

Countywide SENCO Forum Primary

23rd 24th March 2022

Lisa McDonald- SSI SEN Specialist (TEP)

Alison Farmer- Assistant Director, Educational Psychology
(KCC)

Siobhan Price- Countywide Inclusion Lead (KCC)

Sharon McLaughlin- SEND Partnership and Engagement
Manager
(KCC)

Kerry Greene- Strategic Development Manager SEND Disabled
Children and Young People (KCC)

Bob Law- SEBDA Chair

Lucy Stephen- Director of Learning Support (Homewood School
and Sixth Form Centre)



Welcome and Housekeeping



Please change your name on Zoom 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 it 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 which were sent to you earlier this week.

please refer to those which were sent to you earlier this week. If you haven't received the pre-session materials then can you email rory.abbott@theeducationpeople.org so the issue can be investigated.

Item	Topic	Lead/Time
1	Welcome - You Said, We Did- Lisa McDonald	10 mins
2	National Consultation on Revised Behaviour in Schools Guidance and Suspension and Permanent Exclusion Guidance	
	Summary - Alison Farmer	10 mins
	SEBDA Response to National Consultation- Bob Law	10 mins
	Breakout Room Session 1- Feedback from SENCOs on current school practice in relation to the national consultation	10 mins
5	Local Offer/IAG Roadshow Update- Sharon McLaughlin	10 mins
6	SEND Redesign- Update to include links to how this will <u>support</u> children who are receiving SEN support within schools but do <u>not</u> meet the threshold for an EHCP (review of projects currently available to support this cohort)- Siobhan Price and Kerry Green	10 mins
7	Breakout Room Session 2- SENCO Feedback on current projects in place to support this <u>cohort</u> - Examples of what's working and what needs <u>development</u> - All	10 mins
7	Good Practice Example - Lucy Stephens (Homewood Academy)	10 mins
8	Summary and Evaluation - Rory Abbott	5 mins

You Said, We did



Could we have a list of all contact names and details for the KCC'S SEND Team?

'It would be great to know how points in the chat are followed and forwarded':

- Answers to questions appear in the Q+A document sent out post session
- A second document/ report is created based on comments made in the chat which are forwarded to SEN Directors within KCC to be used in the groups and forums which they attended.

'It would be useful if questions could be answered within the chat during the sessions'- we will continue to endeavour to your answer your questions as they are asked but all questions if not answered within this chat, will appear in the Q+A document post session.

- Can the next Countywide SENCO Forum be 'live' to book on CPD Online as soon as possible? – All sessions for this academic year are live for you to book onto
- Timings of the Countywide SENCO Forum- We have had further calls to change the times of these sessions from a few attendees. Though a survey was due to come out to all SENCOS in the summer term requesting feedback on this matter, we will be sending out a survey sooner (within the next two weeks) so that planning for next year's Forums can be start sooner and allow you to sign up to them earlier than in previous years.



Behaviours in School Guidance

Suspension and permanent exclusion guidance
DFE consultation until March 31st

Consultation seeks views on changes to:



Behaviour in Schools Guidance

- * Proposal & rationale
- * Questions

Suspension and Permanent Exclusions Guidance

Consultation seeks views on:

- * Proposed legislative changes
- * Questions

Proposed changes to the Regulations

Proposed non-statutory changes to the guidance

Equality Act 2010 duties

Principles



All children are entitled to an education where they are protected from disruption and can learn in a calm, orderly, safe and supportive environment.

Head teachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions

The current *Behaviour & Discipline Guidance* was last substantially revised in 2011 with updates in 2014 and 2016.

Background- Behaviour in school guidance



The revised *Behaviour in Schools Guidance* aims to provide schools with practical advice and information to support them in effectively improve and maintain high standards of behaviour. Promotes a proactive and preventative approach.

Background-Suspension and permanent exclusion



The proposed revisions to the School Discipline (Pupil Exclusions and Review) (England) Regulations 2012 are reflected in the revised Guidance.

- Greater clarity around when a suspension or permanent exclusion cannot be withdrawn.
- Expands head teacher's duties to inform relevant professionals of their decision to suspend or permanently exclude
- Regulating remote meetings for governing boards and independent review panels

Creating & maintaining high standards of behaviour :

Questions- Section 1



- Five questions asking whether you agree with the approach? If not explain why.
- Q 4: Guidance sets out an approach to behaviour expectations for pupils with SEND so that everyone can feel they belong in the school community and expectations are not lowered for any pupil.
- Q 6: Best way to capture pupil voice and what is the impact?
- Q 7: What would workload implications be for schools and in particular teachers?

What is SEBDA?

- SEBDA is a national charity committed to improving the provision for children and young people who are experiencing social, emotional, mental health and associated behavioural difficulties.

Sebda | Promoting the social and emotional well being of children and young people

We do this through:

- Professional development
- Campaigning and networking
- Contributing to and publishing research



Sebda | Promoting the social and emotional well being of children and young people



Who joins SEBDA?

- Teachers
- SENCOs
- Managers
- Advisers
- Support staff
- Educational psychologists

Sebda | Promoting the social and emotional well being of children and young people

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- Care workers
- Speech and language Therapists
- Researchers
- Academics
- Youth workers

Professional development

In order to support and develop the skills of those working with this vulnerable group of children and young people SEBDA offers:

- **Bespoke training for groups and settings**
- **Access to research and new ideas.**

Sebda | Promoting the social and emotional well being of children and young people

Sebda | Promoting the social and emotional well being of children and young people

- **Nation, Local & International Conferences**
- **Newsletters**

Postgraduate qualifications in SEMH

- In partnership with Oxford Brookes University SEBDA offers online Postgraduate courses in SEMH for those professionals working in a relevant setting.

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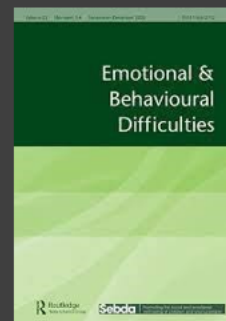
NEW for 2022

- SEBDA will be offering a 2 year Postgraduate Diploma in SEMH with the option of exiting with a Postgraduate Certificate after one year.
- Contact mwatt@brookes.ac.uk

Sebda | Promoting the social and emotional well being of children and young people

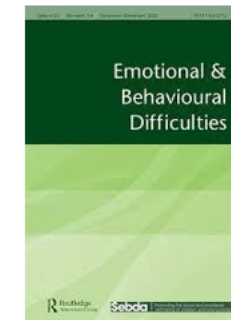
Academic Journal

- SEBDA publishes *Emotional and Behavioural Difficulties*, a peer-reviewed internationally recognised quarterly research publication.
- Editor: Professor Harry Daniels University of Oxford



Sebda | Promoting the social and emotional well being of children and young people

- Members of SEBDA receive a hard copy each quarter and have full access to all past volumes.
- To find out more about how to join or any of our training offers, please email admin@sebda.org
- Or SEBDA Chair bob.law@sebda.org





**Excluded
Lives**

www.excludedlives.education.ox.ac.uk

**Exploring the causes
and consequences of
school exclusion and the
experiences of young
people involved**

[Find out more](#)

Excluded Lives

Excluded Lives is a multi-disciplinary project across the four jurisdictions of the UK based in the Department of Education at the University of Oxford.

Sebda | Promoting the social and emotional well being of children and young people

- The overarching aim of this project is to provide a comprehensive and multi-disciplinary view of the different policies, practices and costs of formal, informal and illegal school exclusions across the UK.
- The project will explore the different landscapes of exclusion and the experiences of the young people involved.
- This research will provide the basis on which the consequences of different political economies may be understood, decisions of policy makers and professionals may be improved, and experiences of pupils' and their families enhanced.

UPDATES FOR THE
SENCO FORUM
FROM THE SEND
PARTNERSHIP AND
ENGAGEMENT TEAM

YOUR INPUT HAS
HELPED US

COLLABORATION



KELSI

SENIF pages

STLS Sensory page

HNF in FE

SEND Pages



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SEND INFORMATION HUB



SEND INFORMATION ROADSHOW

Previous
roadshows

"It is
definitely
worth it"

"An
amazing
service"

"Really
helpful"

"Excellent
Standard"

"Essential
content"



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SEND re design
Continuum of Support
Siobhán Price
Mainstream Inclusion Lead

5 Priorities



1. Improve the way we work with parents, carers, children and young people
2. Ensure that families have positive experiences at each stage of their journey including a well planned and smooth transition to adulthood.
3. Identify and assess children and young peoples' needs earlier and more effectively
4. Improve education, care and health outcomes for children and young people with SEND
5. Ensure children and young people with SEND are included in their local community

CATIE- Countywide Approach to Inclusive Education- 5

Priorities



1. Establish clear expectations about what needs mainstream schools and settings will meet – Mainstream Core Standards and Early Years Standards
2. Backing these expectations with a clear offer of capacity building support.
3. Engaging 'system leaders'
4. Ensure that schools and settings have access to an explicit offer of targeted inclusion support
5. Ensure that education inclusion support is part of a broader, holistic and joined-up offer of support for young people's care and health needs

How do we know all this work is having an impact?

What will be the change in trends re EHCP applications? Are they reducing?

What is the engagement of schools?

What is the geographical spread? Area? District

KPIs around CATIE

Monitoring and Evaluation



- Schools can identify SEN needs, implement appropriate effective strategies to ensure high quality teaching and learning outcomes, and work with parents as partners.
- Improved engagement and progress in learning, improved attendance, fewer reduced timetables, reduced exclusions.
 - Schools can share best practice, review progress and draw in specialist leadership support to embed inclusive practices.
 - Schools feel confident to adopt more inclusive practices. Children and young people feel included and experience improved emotional wellbeing.

SEND Inclusive Practice



Continuum of Support

Ordinarily available: any provision that is provided to all children with presenting needs as part of a school's usual delivery.

Additional: any provision that is bespoke to the individual child over and above that which is ordinarily available in their school.

Breakout room- Questions



- Considering the continuum of support, what have you found you can access easily and has an impact in your school?
- Where have the barriers been?
- Where are the gaps in provision? how can these be overcome?
- Would you be prepared to provide a case study?

An opportunity to 'blow your own trumpet'. Have you used any of the projects listed (or others) to improve the quality of your provision?

- Improved quality of provision for children
- Improved quality of education for children – implementation of MCS
- Improved destinations (preparation for adulthood) • Decreased levels of suspensions, reduced timetables.
- Improved attendance
- Improved parental engagement/confidence
- Working in collaboration with others e.g transition programmes etc.
- Creative use of Teaching Assistants.
- Siobhan.price2@kent.gov.uk



Inclusion to Prevent Exclusion

Lucy Stephen

Director of Learning Support
SENCO Specialist Leader of Education
(SEND)

l.stephen@homewood.kent.sch.uk

Our Context - Inclusion as a Key Feature of our School



Part of Tenterden Schools Trust

Biggest school in county

Nonselective in a selective county

12 or 13 form entry - 390 students per year

56 EHCPs and 243 on SEND Reg

Plus 281 identified as

Vulnerable

Although located in affluent Tenterden 25% PP

Our specialism is not having a specialism

Team of 35+ Learning Support Staff *Homewood School & Sixth Form Centre is a happy and inclusive school where all students are made to feel really welcome. Homewood has a rich history and a reputation for innovation and success.....* Principal's Welcome Homewood Website

<https://www.homewoodschool.co.uk/522/send>

As a school, our key intent is a strong desire to identify as early as possible the potential in all students regardless of need and to ensure students are enabled to meet their full potential in order to create possibilities for the future.

We pride ourselves in providing a flexible approach which is tailored to the individual needs of each child within the constraints of a mainstream educational establishment.

We place great importance on offering a broad and balanced curriculum which enables students to experience individual success and to feel included in all aspects of school life.

With regard to pupils with Special Educational Needs or Disabilities (SEND), we seek to include them in all aspects of the curriculum, as well as extra-curricular activities. There is a focus on communication between teachers, pupils and parents, as we feel that for all stakeholders to be well-informed and to work collaboratively is the best way to support our learners.

Inclusion is a platinum thread through all aspects of school rather than an extra or an alternative

Proactive Approaches Embedded in Everyday Practise



Whole school issue with SENCO as in house consultant - joint working and responsibility with pastoral and academic leads in school

APDR cycle applies here just as much as with cognition and learning needs screening/assessment for all areas of need is crucial.

Relationships with key workers are crucial

Nurturing approach - key principles underlying all work we do

Working with whole family not just student in school

Joint working between pastoral leads and SENCO
- weekly meetings with APDR cycle embedded

Student voice crucial to success

Thinking ahead - creating support and provision before issues develop - starting as early as Yr5 APDR cycle embedded

Ashford District PSP

Stage not age provision = personalised and meaningful from our big pot of possible provision ahead in advance of point of need regardless of K or EHCP or diagnosis

New building and staffing approach designed to provide multi use spaces and promote inclusive approaches

Working closely with all stakeholders and external support such as STLS, SaLT, CAMHS, Wellbeing Navigators, Social Work

Celebrating successes no matter what they are

5 Point Scale

Adults as real time coaches

Key Skills Provision

Daily Provision in learning support hub



Daily check-ins with social story focus

Champion Time

Mentoring - peer and adult

Focus on developing Executive Functioning Skills

Zones of Regulation

Access to highly alternative curriculum experiences - stage not age

Safe spaces and respite sessions

Space to provide outside movement breaks or inside sensory support

New building designed to create spaces to promote multiple provisions and significant sensory support

Chances to be experts and leads eg garden project or peer support

Roles and responsibilities

Hub Ambassadors

Reboot Weeks

Personalised incentives and rewards

Refresh Programme - dedicated to keeping SEND students in school but providing them with intensive and appropriate support

Alternative to Exclusion

T3 Tutoring working with individuals

Key Provision Outside of Learning Support Team



Daily Welfare Review Meetings

Inclusion Team

Training for staff in house and external providers

Life Centre

Wellbeing Room and staff lead

MY Room

Aspire

Early Intervention Officers and programmes

HLTA and LSA LAC

STUDIO

Kench Hill

Proactive joint working with outside agencies

Research Update: Parental Requests for Education, Health & Care Needs Assessments (EHCNA)



- In the last SENCO forum, the Assistant Educational Psychology team outlined research they are undertaking to explore the high level of parental requests for EHCNAs in Kent.
- Since the last meeting, parental views have been gathered through 1:1 interviews.
- An important part of this research is to gather your views, as SENCOs, on the EHCNA process.
- As such, KCC's Qualitative Analytics team would like to conduct 1:1 interviews with SENCOs, which will last approximately one hour. Any identifying information shared during these will be anonymised by the analytics team.
- If you would like to take part, or if you would like any further information, please contact the Qualitative Analytics team using the email addresses below.

Naomi:

naomi.clemons@kent.gov.uk

Vicky:

vicky.butler@kent.gov.uk

Session Feedback and Evaluation



Your opportunity to tell us what you think

We need your feedback to make these sessions as useful as possible for you

Link for evaluation has been posted in the chat by Andie Nickells. Please click on it now or scan the QR Code and give us your feedback

<https://forms.office.com/r/U7Mb97Zgg>



Thank you for taking part and listening
If you have any questions, then please email
rory.abbott@theeducationpeople.org with the subject
line of Countywide SENCO Forum Query