

Completing a COS Request for Resources: the process

- Some starting points to consider
- Session length: up to 20 minutes.
- Reflecting on where you are now and where you want to be (**zoom out before drilling down**).
- The cycle of APDR and solution focused thinking
- Completing the request online
- Presenting the request
- Further monitoring of allocated funding. Some considerations

Nicki Durrant & Rae Akehurst Tuesday 9th June at 8.00am

If you have any questions about today or ideas for additional webinars to support you, please put them on the Q&A as we go

Starting Points: The National and Local Framework

Department for Education

Department of Health

Special educational needs and disability code of practice: 0 to 25 years

Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities

January 2015

Ofsted
raising standards
improving lives

State-funded school inspection toolkit

This toolkit sets out the areas that will be evaluated and graded on inspections of state-funded schools under sections 5 and 8 of the Education Act 2005. It can also be used by leaders to support self-evaluation and continuous improvement.

Updated: 5 November 2025 | Version: 1.1

Department for Education

Every Child Achieving and Thriving

CP 1508-1

Special Educational Needs Mainstream Core Standards

www.kent.gov.uk/localoffer

With thanks to

NHS
Kent and Medway

Grading inclusion

Needs attention	Expected standard	Strong standard
<p>Inclusion is likely to be graded 'needs attention' when the 'expected standard' has not been met.</p> <p>This may include when one or more of the following applies:</p> <ul style="list-style-type: none"> Leaders have only recently started to take appropriate action to identify and assess pupils' needs or reduce barriers to pupils' learning and/or well-being. Weaknesses or inconsistencies in practice have a negative impact on a particular group of pupils. Leaders' use of alternative provision has limited positive impact on pupils' learning and/or well-being. 	<p>Inclusion meets the 'expected standard' when all the following apply:</p> <p>Leaders identify pupils' needs quickly and accurately, including any emerging or changing needs. This includes the needs of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.</p> <p>Leaders have high expectations for these pupils. Typically, the support they provide (following specialist advice if needed) reduces barriers to their learning and/or well-being.</p> <p>Leaders take a graduated approach (as explained earlier), which means pupils' needs are generally met. Staff receive suitable training and support to implement this approach.</p> <p>Leaders have a secure understanding of these pupils' needs and the progress they make. They use appropriate evidence to inform their pupil premium strategy, including when selecting approaches to take. The strategy and approaches are generally understood and implemented by staff.</p>	<p>Inclusion meets the 'strong standard' when the 'expected standard' has been met and all the following apply:</p> <p>Leaders and staff establish strategies that consistently enhance the opportunities and experiences of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.</p> <p>Leaders and staff rigorously monitor the progress of these pupils and consistently ensure that any barriers to success are swiftly and effectively addressed. Strategies are systematically and skilfully adjusted as needed, so that they make a sustained difference to pupils' opportunities and experiences. Well-analysed, quantitative and qualitative data underpins leaders' decisions.</p> <p>Leaders ensure that the pupil premium strategy is implemented and monitored effectively, including through ongoing, high-quality training and support for staff.</p>

HM Government

SEND Reform: Putting Children and Young People First

Government Consultation

CP 1509

DRAFT

KENT CONTINUUM OF NEED AND PROVISION

By Schools, For Schools

Starting Points: Get to know the Kent Continuum of Need and Provision

[Home](#) > [Inclusion](#) > [Inclusion](#) > [Locality Model for School Inclusion](#) > [Communities of Schools Documentation](#) >

Kent Continuum of Need and Provision

[The Kent Continuum of Need and Provision \(PDF, 762.4 KB\)](#) is a county-wide framework designed to ensure a consistent, shared understanding of how schools and education settings support children and young people with SEND. It builds on Kent's Mainstream Core Standards, extending guidance to address more complex needs across the education system. Developed collaboratively, it provides:

- Clarity and consistency through shared language and expectations.
- Practical guidance for schools to reflect on their provision and engage in collaborative discussions.
- Support for statutory duties and communication between schools, parents, and external agencies.
- A basis for training and focused support, promoting inclusive practices across Kent.

Case Studies

- [Kent Continuum of Need and provision Case Studies: Working with Children and Families \(PDF, 213.1 KB\)](#)
- [Kent Continuum of Need and provision Case Studies: Pastoral \(PDF, 793.8 KB\)](#)
- [Kent Continuum of Need and provision Case Studies: Assessment \(PDF, 375.3 KB\)](#)
- [Kent Continuum of Need and provision Case Studies: Teaching and Learning \(PDF, 729.5 KB\)](#)
- [Kent Continuum of Need and provision Case Studies: Physical and Sensory Environment \(PDF, 436.7 KB\)](#)
- [Kent Continuum of Need and provision Case Studies: Resources \(PDF, 516.8 KB\)](#)
- [Kent Continuum of Need and provision Case Studies: Staff Skills and Training \(PDF, 307.2 KB\)](#)
- [Kent Continuum of Need and provision Case Studies: Transition and Transfer \(PDF, 385.0 KB\)](#)

<https://www.kelsi.org.uk/special-education-needs/inclusion/localities-model-for-school-inclusion/community-of-schools-documentation/continuum-of-need-and-provision>

Starting Points: Reflection and 'zoom out'.

- Current school provision: What is place in your school and what is working? Can this be adapted to suit the needs of further children/ groups?
- School skills audit and any potential training needs. What does your school need and how can this be secured?
- Use of the PRG. Reflect on involvement and how this resource has been utilised.
- Use of your COS for guidance. Visit neighbouring schools to share practice.
- Involvement and impact of other professionals not currently within Kent's PRG.
- The role of the family and their relationship with school.
- The role of the SEN/ Inclusion governor

The cycle of APDR and solution focused thinking: Beginning to drill down.

- **Assess:** appraise and assess current and historical outcomes and support in school. use tracking and observations.
- **Plan:** evaluate plans especially where these have been effective, and where they have not had impact. Have there been any stumbling blocks?
- **Do:** what are the outcomes? What does your school need to overcome any barriers? How can you expand effective practice?
- **Review:** review provision mapping, SEN support plans or personal plans. Consider what has been successful and what has not been successful. How can your school adapt?

Drilling down: Communities of Schools Documentation

cial-education-needs/inclusion/localities-model-for-school-inclusion/community-of-schools-documentation

Early Years and Childcare	Primary	Secondary	14 to 25	Integrated Children's Services
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Search kelsi... Search

Home > Inclusion > Inclusion > Locality Model for School Inclusion >

Communities of Schools Documentation

[Communities of Schools Form](#)

[Communities of Schools- Request Form Guidance \(DOCX, 220.9 KB\)](#)

- [Communities of Schools- Communication Update/Guidance \(PDF, 168.1 KB\)](#)
- [Communities of Schools - Agenda \(DOCX, 106.3 KB\)](#)
- [Communities of Schools- Dispute Resolution \(PDF, 240.8 KB\)](#)
- [Communities of Schools-Community Chair Job description \(PDF, 126.2 KB\)](#)
- [Communities of Schools - Operational Guidance \(PDF, 290.4 KB\)](#)
- [Communities of Schools - Principles \(PDF, 84.6 KB\)](#)
- [Communities of Schools - Support for schools - Conversations with Parents/Carers \(PDF, 111.3 KB\)](#)
- [Communities of Schools- Request form- Save guidance \(DOCX, 451.4 KB\)](#)
- [Communities of Schools - Terms of Reference \(PDF, 847.2 KB\)](#)

Communities Induction Meetings

<https://www.kelsi.org.uk/special-education-needs/inclusion/localities-model-for-school-inclusion/community-of-schools-documentation>

Completing the Request Online

- Keep all outcomes SMART (specific, measurable, achievable, realistic and time based).
- Changes to Communities of Schools form live from 20th April 2026.
<https://www.kelsi.org.uk/special-education-needs/inclusion/localities-model-for-school-inclusion/community-of-schools-documentation>
- Ensure accurate funding request dates are used. Refer to KELSI for specific requests or check with clerk
https://www.kelsi.org.uk/data/assets/pdf_file/0011/234929/CoS-Communication-update-guidance.pdf

Completing the online form

- Ensure that you have all information you may need, such as pupil details and UPN, to hand.
- Use the **SAVE** button as you progress.
- What problems are you trying to solve?
- Expected outcomes. Keep your outcomes **SMART**.
- How have you already supported the pupils? (note use of plural).
- Download and save the completed application as a PDF.

Tips for presenting your request

- You know your children and your school context. Be confident.
- Your colleagues within your community are a form of support. Requests for support and funding are not a competition and this is not a 'bid'.
- Reflect on what brought you to this point; share all that you have in place in school. Refer back to your process of zooming out. What has worked in other schools that could help you?
- Drill down and consider what needs to change and why. Follow a solution focused approach (even if that feels very hard to do) and discuss what you need to move forward.

Monitoring of the impact of any funding allocated

- Is there an expectation that the children who are listed on the applications have some form of Personal or SEN Support Plan in place? There is not a requirement for them to be on your SEN register. Remember this is about early intervention in many cases.
- Consider how you will monitor their progress and the effectiveness of the guidance and funding from your COS. This is where your SMART targets will help.
- Consider for your school: what has gone well and can be utilised further or remodelled and what needs to change? Feed this back to your COS. It will be helpful for everyone to know.

Strengthening Strategic SEND Leadership Across Kent: The SENCO as a Strategic Leader – KELSI:

Starting out as a SENCO: building strategic leadership from day one -
Tuesday 24 February -
8:15am

Starting out as a SENCO: building strategic leadership from day one -
Wednesday 25 February -
3:45pm

Understanding the continuum of need: a shared framework for Kent - Tuesday 10 March -
3.45pm

Understanding the continuum of need: a shared framework for Kent - Wednesday
11 March - 8:15am

Using the NASEN strategic SENCO guidance to shape whole school leadership - Thursday 26
March - 8:15am

Understanding and strategically using the SEN notional budget -
Tuesday 21 April - 8:15am

Making the most of the Local Offer and the PRG -
Wednesday 6 May -
8:15am

Maximising the impact of your CoS: collaboration, influence and shared priorities - Thursday 7
May - 3:45pm

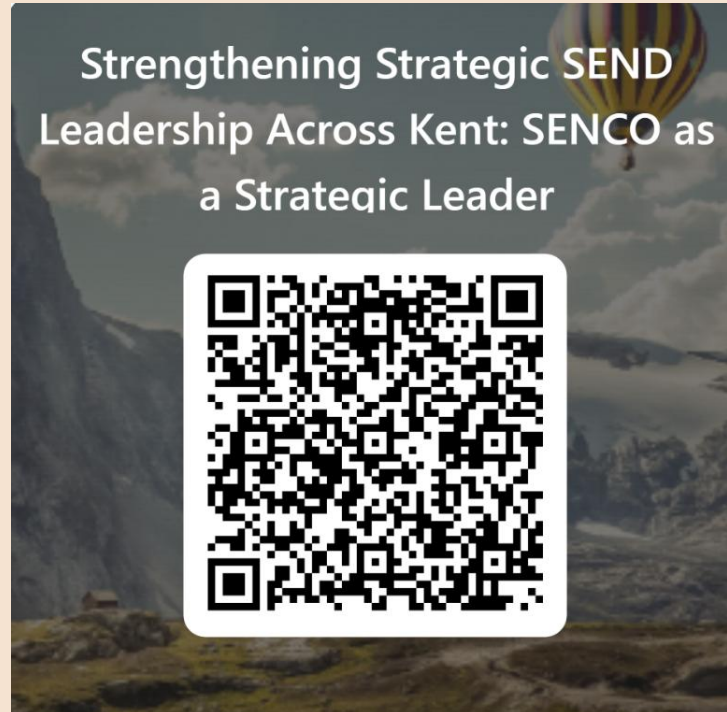
Writing and presenting requests for advice and financial support at CoS -
Monday 8 June - 8:15am

Navigating the CoS process: strengthening consistency across schools - Wednesday 24
June - 8:15am

Strategic leadership for SENCOs: having effective and difficult conversations - Thursday
9 July - 8:15am

These will also be recorded and available on KELSI

Thank you for your participation. The evaluation of this session is key to support further development and monitoring the effectiveness of these webinars.



[Strengthening Strategic SEND Leadership Across Kent: SENCO as a Strategic Leader – Fill in form](#)