

Communities of Schools Induction Meetings

April/May 2025

Communities of Schools Induction Meetings

Item	Presenters
Welcome Kent Vision and Structure KCC, Schools, Communities of Schools	Siobhán Price - KCC Kate Le Page – School Leader
Reflection / Q&A Submission	All
Relationships Professional Resources Group, Link Practitioner model Case Studies	Miquela Walsh - KCC Hester Mackay - KCC Alison Deeney - KCC Kristina Yates – Inclusion Champion
Reflection / Q&A Submission	All
Operations Notional budget Request for Resource form Inclusive practice (built around typical meeting agenda)	Karen Stone - KCC Siobhán Price - KCC Miquela Walsh - KCC
Reflection / Q&A Submission	All

Kent Vision & Structure

KCC, Schools, Communities of Schools (CoS)

Siobhán Price - Assistant Director School Inclusion, KCC
and

Kate Le Page - Headteacher, The Wells Free School

Purpose of CoS Induction Meetings

- Ensure structures and changes are understood before fully operational
- Meet your community and your chair
- Ensure consistent messaging

By the end of this session, you will...

- Understand the changes to how services are accessed
- Know how the community meetings will function
- Understand what the transitional academic year 2025/26 will look like
- See how KCC and the local area need to evaluate the impact of change
- Understand the next steps

Kent Vision

What does inclusion mean in Kent?

As the champion of families, children, and young people our collective priorities are to be certain that all children and young people are engaged with and included in the provision of high-quality inclusive education. Ensuring that, whatever their circumstance or ability, our children have a sense of belonging, feel respected, are valued for who they are, and develop the knowledge and skills required for adult life. In doing so, we strive to achieve a continuous improvement in standards, a significant narrowing of achievement gaps for vulnerable groups of learners, and a wholly inclusive education system

Kent Vision (cont.)

This ensures:

- **Equitable access for all** - Sufficient, appropriate, quality education provision is available for all children and young people in Kent
- **No child is left behind** - All children and young people are supported to be engaged fully in their education
- **Effective collaboration** - There is collaboration and multi-agency working providing a self-improving, sustainable system which supports the education of all

CATIE* June 2023

* Countywide Approach to Inclusive Education - [CATIE Strategy June 2023](#)

CATIE

Establishing our collective ambitions in the CATIE* for children, young people, and their families in Kent we will make sure no child is left behind.

CATIE Priority One - Supporting a school-led system to deliver the highest quality core inclusive education

- Focus on building capacity within settings through a core training offer, leadership development programmes, and peer-to-peer review structures

Aim to support, challenge, and empower education providers to deliver the highest quality of inclusive education provision for Kent's children and young people, such that:

- there is improvement in outcomes, attainment, progress, attendance, and exclusion, made by all children and young people
- achievement gaps close for pupils on free school meals, children in care, and pupils with SEND
- all children and young people have equitable access to a challenging and wide-ranging curriculum

* Countywide Approach to Inclusive Education - [CATIE Strategy June 2023](#)

We will do this by...

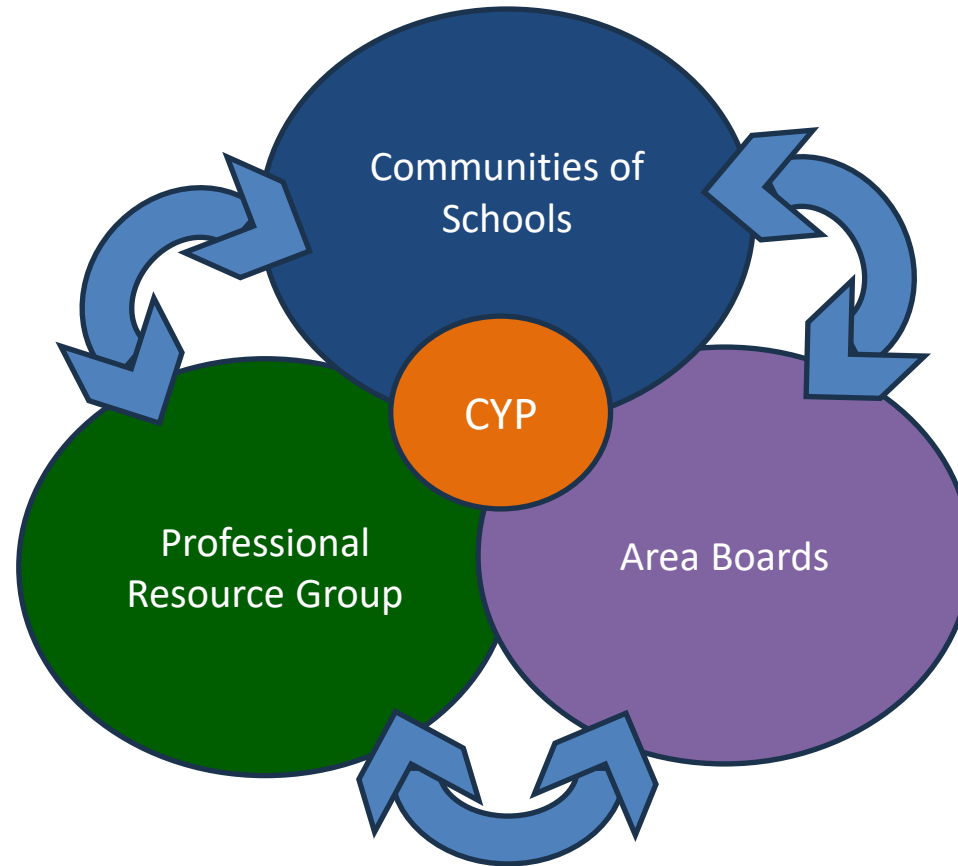
- Developing a **countywide partnership of local schools** to form a secure network for **school improvement across Kent, with Inclusion** at its core. To support teacher development and spread the influences of best practice in improving quality first teaching and raising standards, including narrowing achievement gaps
- Committing to **Inclusive Leadership** to develop and grow the inclusive nature of our mainstream schools
- Establishing a system of peer moderation to support the sharing and growth of inclusive practice in a non-judgmental manner
- Designing and creating local structures so that appropriate outreach can be accessed, and local commissioning can be improved
- Developing **Local Inclusion Plans** in line with current government strategy to improve provision at all levels
- Providing wider community practices and **locality working**, this will provide schools with the opportunity to contribute to local inclusion plans and have access to a multi-disciplinary team which will provide more targeted support for schools
- **Reviewing how High Needs Funding is distributed** so that schools can have flexibility to plan a curriculum / therapies to meet ever changing needs and local priorities
- Exploring and developing how to improve attendance of children and young people with SEND

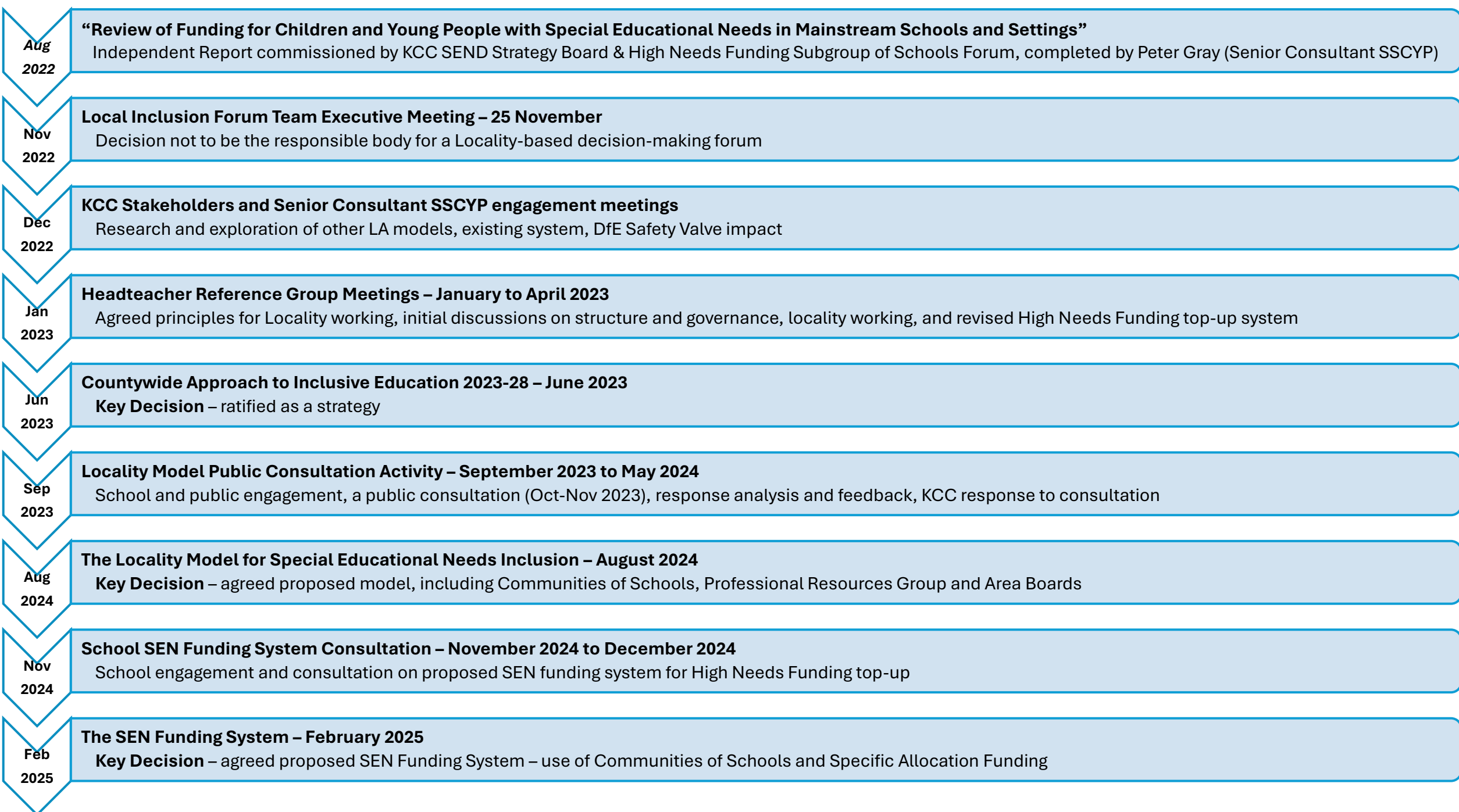
Agreed Principles – April 2023

Principles for Community working:

- Commitment to meeting needs in the area and achieving best possible pupil outcomes
- Prioritising the greatest need (vs advocating for own school)
- Willingness to support and challenge (and be supported/challenged)
- Recognising impact of contextual factors not only levels of pupil need
- Active participation even when you don't have immediate need for support
- Effective use of all available budgets (delegated, devolved, communities)
- Commitment to reducing reliance on additional resources wherever possible (so that these can be reallocated)
- Recognition of the need to respond to contingencies as they arise (and ensuring capacity available for this)
- Willingness to share good practice with and learn from other communities
- Commitment to equity and positive outcomes across the area and county as a whole

Meeting Needs Locally





Communities of Schools – Lists & Maps

Community Name	NHS Primary Care Network	District	Geographic Area	Community Area	DfE Num	School Name	Sch Type
Mid Kent 3	Mid Kent	Swale	East	East	4033	Abbey School, The	SEC
Canterbury S3	Canterbury South	Canterbury	East	East	3119	Adisham CEP School	PRI
Mid Kent 2	Mid Kent	Ashford	South	South	2270	Aldington Primary School	PRI
Garden City 1	Garden City	Dartford	North	North		Alkerden Church of England Academy	
Folkestone Hythe and Rural 2	Folkestone Hythe and Rural	Folkestone and Hythe	South	South	5224	All Souls' CEP School	PRI
Maidstone Central 1	Maidstone Central	Maidstone	West	West	5209	Allington Primary School	PRI
Sevenoaks 1	Sevenoaks	Sevenoaks	North	North	2141	Amherst School	PRI
Swanley and Rural	Swanley and Rural	Sevenoaks	North	North	2089	Anthony Roper Primary School, The	PRI
ABC	ABC	Maidstone	West	West	2027	Archbishop Courtenay Primary School	PRI
Canterbury S3	Canterbury South	Canterbury	East	East	5426	Archbishop's School, The	SEC
Deal and Sandwich 1	CARE Kent	Dover	South	South	3351	Ash Cartwright and Kelsey CEP School	PRI
Ashford Medical Partnership	Ashford Medical Partnership	Ashford	South	South	3909	Ashford Oaks Community Primary School	PRI

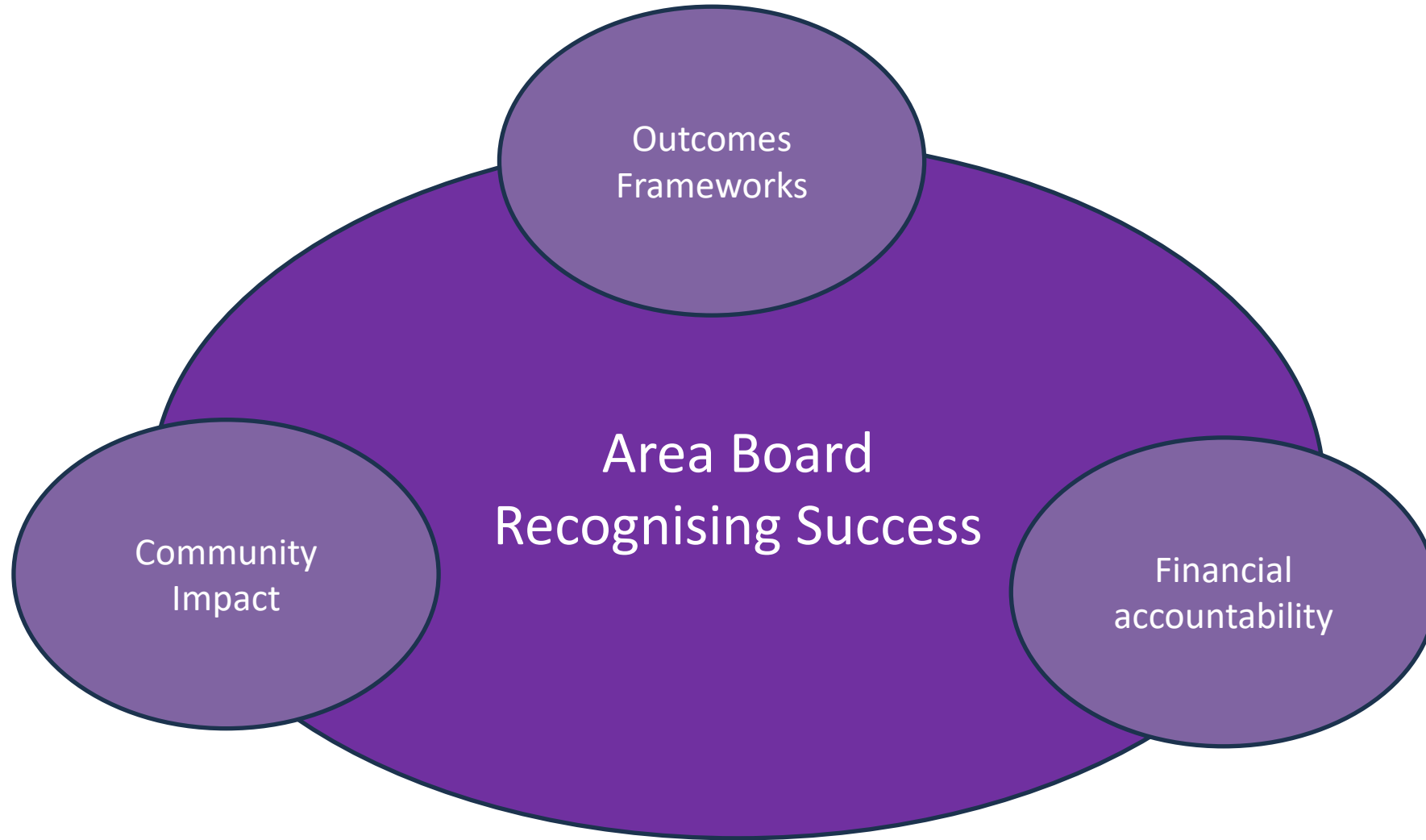
Peer Challenge



Professional Challenge



Strategic Challenge



Meeting cycle

TRANSITION: ACADEMIC YEAR 2025/26

Communities of Schools

- 3 CoS chair induction meetings were held - January to March 2025
- 4 area CoS Induction meetings (this meeting) – April to May 2025
- 1 Community Chair KiT (Keeping in Touch) meeting – 17th July 2025

CoS Supporting Documentation:

- [Operational Guidance](#)
- [Terms of Reference](#)
- [Community Budget Summary](#)



Information sharing

- Reporting cycle from one meeting to the next
- Standard minutes being shared from one meeting to the next
- Register of attendance
- KiT (evaluation) meetings will discuss key issues and suggest improvements
- Chairs to share key themes and suggest improvements
- Support with evaluation of effectiveness of services
- Improvements following evaluation will be reported back via subsequent CoS meetings

Evaluation

- Four reporting points in transition: academic year 2025/26 -
November, February, April, July
- A strategic discussion – collaborative working to ensure the best outcomes for children
- Provide a narrative for governance – wider SEN governance structure
- Support with evaluation of service effectiveness

Q&A Submission - Part 1: Structure

- Relationships
- Professional trust
- Information sharing

Community of Schools Induction
Meetings - Feedback / Q&A's



<https://forms.office.com/e/jmWtVP0uEF>

Relationships

Professional Resources Group & the Link Practitioner Model

Hester Mackay - SEND Therapies Lead Teacher, KCC

Elizabeth Pole – Kent Professional Lead Speech & Language Therapist for the Balanced System® , KCC

Teri Rutherford - SEND Support and Inclusion Manager Schools and Post 16 Team, SEN Therapies Manager

Russell Martin – Area SEND Co-Ordinator, KCC

Alison Deeney – Area SEND Co-Ordinator, KCC

Kasha Zolnowska-Bull – Area SEND Co-Ordinator - KCC

What is the 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 for formal diagnoses or lengthy referral applications

Professional Resource Group Membership

Link Practitioner roles:

- SEN Inclusion Advisers (KENT SEND Team)
- Speech and Language Therapist (The Balanced System®)
- Educational Psychologist (KEPS)
- Attendance Officer or School Liaison Officer (KPAS)
- Specialist Teacher (STLS)
- Health Navigator

These resources are accessible county-wide, but do not work with a link practitioner model:

- School Nursing Service
- Early Help / Integrated Children's Service
- Family Hubs
- Joint commissioning services
- Emotional Health and Wellbeing Service
- Virtual School Kent (VSK)
- Violence Reduction Unit (VRU)
- Autism Education Trust (AET)

Link practitioners

- Lead points of contact for a particular service
- Build relationships with schools to understand unique contexts and challenges
- Undertake shared planning with SENCo / Senior leaders to support provision development
- Link in with other professionals within their service as needed, i.e. for particular specialist areas

Clear information is provided on all services offered to the Communities of Schools in the [PRG pages on Kelsi](#)

- For SLCN: [Working with a link therapist – KELSI](#)

Benefits of working with a link practitioner

- Tailored support for the unique context of each school, focused on your priorities
- Enables planning at strategic level for maximum impact, pro-active rather than re-active
- Support is delivered where children are (place-based)
- Quick and easy access to high quality advice and support, reducing bureaucracy
- Supports early identification of needs
- Collaborative problem-solving
- Joint planning uses link practitioners time for maximum impact
- Builds confidence and skills of school staff, to meet needs
- Route into further specialist support, as and when needed

Link SEN Inclusion Adviser

- Each Community of Schools has a link SEN Inclusion Adviser (SEN IA)
- Each individual school has a link SEN IA
- Contact the team directly by emailing your [named link SEN IA](#)
- SEN IA Surgeries for Schools are regular times that you can book to meet an SEN IA to discuss anything about SEND provision in your school

SEN Inclusion Adviser Surgeries

- Monthly email with details of the forthcoming SEN IA Surgeries for Schools
- Weekly email with details to join the SEN IA Surgery (MS TEAMS)
- Offered on different days / times to accommodate SENCo commitments
- Summary of discussion shared, with opportunity for feedback

Case Studies

Dr Alison Ekins - Trust Inclusion Lead, Valley Invicta Academies Trust

Continuum of Need and Provision

Case Studies

Areas:

- Working with children and young people, families and carers
- Pastoral
- Assessment
- Teaching and Learning
- Physical and Sensory Environment
- Resources
- Staff skills and training
- Transition and transfer

Continuum of Need & Provision Case Study format:

Area of Focus- choose one of the following areas from the MCS and CoN&P: <ul style="list-style-type: none">• Working with children and young people, families and carers• Pastoral• Assessment• Teaching and Learning• Physical and Sensory Environment• Resources• Staff skills and training• Transition and transfer
Brief description/ overview- of the group/ cohort or whole-school need that this work addressed-
An overview of what you did- key strategies/ actions taken-
Impact-

Q&A Submission - Part 2: Professional Resources

- Easy access to services
- Schools willing to contribute to case studies (if they have not already done so)
- Whole school provision
- [District \(Inclusion\) Dashboard](#)
- Kelsi – Search for Locality Model to find all information and updates regularly

Community of Schools Induction
Meetings - Feedback / Q&A's



<https://forms.office.com/e/jmWtVP0uEF>

Operations

Siobhán Price - Assistant Director School Inclusion, KCC
Kristina Yates – Inclusion Champion
Karen Stone – CYPE Finance Business Partner, KCC

Attendance

- Chair – School leader
- Clerk – KCC, to support with admin and report writing
- SENCO or Inclusion leader who has decision making responsibility in the school (1 person per school)

1st Community Meetings – June and July

- [Terms of reference](#)
- [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



Agenda template

- Template agreed, allowing for countywide consistency
- Clerk (provided by KCC) will take minutes, book meetings, communicate with chair and schools etc. Communication to and from KCC
- Outcomes data – the Inclusion dashboard will be updated over 2025/26 to focus on communities as well as districts
- Report to & from KIT meetings (evaluation) x 4 per year
- Decision of the chair how long to spend on each item

Agenda template



Communities of Schools Meeting Agenda



<<insert community name>>

Date:
Time:
Venue:

Item No.	Agenda	Time
1	Welcome, Introductions and Register of Attendance	
2	Minutes and review of decisions and actions from previous meeting	
3	Outcomes Data – (access to dashboard)	
4	Report to & from <u>KiT</u> meetings (evaluation) [4x per year]	
5	Group Solution Discussions / Case Studies	
6	Finance Updates Review of balance sheet	

Post meeting actions:

- Clerk to forward approved Request for Resources forms to Area HNFO
- Clerk & Chair to prepare report for Area Board (once per quarter)

Request for Support Form

School Section:

Request ID	Auto generated
Date of request	Auto generated
Name of Community	Drop down list
Name of School / Lead School	Drop down list
School contact <i>(in case of queries)</i>	Free text
Multi Academy Trust / Federation <i>(if applicable)</i>	Drop down list with 'other' option
Solution required <i>(250 words max)</i>	Free text <i>(Limited to 250 words max)</i> Following the 4-step approach, what question does the school want answered? What evidence-based research has been considered to support this approach?
Expected outcomes <i>(200 words max)</i>	Free text <i>(Limited to 200 words max)</i> What are the expected outcomes? How will the school know the outcomes have been achieved? What measures will be used?
Support requested	Drop down list: Advice and guidance School to school support Financial contribution
Names of pupils supported & Date of Birth	
Number of pupils on SEN Support	
Number of pupils with an EHCP	
Number Looked After Child	
Which Key Stage	Drop down list
If requesting funding - How will the funding be used?	Free Text <i>(Limited to 200 words max)</i> What will the funding contribute towards? How has the funding request been calculated? Total funding request?
How have you already supported the pupils?	Free text <i>(Limited to 200 words max)</i> (You must demonstrate use of Notional budget, and other resources accessed)
e Signature	Free text

Please submit to the CoS clerk at least 10 working days before the scheduled CoS meeting

Request for Support Form (cont.)

CoS Section:

Request response	Drop down list: Advice and guidance School to school support Financial contribution Referral for KCC Review
Give details of support agreed where applicable	Free text
Review Date	
Final amount approved	£
Date approved	
Decision made by	Consensus / Chair

Final amount approved	£
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Please send to the Area High Needs Funding Officer within 3 working days of approval

Area	High Needs Funding Officer contact
North	rebecca.walsh@kent.gov.uk
East	maria.white@kent.gov.uk
South	alison.sandford@kent.gov.uk
West	nicola.hockney@kent.gov.uk

KCC Section:

Final amount	£
KCC Moderated	Yes / No
Moderated / Approved by	Drop down list
Request processed	Add date

KCC commitment to process within 30 days of receipt and include on the next scheduled school advance

Request for Resource

- [Request for Resource Form](#) will be electronic
- Form to go live from September 2025
- Schools submit forms 10 days before meeting
- Clerk to circulate details with the agenda 5 days before meeting
- Any decisions made will be minuted and recorded by clerk
- Any financial decisions must be submitted to High Needs Funding Officers within 3 working days
- It is expected payments will be processed on the next monthly schools' advance

2025-26 Academic Year Budget			Financial Year Split	
Community Budget before STLS/Chair and Clerking	£332,203		2025-26	2026-27
STLS top-slice	-£36,203		7/12ths	5/12ths
Chair and Clerking	-£4,764			
Community Budget after STLS & Chair/Clerking	£291,236		£169,888	£121,348
Estimated Protected Payments	£238,928		£139,374	£99,553
(75% of eligible existing HNF Payments)				
Community Budget after Protected Payments	£52,308			
Payments agreed by Community	£0			
Balance	£52,308	Total Estimated Mainstream HN Funding for Schools in Community	£599,412	

Estimated Forecast Allocations										
DfE	School Name	Phase	FIXED 2025-26 Notional SEN Budget	FIXED Based on Dec 2024 HNF Claims* Notional SEN Top Up Funding (£s)	ESTIMATED Based on Dec 2024** Total Estimated Automatic Payments to Schools (£s)	ESTIMATED Based on Dec 2024** Number of Estimated Automatic Payments to Schools (no.)	ESTIMATED Based on Dec 2024*** Total Estimated Community of Schools Protected Payments (£s)	ESTIMATED Based on Dec 2024*** Total Estimated Community of Schools Protected Payments (no.)	2025-26 Academic Year Additional Payments Agreed by Community (£s)	2025-26 Academic Year Additional Payments Agreed by Community (no. pupils supported)
Totals			£3,350,425	£26,472	£281,704	27	£238,928	47	£0	0
2554	Canterbury Primary School, The	PRI	£500,270	£0	£45,917	4	£18,375	3	£0	0
2259	Chartham Primary School	PRI	£302,513	£0	£99,488	9	£34,575	6	£0	0
3130	Chilham St Mary's CEP School	PRI	£62,637	£4,945	£18,866	2	£10,319	2	£0	0
2125	Pelham Primary School	PRI	£53,817	£21,527	£0	0	£58,290	8	£0	0
5221	Wincheap Foundation Primary School	PRI	£371,476	£0	£38,108	4	£64,397	12	£0	0
4534	Simon Langton Girls' Grammar School	SEC	£532,709	£0	£37,214	4	£39,376	9	£0	0
5412	Simon Langton Grammar School for Boys	SEC	£473,518	£0	£42,111	4	£5,998	1	£0	0
5446	St Andrew's Catholic Church School, Canterbury	SEC	£1,053,485	£0	£0	0	£7,597	6	£0	0

School Level Template & Further Information

- School Level Templates were sent to all headteachers on 28th March
- FAQs are being added to the Kelsi website these cover a broad range of queries linked to Budget Setting, How to use your school level template, various scenarios. These will be added to as we confirm more answers
- [Communities of Schools Financial Information - KELSI](#)

Current High Needs Pupil Data						
As at 31st December 2024			ESTIMATED		ESTIMATED	
			Automatic Payments to School		Community of Schools Protected Payments (75% existing allocation)	
	£	HNP	£	HNP	£	HNP
Pupils with an ECHP (greater than £6,000)	£96,110	9			£8,226	2
Pupils with an ECHP (less than £6,000)	£13,860	3				
Subtotal number of payments (EHCP)	£109,969	12				
Pupils on SEN Support (greater than £6,000)	£202,085	20			£178,335	17
Pupils on SEN Support (less than £6,000)	£23,431	6			£23,431	6
Subtotal number of payments (SEN Support)	£225,516	26				
Total current payments	£335,486	38				
Subtotal estimated payments 2025-26 academic year			£74,144	7	£157,495	25
Total estimated payments for 2025-26 academic year (prior to additional community allocations)					£231,638	
Notional SEN Top Up Funding						
	HNP Dec-24	10% Notional SEN Top Up	Upper Threshold Notional SEN Top Up	Total Notional SEN TopUp		
April 2025 to March 2026	38	£0	£33,309	£33,309		
April 2026 to August 2026		£0	£13,879	£13,879		

Notional SEN Budget

What is your notional SEN budget?

- Indicative amount of the School Budget that could be attributed towards additional support for pupils with SEN. Helping support schools to fulfil their legal duties to use their “best endeavours” to ensure educational provision for pupils with SEN. To be used alongside other available funding sources (such as pupil premium or HNF top-up)

How is it calculated?

- Uses the school budget calculation
- LA determined...at the moment

Basic Entitlement (5%)	
Free School Meals (0%)	
Ever 6 Free School Meals (70%)	
IDACI (70%)	
English as an additional Language (0%)	
Low prior attainment (100%)	
Mobility (70%)	
School Related Factors (Lump sum, sparsity, split, rates, premise) (0%)	
Minimum Per Pupil Level (MPPL) Funding (43%)	
Minimum Funding Guarantee (0%)	

Notional SEN Budget Information

What is the notional SEN budget for?

- Use as a guide for how much you might reasonably be expected to spend on supporting pupils with SEN from school budgets – it's not a limit
- It's intended to highlight the funding available in your budget to support the funding of at least the first £6k additional support
- Supports delivery of Kent's Mainstream Core Standards. Funding a range of support, including staffing, resources, training and adaptation of property & curriculum
- Important element when considering applications for HNF top-ups in communities

The importance of the notional SEN budget is being escalated both nationally as well as locally: DfE guidance and rules LA's must follow

Further information can be found on KELSI including:

[Notional SEN Budget Guidance for mainstream schools](#)

[School and Notional SEN Budget data for KELSI](#)

Q&A Submission – Part 3: Operations

- Budget information
- Request for Resource Form
- Structure of meetings

Community of Schools Induction
Meetings - Feedback / Q&A's



<https://forms.office.com/e/jmWtVP0uEF>

Community of Schools (CoS) workshop: Preparing for new ways of working – facilitated by Kent Educational Psychology Service

Dr Miquela Walsh – Deputy Principal Educational Psychologist, KCC

Outline of session

- Introductions and getting to know your Community of Schools' colleagues
- Background and current context
- Process of organisational change and group development
- Activities to support the development of your Community of Schools:
 - Activity 1: Reflections on experiences of effective collaborations
 - Activity 2: Existing resources & priorities within the community
 - Activity 3: What do we already know about our Community of Schools?
 - Activity 4: Community of Schools action plan

EP support to Communities of
Schools (T5 & 6)



Items to follow

- Dates for June / July meetings will be published after all Induction meetings
- Case Studies
- Continuum of Need and Provision
- Local area provision maps
- Supporting schools' conversations with parents / carers
- Video of 'mock' Kent Community meeting

Conclusion

- Thank you
- First meetings – preparation for the future
- Familiarisation – form, community information, link practitioner model, documentation etc
- Consider
- Provision
- What you can learn from each other

A vibrant, comic book-style graphic with a central white starburst shape containing the text 'Thank You'. The background is split into yellow and blue sections, both featuring halftone dot patterns. The starburst is framed by a jagged, black-outlined border. Various comic book motifs are scattered around the border, including yellow and white starbursts, red and white lightning bolts, and red and white rectangular shapes with black outlines and white dots, resembling stylized speech bubbles or action effects. The overall aesthetic is energetic and celebratory.

Thank You