



On behalf of



Countywide SENCO Forum

Term 5

Secondary 21st 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	Welcome/Housekeeping/Introduction – Ruth Gately (TEP: SEND Specialist Lead Adviser)	5 mins
2	Updates: Siobhan Price (Assistant Director, School Inclusion, KCC)	5 mins
3	Phase Transfer Team: 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	Transition Planning: Teri Rutherford (SEND Support and Inclusion Manager Schools and Post 16 Team, SEN Therapies Manager, Education and Young People’s Service)	10 mins
5	Annual Reviews Clara Green (SEND Quality Assurance and Practice Development Officer) Claire Packman (Health Lead for SEND Kent and Medway)	20 mins
6	Continuum of Need and Provision Dr Alison Ekins – Inclusion Champion	25 mins
7	Evaluation	5 mins
	Term 6 Countywide SENCo Forum dates: Secondary: Wednesday 2nd July 08:00 – 09:30 & 15:30 – 17:00 Primary: Thursday 10th July 08:00 – 09:30 & 13:30 – 15:00	

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 – Secondary School Briefing

SEN Data Coordination Team

Timeline of Events – YrR, Yr3 & Yr7..

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

21st May – Email to all current schools with further information about selecting a parental preference

W/C 2nd 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

Timeline of Events – Post16

9th June – Current schools will be sent a list of pupils who are within the cohort for 2026, asked to check information is correct

2nd July – Email to all current schools with further information about selecting a parental preference

16th July – Email to all parents advising them the window is open to provide their parental preference The email will include information about the process

Parental Preference Email

Parents will be sent an email containing:

- Pupil ID (needed for the form)
- A link to the form
- 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

Currently to be confirmed – more information in July

Parental Preference Selection

Parents may select one preference only – due to the time settings need to consider all Consultations within the consultation period, parental preferences can only be changed up until a few weeks after the application window – **exact date to be provided in July.**

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

Kent Choices

Log ins for learners will be provided direct to schools

Any learner whose preference is a college will need to apply for the specific course via Kent Choices

KCC's Phase Transfer process does not organise the site & course – just the college group
e.g. East Kent College Group

More information will be provided directly from Kent Choices in the next month

Consultation Period

Dates To Be Confirmed in July

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

Schools can respond using the Microsoft Form link we send you.

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

Kent Test – Secondary School Briefing

Secondary Admissions Team

kent.admissions@kent.gov.uk

The Team



Admissions & Appeals Coordinator –
Emma Burgess



Admissions Officers –
Wendy Bryant
Emma Alfieri
Megan Bullivant



Admissions Assistant –
currently recruiting

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.

Special Arrangements Data

Year of Entry	Number of Requests
2021	646
2022	765
2023	931
2024	972
2025	1296

How the Panel Works

- The deadline for primary schools submitting their requests is 1st July.
- They will upload supporting evidence to SharePoint.
- Ours panels meet throughout July and August to look at each case and decide what concessions would be appropriate.

Can you help?

Contact the Secondary Admissions Team

kent.admissions@kent.gov.uk

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	Secondary Y7-Y11 Key Stages 3 & 4 11-16 year olds	Post-16 In schools and post-16 providers 16-19 year olds	Post-19 19-25 year olds
Steps Towards Outcomes	<ul style="list-style-type: none"> • Travel training • Making decisions about what to spend money on • Making own food • Socialising unsupervised in town / local community • Independent living skills 	<ul style="list-style-type: none"> • Managing bills (e.g. mobile phone) • Managing potential income including Personal Independence Payments • Residential and local learning options • Mental capacity - decision making • Understanding consent and best interest • Life skills • Managing your time • Transition to adult care • Being safe in your home • Understanding different types of living arrangements - what arrangements are positive and possible for each YP • Actively planning for future living arrangements with family, LA etc. 	<ul style="list-style-type: none"> • Arranging potential independent / supported living options • Planning other living arrangements • Understanding correspondence / bills • Continuing to develop independent living skills as part of a study programme
Resources	<ul style="list-style-type: none"> • My Own Place • Your Place to Live • No Place Like Home Guide • Housing discussion papers 1-4 • Reach Standards • Down's Syndrome Association housing guidance • Making it Personal– Guidance to personal budgets • Integrated Personal Commissioning 		

Preparing for Adulthood (3):

- Preparation for Adulthood

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

Primary to Secondary :

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

Post 16 Options (1):

- 6th form at school
 - A levels
- Mainstream Further Education College
 - Supported learning
 - Vocational courses EL3 – L3
 - Supported internship
 - Apprenticeship

Post 16 Options (2):

- Specialist Provision (SPI)
 - Vocational courses
 - Supported Internship
- Independent Specialist College

We would cease the EHCP for:

- Supported Employment
- Social care
- University

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](#)

kelsi

Early Years and Childcare | Primary | Secondary | 14 to 25 | Integrated Children's Services

Search kelsi... Search

News and events | Term dates | Admissions | Education provision | Child protection and safeguarding | Kent PRU and Attendance Service (KPAS) | Inclusion

[Home](#) > [Inclusion](#) > [Special Educational Needs and/or Disabilities \(SEND\)](#) > [Education, Health and Care](#) >

Annual Review of Education Health Care Plans

In order to maintain the effective person-centred approach that the Transfer meetings have achieved, the Local Authority (LA) has amended its Annual Review Process. The process has been streamlined and additional documents kept to a minimum. The LA wishes to ensure that Educational Health and Care Plans remain pertinent, relevant and up to date. Settings, schools and colleges are required to follow guidance and any requests for changes to the plan should be made on the Annual Review Report and not made on the Plan itself. See guidance below.

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 16th June @ 10am

Repeat webinar: Wednesday 18th 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

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

Term 5: SENCO Forum Evaluation

[Term 5 Evaluation Link](#)



Many thanks!



Thank you

If you have any questions, please email:
SENDandInclusion@theeducationpeople.org

with the subject title:
Countywide SENCO Forum Query

