

Term 5 Countywide SENCO Forum 19th and 21st May 2026

Post Session Questions and Answers

Transition

	Question/comment	Response
1	The excel form sent out was pointless and not seen as useful by secondary settings I met with.	The spreadsheet was intended as a starting point to standardise information sharing. Feedback has been noted and will inform revisions to ensure it is purposeful and valued by secondary settings.
2	Secondary schools are sending out a separate excel sheet which is basically the main form from kelsi but specific to their school. We will only do one of these.	The intention is to move towards a single agreed dataset. Secondary schools will be reminded to avoid issuing additional forms where the core information has already been provided.
3	Every secondary school has its own set of forms. What guidelines will be in place to ensure that schools only use the one? Should we refuse to do their individual ones?	Clear guidance will be issued for 2026/27 identifying the agreed single process. Schools should not be expected to duplicate work; this will be addressed with secondary partners.
4	I'd like to comment that while development to the transition process is welcome, a spreadsheet that multiple people can add to is beneficial	Agreed – the collaborative nature of a shared spreadsheet is a key strength and will be retained or built upon in any future system.
5	The spreadsheet was hard work but useful. Out of 12 feeder schools, only 3 have requested their own forms so becoming more universal.	This is encouraging and suggests movement towards consistency. The aim is to fully align practice across all schools next year.
6	Transition has been quite confusing this year in regards to year 6 to year 7. There were multiple forms to complete and each school requiring different information, which was extremely time consuming. Our community arranged our own transition event as we had not been informed if one was going to be arranged. This event went well, but attending both of my communities this was not consistent. There needs to be a transition event to verbally share information regarding the vulnerable pupils and also ONE form that needs to be completed by primary school to share the key information, to ensure that the transition can run smoothly and be time effective.	This highlights the need for both a single form and structured opportunities (e.g. transition events) for professional dialogue. Both will be core expectations moving forward.
7	The shared document is £200 to use, is that	No, schools will not be expected to pay for

	correct? We aren't seriously expecting schools to pay for the excel spreadsheet?	access. Clarification will be provided to ensure there is no financial barrier to using the system.
8	There is a lot of confusion around the spreadsheet, is it just for Send pupils? If schools are sending alternative forms we do not have capacity to do both. Is this required this year or will it come into play from next academic year?	The tool is intended primarily for vulnerable and SEND pupils, but clarity will be provided. For this year it was optional; from next year expectations will be clearer to avoid duplication. The spreadsheet will be useful for all students.
9	Should we have these automatically? For one of my schools I was offers one, the other not. Please advise	Access should be consistent across schools. This inconsistency will be addressed to ensure equitable access.
10	<p>The only school in Tunbridge Wells using the Kent document is TWGGS. Remaining secondaries have used their existing forms. SKA have put in a meeting which in my opinion was not appropriate as talking about Send safeguarding and attendance in one meeting with non dsl trained staff and then followed up with their own application form which asked for the exact same information as had been shared in meeting. The district wanted face to face transition meetings which have been facilitated through own speed dating event.</p> <p>Sen IA has been very proactive in organising meeting for new year R. Would have liked some flexibility to this meeting as is happening on my non-working day so coming into school as important.</p>	Concerns regarding practice and duplication will be raised at district level / CoS. Transition meetings should be appropriate, purposeful, and attended by relevant trained staff.
11	<p>Further clarification, as it was given as a choice this year, but many secondaries sent their own forms, so became a bit of a muddle.</p> <p>Is it worth modifying our own MIS so we can pull of a spreadsheet report with the information or will there be further developments still.</p>	Further development is planned. Integration with MIS systems will explored to reduce workload and streamline data sharing.
12	It would be useful for secondary schools to trust the LA's Transition paperwork, so we do not need to do it twice.	Agreed – work is ongoing with secondary schools to build trust and consistency in using the LA-agreed transition documentation.
13	<p>Attended the meeting regarding the working party and have offered to be involved if this is needed</p> <p>Diane Garrett : dgarrett@dstc.kent.sch.uk</p>	Thank you – your offer is welcomed. You will be contacted as part of the working group development.

14	<p>I have previously answered about the district use of spreadsheet and the process being used this year.</p> <p>I wanted to mention that we have a child that's needs can be met at Sen support. I have met the school in question (SKA) and been explicit that they do not require an EHCP. They have since spoken to parents and they have been told that he will. This is not the first year that this has been said. My headteacher is emailing the head in question about this as the parent is questioning if correct place for their child.</p>	<p>This concern will be followed up separately. Clear communication about thresholds (e.g. SEN Support vs EHCP) must be consistent and accurate.</p>
15	<p>Will the speed dating events return in 26/27? We have a Year 6/7 version this year but nothing for EYFS. The transition events are important for all pupils, not just SEN</p>	<p>Transition should be viewed as a universal entitlement for all pupils, not just those identified with SEND. All schools should commit to using one agreed transition document ensuring it captures both academic and pastoral information. Also it needs to be completed in a timely and meaningful way, not as a compliance exercise</p> <p>The aim is that every receiving school starts with a complete, consistent picture of the child. The transition document should be the starting point, not the end point.</p> <p>What needs to be actively encouraged is direct professional dialogue after transfer, secondary staff feeling confident to pick up the phone in Term 1 and primary colleagues remaining available to share context, strategies, and nuance</p> <p>This recognises that not everything can be captured on a form, needs often emerge or escalate after transition and small pieces of insight from primary colleagues can prevent escalation.</p>
16	<p>I would be happy to be considered for the working party for the changes to transition for 26/27</p>	<p>Thank you – your interest is noted There is no contact for you to be included in communications about the working group.</p>
17	<p>The secondary schools have been sending out</p>	<p>Duplication is a key issue raised widely. This</p>

Chat	their own sheets, so we have ended up completing two sets of spreadsheets.	will be addressed with secondary schools to ensure only one process is required.
18 chat	How on board are the secondary schools with this? We have completed the All Districts form this year. Many secondary schools are also still sending out their own data capture forms too however which is significant duplication and extra work for primary schools.	Engagement from secondary schools is variable; this is being actively addressed to ensure consistency and reduce workload for primary colleagues.
19 chat	Same issue in Dover with secondaries asking for additional forms. Please can this be raised with them.	Yes – this will be raised at district level / CoS to reinforce expectations around a single agreed process.
20 chat	I am hoping that we can do better than a spreadsheet when the final system is in place. Something more interactive.	Future development aims to move beyond a static spreadsheet to a more interactive and user-friendly system.
21 chat	Found the spreadsheet helpful with a cohort of 62 as different colleagues could contribute information which of course MS Forms doesn't enable!	This positive feedback will inform future development – collaborative input remains a priority.
22	what about feedback from the young people themselves re transition ; what works for them? Pupils voice?	Pupil voice is an important element of effective transition and will be incorporated into future guidance and systems.
23	Are you asking us what we already do? As this has been long completed in our area and works very well. Our STLS have been the main driver of this. I'm sure they would be happy to share with you what they have been doing.	Thank you – we will link with STLS colleagues to learn from established effective practice and build this into the wider model.
24	Some secondary schools want us only to fill in their specific transition forms and not the county spreadsheet that was suggested. I've been completing the forms that have been explicitly requested by the secondary school.	This inconsistency is acknowledged. Clearer expectations will be set so schools are not required to complete multiple forms.
25	The Excel spreadsheet is this compulsory this year as Transition forms have already been completed by the class teacher and this seems like a doubling up of work which isn't necessary. transition meetings `re already beginning too so this information has already been passed on. Maybe something to introduce from next year?	For this year, it was not compulsory. Future rollout will be timed and communicated to avoid duplication and unnecessary workload.
26	Happy to part of the working party as a Primary SENCo - l.tierney@stjohns-canterbury.kent.sch.uk	Thank you – your interest is noted and you will be included in working group invitations.

27	<p>On the form, presumably the siblings column to do with sibling in the secondary school? Primary would not generally assess reading or spelling age in years and months of the students. We could tell you what year group curriculum the child was accessing for reading and writing and add if it is an emerging or developing stage within that year group curriculum. It might be helpful to have a column that says ex-LAC for children that have been in care and also helpful to indicate if they are now under Special Guardianship Order (not counted as LAC) or back with parent/carer (which demonstrates further vulnerability). History of bullying... is this as a victim or perpetrator? Would it be helpful for secondary schools to know if parents are able to speak/understand/read English? The form may benefit from a column identifying if the student is a Young Carer.</p>	<p>Thank you for these detailed suggestions – they are very helpful and will inform refinement of the dataset to ensure relevance and clarity.</p>
28	<p>Feedback on the proposed system: The form is incredibly detailed and puts a lot of pressure on Year 6 staff during times of already high pressure including SATS and often Residential and end of term celebrations. The form itself requests input of information that is already available through admissions information/school systems e.g. SIMS, such FSM, first languages, SEN status etc. This seems unnecessary. The form must be manageable for Primary Schools and not repetitive of information shared at handover events.</p> <p>Secondary schools need to show fidelity to this system if this is to be rolled out across the county. Secondary schools have repeatedly requested different or additional information to agreed handover formats from Primary Schools.</p>	<p>This is important feedback. The system must reduce duplication and workload, not add to it. Future versions will streamline data requirements and align with existing systems, with clear expectations for secondary compliance.</p>

Community of School/SEND Reform

	Question/Comment	Response
1	It feels very much like any requests are judged as not being the right thing. Why isn't a list of acceptable requests generated?	As the chairs meet to moderate decisions in July, this will provide the templates and examples which will support this request.
2	The survey on CoS did not allow for accurate and honest responses - The options to choose from were forced answers. Requesting money for adult support - does not take away the need for adults to deliver intervention or specialised provision given the need in Primary and Secondary Schools is significantly higher - How do you respond to this?	The CoS funding is a 'top up' to what is already available. The DfE are very clear in their intention to 'tilt' the system and encourage schools to pool the funding they have available to them. This will form the essence of the Inclusion Strategy which the DfE will require all schools to complete in Dec 2026.
3	My concern is maybe a workload check for SENCOs is needed at this stage. I know of several experienced and committed SENCOs who are now leaving because of the multiple demands on their time that are making our wide and important role unachievable. It appears we are in an hourglass with the LA and all the PRGs etc in the top half. The SENCOs in the narrow filter, and the school staff at the bottom. Everything is going through the SENCOs - not just for SEND and vulnerable groups, but because we are encompassing quality teaching and mainstream universal practice, we have to think of everyone. Whilst the PRGs have a huge amount of advice to offer, the SENCOs still have to support this going into practice. The Local Authority seem to have layers of teams, working in different sections, but the reality for schools is that there is a SENCO, not a great deal of admin support, and a transient staff of teachers and TAs who are being encouraged to keep their own workload manageable. I am not saying all of this to be difficult, nor to disagree with the changes that are in place, however, I can't quite see how the situation is going to get any better for SENCOs, unless there is more support on the ground, whether that be the support staff that we are asking for or for professionals to be able to widen their remit to being back in schools more. I guess my question is - who / when decides when SENCOs have been overloaded at it is counterproductive.?	This is an excellent question. It is intended to do more work with HTs over the next 2/3 years as to how to empower their SENCOs to be a strategic leader and give them the same recognition and support as they would the other senior leaders within their school/MAT.
4	Community of Schools meetings are constantly evolving regarding what we can and can't apply	Nothing is discouraged and as the model evolves, the guidance will also evolve. It is

	for funding for (we can't apply for staffing by we can apply for sensory spaces). The impression I got when we were posed the question, "should sensory spaces come out of school budgets?" We already have to account for notional budgets when we apply for funding. Are we now being discouraged to apply for funding for sensory spaces as well? These are one of payments and it seems sustainable.	expected that schools are spending their notional budgets and capital budgets in line with guidance. Some top up for a sensory space may be appropriate, especially if it is recommended as part of an environmental audit from STLS. This is a decision for the community.
5	It felt like we were being criticised again. No amount of saying 'Thank you, Senco's for your hard work,' changes the tone of voice we are being spoken to in.	KCC can only apologise for this. There is no criticism intended. KCC is very aware of the immense work that SENCOs have done to support their changes.
6 chat	Training for THRIVE is missing and a large expense to schools	KCC is looking at how this can be made available to schools through STLS
7 chat	Are the KIT meetings recorded? It is really difficult to attend meetings between 8-9am when this is the start of the school day?	Yes. The link is on KELSI
8 chat	I signed up to KIT meetings but don't get sent links - should these come through like this meeting today?	This can be investigated. If you signed up, you should have received a link.
9	Will there be any funding for complex EYFS children next academic year? This has been a real challenge this year and does not support early intervention	It is anticipated that in the first instance, communities can support with this. It is anticipated that schools look at their Year R cohort and think about them as a group and what might be needed,
10	Any updates on funding for children with medical needs, where EHCP's have been declined?	This is being looked at and a decision is imminent.
11	What about the EHCPS that have zero funding?	If there are individuals who schools believe don't have funding, please email into HNF@kent.gov.uk with name and DOB. This can be looked at.
12	What funding is available for children who do not have an EHCP and did not previously have HNF? Many children are coming into year R with need and in other year groups. Not all of the funding needed can be covered by the COS. Will it be a case of having to apply for an EHCP in order to access funding. Many EHCPs are coming back with no funding or declined.	The message to the sector is to plan your CoS funding to meet this need. If the school decides an EHCP is appropriate, that is a separate decision.
13	Is there an update regarding when we can apply for renewal of 1:1 funding. We have been told not to submit any requests for the time being.	The assumption that this question has come from a special school. This will be addressed and will come back to special schools when a decision is made. KCC is conducting a deep dive into all current requests and will communicate decisions which will be informed by the deep dive.
14	We need more clarity regarding the purpose of the community of schools budget. We are telling you what we need, but you don't seem to be	As the chairs meet to moderate decisions which have been made, the guidance will

	happy with that.	be updated and this will communicated out to settings, ready for the next academic year
15	How can we start to plan for the future when we do not know how much money there is in the pot. This is not a fair system of funding and cannot be relied on we have no idea if we will get funding. Still a postcode lottery. COS funding is not working and is not a fair system for the children.	The 'pot' has already been communicated with chairs and will be communicated with you in your next meetings.
16	What is the purpose of the form? Is it to complete for each of the requests we made? Or in relation to requests other have made? There are areas on there that we did not know about - such as outdoor learning advice via STLS etc.	The form is to be used for all requests for support, either advice and guidance or financial support.

EHCP Health Guidance

	Question/Comment	Response
1	I really struggled to find the contact details on Kelsi when I wanted to ask about a recent annual review. I know we've had emails in slides but are these somewhere on Kelsi too?	Please refer to the Key Contacts for Kent SENCOs document on KELSI found here: https://www.kelsi.org.uk/special-education-needs
2	Can these sessions be recorded as we cannot make the dates of the health webinars?	<p>The sessions are currently not recorded as we do not have an external digital space specific to this but all slides are sent out to all contacts on my SENCO address list following the completion of each webinar.</p> <p>Webinar dates/times are decided on best fit for the majority of SENCOs i.e. two sessions are offered at differing times and days to capture most. We appreciate that dates/times will not always work for some.</p>
3	Please can you align workshops to take place straight after SENDCo forums. From the perspective of multiple SENDCos who only work 2-3 days a week and/or like myself have teaching commitments, the workshops become another thing that we either cannot attend or have to try and juggle diaries for. It makes	<p>Many thanks for your perspective and suggestions.</p> <p>I have made efforts to ensure that as many SENCOs can attend the webinars as possible</p>

	<p>sense to just offer them straight after sendco forums as we are all already here.</p>	<p>and will ask for feedback on this again early next year 26/27.</p> <p>Feedback previously has been that it would be ‘too much’ and would mean around 2.5 hours of screen time in one go and information overload.</p>
4	<p>Be wary that more and more forms and processes make it unmanageable for schools to administer ARs</p>	<p>Thank you for your feedback.</p> <p>Not all forms and processes will be relevant to SENCOs each time at annual review or request stage. The forms and processes are a supportive and clarifying measure to enable to best outcomes possible for out CYPs based on feedback from SENCOs themselves.</p>
5	<p>I spend (with teachers and parents) a lot of time making suggestions in sections BE and F to accurately reflect current presentation and provision only for NFA to be communicated back to myself and parents. Parents then feel they are not listened to, as do I TBH. Teachers feel they have wasted time and it adds to the perception that KCC is not listening. This is where the disconnect starts and I need support and training to understand so I can effectively present KCCs position and prepare parents appropriately.</p> <p>Also, the PRG is an opportunity to talk to professionals about a child but no one is actually seeing them and creating reports that KCC can use to inform their decisions. So the related question is what training is being offered to support Sencos? The last webinar (I attended) was about delving into the audit responses rather than what I need to do.</p>	<p>Please make direct contact with the assessment team/casework team if you feel a CYP’s case is causing concern to highlight this.</p> <p>You will find email contacts for officers and the team managers in the Key Contacts for Kent SENCOs document on KELSI found here: https://www.kelsi.org.uk/special-education-needs</p> <p>Training and support for SENCOs can be found in multiple places – via the SENCO forums each term, the QAPD webinars I offer at each forum and we are looking into how else we can support training for SENCOs around the ‘day to day’ practice and compliance with the code continually.</p> <p>I communicate audit feedback when there is data to show where there may be room for SENCO learning and practice development. This is then offered via the sources mentioned above and also via KELSI.</p>
6	<p>This might not be the correct person to ask but.....why are EHCP consultations ALWAYS sent out on the caseworkers last working day of the week and usually just as they start annual leave so that they are completely</p>	<p>This is not always the case.</p> <p>Please escalate concerns to the team</p>

	uncontactable?	<p>manager of the casework team and raise any challenges.</p> <p>You can find their contact details via the Key Contacts for Kent SENCOs document on KELSI found here:</p> <p>https://www.kelsi.org.uk/special-education-needs</p>
7	Annual reviews are already so paper heavy when coordinating with other professionals. I think the table seeing whether we need to reach out to Health professionals prior to Annual Review could be really helpful and bypass unnecessary paperwork. Can we avoid any more paperwork moving forward please?	<p>Thank you for your feedback 😊</p> <p>We avoid additional documentation whenever possible as this impacts both internally at KCC SEND and externally with professionals and settings. Documents often arise from SENCO requests for additional clarity/information and are meant as supportive tools to challenges faced.</p>
8 chat	For new SENCO's, the evidence and the way to gain this in a timely manner is quite a task. Additional training and clear guidance to ensure this is transparent and well understood would be helpful.	<p>Many thanks for your feedback.</p> <p>The request and annual review processes by nature require a lot of information and detail in order to best support our CYPs.</p> <p>This is wholly appreciated and experienced by both internal and external staff at KCC SEND and is in the best interest's of our KENT CYPs</p>
9 chat	Training is needed to help us. More than the updates that can be given in Senco Forums.	<p>Training and support for SENCOs can be found in multiple places – via the SENCO forums each term, KELSI, the QAPD webinars I offer at each forum and we are looking into how else we can support training for SENCOs around the 'day to day' practice and compliance with the code continually.</p>
10 chat	If a GP refuses to contribute - what can we do?	<p>Please escalate this as a concern as it is mandatory duty for professionals to comply with Annual Reviews/requests as per the SEN Code of Practice.</p>
11 chat	Agree, I feel like the webinars and additional support offered are great.... but another thing to find space in the diary. We already have a captive audience here, why not do it here? 🤔	<p>Many thanks for your perspective and suggestions.</p> <p>I have made efforts to ensure that as many SENCOs can attend the webinars as possible</p>

		<p>and will ask for feedback on this again early next year 26/27.</p> <p>Feedback previously has been that it would be 'too much' and would mean around 2.5 hours of screen time in one go and information overload.</p>
12 chat	<p>Will there be slides from these please, my school has 2 weeks half term so I am away that week.</p>	<p>The sessions are currently not recorded as we do not have an external digital space specific to this but all slides are sent out to all contacts on my SENCO address list following the completion of each webinar.</p> <p>Webinar dates/times are decided on best fit for the majority of SENCOs i.e. two sessions are offered at differing times and days to capture most. We appreciate that dates/times will not always work for some.</p>
13 chat	<p>If I have specific questions about Annual Reviews - is this Webinar the forum? previous ones have been more a (necessary) download of information.</p>	<p>Please direct specific questions to the casework officer regarding an CYPs annual review.</p> <p>You can find their contact details via the Key Contacts for Kent SENCOs document on KELSI found here:</p> <p>https://www.kelsi.org.uk/special-education-needs</p>
14 chat	<p>Please can we align future webinars on this with the SENDCo forum, even if they are 'straight after' to make it more concise and accessible from a time perspective!</p>	<p>I have made efforts to ensure that as many SENCOs can attend the webinars as possible and will ask for feedback on this again early next year 26/27.</p> <p>Feedback previously has been that it would be 'too much' and would mean around 2.5 hours of screen time in one go and information overload.</p>
15 chat	<p>Yes, this would be much better. Especially for those that only work 2 days for SEN and teach the rest of the week.</p>	<p>I have made efforts to ensure that as many SENCOs can attend the webinars as possible and will ask for feedback on this again early next year 26/27.</p> <p>Feedback previously has been that it would be 'too much' and would mean around 2.5 hours of screen time in one go and information overload.</p>

16 chat	We are told by SALT they will not provide new advice for annual reviews. To use the last report we have. Is this correct?	If SALT state that there has been/would be no change to the previous report they have submitted and it remains their current advice and information then this is the one that is to be used.
17	Insufficient evidence to support amendment recommendations: from the education point of view, what type of evidence? Apart from the school advice, what other evidence can we offer?	<p>I cannot answer this question as each CYP case/context is individual and so documentation need would be individual too.</p> <p>If you require further clarification please contact the casework officer directly. You can find their contact details via the Key Contacts for Kent SENCOs document on KELSI found here:</p> <p>https://www.kelsi.org.uk/special-education-needs</p>
18	Health updates sound great. Lack of evidence for no amends??? I really don't understand what you want.	<p>It is the assessment or casework team that require this information.</p> <p>I cannot answer this question as each CYP case/context is individual and so documentation need would be individual too.</p> <p>If you require further clarification please contact the casework officer directly. You can find their contact details via the Key Contacts for Kent SENCOs document on KELSI found here:</p> <p>https://www.kelsi.org.uk/special-education-needs</p>
19	Insufficient evidence to support amendment recommendations: form the education point of view, what type of evidence can we offer? We no longer have written evidence from other professionals such as STLS or an Ed Psych so it tends to be what he school sees/knows. Is evidence form the school sufficient to make an amendment?	<p>It is hard to answer this without knowing the specifics of the case as each is individual.</p> <p>Evidence is needed to support the amendment recommendations. So, it depends what these recommendations are.</p> <p>It would help to contact your casework officer directly about a specific child or young person. You can find their contact details via the Key Contacts for Kent SENCOs document on KELSI found here:</p> <p>https://www.kelsi.org.uk/special-education-needs</p>
20	Do we treat the Annual review health information form in the same way as we would	If health needs are present for the specific

	App 1A and 1B, gather an updated version for each annual review?	child/young person then, yes.
21	Annual review documentation is taking around 6 months to be returned with any amendments. Parents are becoming increasingly frustrated by the delay and time scales being missed - how can this be improved going forward and is there a plan?	<p>A review of the annual review process as a whole is underway so that drag/delay can continued to be supported in the best interests of the child/young person. It may help to contact your casework officer directly about a specific child or young person. You can find their contact details via the Key Contacts for Kent SENCOs document on KELSI found here:</p> <p>https://www.kelsi.org.uk/special-education-needs</p>
22	In terms of the dip sample and outcomes not always being SMART, we agree, but these are generally written by the assessing EP and transferred on to the EHCP.	Please be assured we work alongside all professionals involved in the annual review process to support practice development and Kent Educational Psychologists are included in this.

Oracy

	Question/ comment	Response
1	Get the assessment form completed	We are unsure which assessment form you are referring to. Please contact your local SLT service if you need any support
2	Is there going to be any clarification around TBS offer in Tunbridge Wells? It doesn't seem to be working as well as in other areas.	<p>Please contact the North West team to troubleshoot the issues you have been experiencing via the generic admin email: kentchft.ctnwk-sltschoolstls@nhs.net. Please mark your email "FAO SLT Team leaders".)</p> <p>The SLT service would welcome feedback on what your experience has been to help improve services going forwards</p>
3	I hate to be "that" SENCO but when will SALT staffing gaps be plugged, pleased? Link therapists are not being replaced when they leave, certainly not in Dover District.	<p>Thank you for sharing this. We are actively working to strengthen our workforce in this area and ensure it is aligned with the capacity of other districts.</p> <p>Please contact the South East team to raise any ongoing concerns via the generic admin email: Kentchft.childhealthsek@nhs.net.</p>

		Please mark your email "FAO SLT Team leaders".
4	One if my Secondary SENDcos in Swale was told the Balance system will not be available to secondary schools in Swale, could you just confirm whether both primary and secondary schools will have access.	Secondary Schools will not have a named Link Therapist from September as the service will be starting with Primary Schools. There will be support for Secondaries to use the free tools to start reviewing and developing their provision for SLCN with the support of STLS and then the full offer of support will be rolled out to Secondaries at a later stage.

Kent Family Hub

	Question/Comment	Response
1	Can families just turn up at their local Family Hub for support? Would this mean we don't need to wait for a district conversation and we could just direct them there?	Yes! Any family can turn up at any Family Hub, within opening hours, and speak to someone about the Family Hub offer and how it can support them.
2	Can you please direct me to the district conversation number?	Information on District Conversations can be found here: District Conversations - KELS! To request a District Conversation, please complete this form NEW Kent Family Hubs - District Conversation Request (Page 3 of 4) . For families unable to complete the form, they can call or email their district hub directly, using the contact information here District Conversations - KELS!
3	How can we check what is at each tier to know thresholds?	The Kent Support Level Guidance can be accessed the Kent Safeguarding Children Multi Agency Partnership website: Home - Kent Safeguarding Children Multi-Agency Partnership
4	As a school we need to explore this offer more	Here is the link: Kent Family Hub - Kent County Council
5	How can we check what is at each tier to know thresholds?	The Kent Support Level Guidance can be accessed the Kent Safeguarding Children Multi Agency Partnership website: Home - Kent Safeguarding Children Multi-Agency Partnership
6	Thank you for the information - it was a lot to	Information has been sent to schools locally.

	take in. Have FLOs been given all this information ?	If there is a central contact point for FLOs we can send information to them, or do a presentation to them if they have a collective meeting
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PRG Review

	Question/Comment	Response
1	How are you going to provide access to the services that are needed the most - i.e. OTs for sensory need - beyond on line training - which we have all done?	<p>At the moment NHS OT support is not part of the core PRG offer, however there is online training available for school staff to roll out to their teams. As the PRG evolves we are working to increase the offer and the amount of services involved.</p> <p>Please note through the current STLS offer there is already available a Sensory Regulation training package.</p>
2	STLS PD and Sensory link practitioners- who are they and how do we find out. This is the first time hearing about them and there isn't any information on Kelsi beyond a link to the general 'Sensory Impairment in Mainstream Schools' ?	<p>The Specialist Teaching and Learning Service for Physical Difficulties and Sensory Needs (STLS – PD/Sensory) offers tailored support through teams of specialist teachers, including 16 hearing impairment specialists, 12 vision impairment specialists, and a dedicated multi-sensory impairment (MSI) team. Services range from in-person visits for learners with moderate to profound needs to consultation via phone or email for milder or unilateral conditions. Support includes training, strategies for inclusive practice, assistance with communication and independence, and coordinated planning with families and settings. Referrals can be made by parents or professionals with parental consent to hivimsi@kent.gov.uk.</p>
3	I wasn't aware we had a PD and sensory link practitioner? That isn't on the PRG doc and I've seen no information about this. Given the OT shortage/thresholds, where can we find out who this is for our schools?	<p>The Specialist Teaching and Learning Service for Physical Difficulties and Sensory Needs (STLS – PD/Sensory) offers tailored support through teams of specialist teachers, including 16 hearing impairment specialists, 12 vision impairment specialists, and a dedicated multi-sensory impairment (MSI) team. Services range from in-person visits for learners with moderate to profound needs to consultation via phone or email for milder or unilateral conditions. Support</p>

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4	What is the remit of the SENDIAs please? I have been told they can come into school to support with specific cohorts or individuals but our advisor does not do this	<p>Please see following link for information about offer from the SENIA Service:</p> <p>SEN Inclusion Advisers (SENIA) - KELSI</p> <p>Further to this you are welcome to contact the SENIA team directly through your link professional to talk through the offer and how they can help.</p>
5	I would appreciate guidance on this too as ours often says, 'This isn't really my remit' when I ask for advice for children	<p>Please see following link for information about offer from the SENIA Service:</p> <p>SEN Inclusion Advisers (SENIA) - KELSI</p> <p>Further to this you are welcome to contact the SENIA team directly through your link professional to talk through the offer and how they can help.</p>
6	I have been made aware that there is an STLS Well-being team. Please can you advise me on how I can contact them and access their support? Many thanks	<p>There is currently a pilot in the East of the County where STLS are providing additional THRIVE support. There is currently no countywide referral pathway, however schools are able to speak to their STLS Link Specialist Teacher about the THRIVE approach and further role out.</p> <p>Further to the above, as part of the national Mental Health Support Teams initiative, within Kent schools can access Emotional Wellbeing Teams through NELFT. This is a school-based services that provides early support for children and young people's emotional wellbeing and mental health, offering targeted support. For further information see:</p> <p>https://www.kentmedwaymentalhealth.nhs.uk/about-us/children-young-peoples-mental-health-service-cypmhs/kent-emotional-wellbeing-team-and-medway-emotional-support-team/ or email: ewtandestenquiries@nelft.nhs.uk.</p>