children in early years that focusses on a successful transition into school for all children with SEND

Support for schools for ensure they include all children with SEND

SEND Inclusion Advisers work closely with and provide support to mainstream schools and post 16 settings. Their purpose is:

- to ensure that as many children as possible with SEND have their needs met successfully in mainstream schools
- Ideally children will make progress and receive the SEN Support they require without the need for an EHC Needs assessment or an EHCPlan
- Work collaboratively with education setting and professionals involved with individual children with complex needs to ensure provision enables them to be successfully included in their setting.

## Support for all children with SEND from early years into school

Early Years and Childcare Quality Team (for all settings)

Portage Practitioners (for children with complex needs)

SEN Support & Inclusion Practitioners (supporting pre schools and nurseries)

Specialist Teaching and Learning Service (teachers offering advice and support for transition, supporting pre-school and schools)

Early Years Outreach (supporting children in their mainstream provisions with complex needs)

Multi agency planning for children with SEND

SEND training for early years and school staff

Local Resources available to pre schools and settings

SEN Inclusion Advisers offer support and advice for schools

Support for Phased Transfers for all children with SEND

April – May  
District Planning Meetings identify all children with SEND and their school for Sept

Planning meetings with schools  
Ongoing training and support agreed for reception class teachers

Schools invite parents and professionals to transition events

Summer term  
Multi-agency planning with schools and families for those children with complex needs  
Includes training

Autumn term  
Monitoring of the transition for children with SEND  
Includes training

Feedback from families and schools

Advice, training and support for early years and school  
Ordinarily Available Provision document – outlining what all early provisions and reception classes should provide for all children  
Mainstream Core Standards training for parents as well as schools  
Dingley's Promise Inclusion training  
Autism Education Trust training  
PINS ( Partnerships for Inclusion of Neurodiversity in Schools)



# Early Years to Primary phase :

- Coordinated support for children in early years that focusses on a successful transition into school for all children with SEND
- Support for schools to ensure they include all children with SEND and plan provision for transition
- Multiagency professionals with education setting for individual children with complex needs to ensure provision enables them to be successfully included in their setting.

# Types of Support for transition planning:

- Multi Agency meetings  
For children with most complex SEND
- Targeted surgeries  
Cohorts of children with SEND starting a school
- Universal surgeries  
SEN IA surgery slots offered to all schools for transition planning

# Primary to Secondary :

- Whole School Provision planning for transition
- Promoting independence
- Area SENCo workshops for schools in Term 6
- All schools have information about their funding to support planning for children's SEND provision

# Quality Assurance and Practice Development

Clara Green

SEND Quality Assurance and Practice Development Officer

Claire Packman

Health Lead for SEND Kent and Medway

## Content

- Webinar feedback
- Audit feedback
- Annual review guidance – The Golden Thread
- Webinar date/time
- Appendix 1 review form

# Webinar feedback



Thank you! 😊

- Positive feedback
- Your questions answered
- Collaborative input/sharing good practice

## [Annual Review of Education Health Care Plans](#) [- KELSI](#)

## Information Sharing

### Documentation and guidance for Annual Review.

- [Revised Appendix 1 for Education, Health and Care \(EHC\) Needs Assessment Requests](#)
- [EHC Provision Plan \(DOCX, 21.8 KB\)](#)
- [Kent Annual Review Protocol Document \(DOCX, 1.4 MB\)](#)
- [Satisfaction Feedback Questionnaire - Young Person \(DOC, 106.5 KB\)](#)
- [Satisfaction Feedback Form annual review Parent and Carer \(DOC, 108.0 KB\)](#)
- [Satisfaction Feedback Questionnaire for schools - Annual Review \(DOCX, 23.2 KB\)](#)

# Audit feedback April 2025

## Practice strengths

- 90% of responses from professionals involved were timely
- All EHCP timescales were met
- Cases study needs were being met well by the educational setting
- Appropriate outcomes were set at the time of first issued EHCP – beginnings of Golden Thread in place.

## Areas for development

- Provision plans did not match provision within the EHCP (Provision Plan was comprehensive compared to the EHCP) EHCP has not been updated and incorrect assessment of 'no amendments' at last annual review.
- At annual review progress was measured against provision plans and not the EHCP
- Professionals must consider the latest EHCP and amend aspirations, outcomes and provision detail where needed. The conclusion of this is that the child is not recognisable in the EHC plan and needs are not sufficiently provided for and specified in the EHC plan.

# Annual review focus – The Golden Thread



1. Parental and CYP Input
2. Link to EHCP – ensure this is reflected upon and amended where necessary
3. Consistent Documentation
4. Evidence-Based Reporting
5. Clear Objectives and Outcomes



# Upcoming webinar



Webinar: Monday 16<sup>th</sup> June @ 10am

**Repeat** webinar: Wednesday 18<sup>th</sup> June @ 4pm

These webinars will be **identical**, so please attend whichever suits you/your provision best. Slides will be emailed out following with any activity work collated.

Content: Annual Review protocol

Pencil the dates in - links to register will be sent via email  
(please ensure TEP have your most up to date contact email address)

# Appendix 1 review form



## Feedback Questionnaire- Appendix 1

In February of this year, the KCC SEND Service implemented the revised Appendix 1 and the new EHCP template. We would be grateful if you could take a few moments to complete a short survey providing feedback using the link below:

<https://forms.office.com/e/URH5SKamy4>

# Kent Continuum of Need and Provision

Dr Alison Ekins - Inclusion Champion

# Term 6 Countywide SENCO Forum Registration Links

<b>Secondary</b>	Wednesday 2nd July 2025 08.00 –09.30	<a href="#"><u>Countywide SENCO Forum – Secondary (am) on 2 July 2025</u></a>
<b>Secondary</b>	Wednesday 2nd July 2025 15.30–17.00	<a href="#"><u>Countywide SENCO Forum – Secondary (pm) on 2 July 2025</u></a>
<b>Primary</b>	Thursday 10th July 2025 08.00–09.30	<a href="#"><u>Countywide SENCO Forum – Primary (am) on 10 July 2025</u></a>
<b>Primary</b>	Thursday 10th July 2025 13.30–15.00	<a href="#"><u>Countywide SENCO Forum – Primary (pm) on 10 July 2025</u></a>

# Term 5: SENCO Forum Evaluation

[Term 5 Evaluation Link](#)



Many thanks!



# Thank you

If you have any questions, please email:  
[SENDandInclusion@theeducationpeople.org](mailto:SENDandInclusion@theeducationpeople.org)

with the subject title:  
Countywide SENCO Forum Query

