

Term 6 Countywide SENCO Forum July 2nd & 10th 2025

Post Session Questions and Answers

Phase Transfer

Question/comment	Response
Who do we contact if a parent has not received a parent preference email?	SEN Data Coordination – CY SENDataCoordination@kent.gov.uk
When we respond on the form to the PT25 we found last year due to the calls we received from parents that they were not being provided with the full response. We obviously are not permitted to provide that response and so had to re-direct them to SEN. Sometimes the full explanation as to why we do not feel we would be an appropriate provision can result in them not appealing as in several cases once they have appealed and have access to our response they realise it would not be suitable for their child. Can you please give the parents the reasons behind the response next year to prevent this. Thank you	Where possible we can share this, at times we need to go back to schools for a more co compliant response but this can be shared when requested as parents would be entitled to this via a SARs
How does this work for Out of Local Authority areas such as Medway, as we have no contacts within Kent?	OOC schools have a separate process that is being supported and all directed to one place via the Sen Data team.
Please can you confirm if moving from KS1 TO ks2 is classed as Phase transfer as still have some EHCPs that we are requesting a change to outcomes as moving into Year 3 and these are not changed.	We will as a Phase transfer team be looking at amending Key stages accordingly when they move from infant to Junior setting and moving Key stages – due to the high number of EHCPs unfortunately not all are able to be amended at one time as it depends on the other amendments being requested, currently only those with significant amends will have their KS updated, or those moving from an Infant to Junior school.
When parents are informed of named school, could you also inform the school? Parent always assume we know and we are often the last to know!	The data team will endeavour to inform schools of this, however our main priority with phase transfer is the parents/carers are informed and the new school being named – however I understand the reasons for this and we will discuss this further with the Data team.
Can we please have clarification around the Phase transfer dates. We were asked by KCC to complete these by the 18th July 2025. However, information I have is that they don't need to be completed until Term 1 of the academic year of transfer. Can we have a definitive answer on this please.	We are asking by the end of Term 6 as consult packs are prepared end of August for consultation to be sent second week of September, however in some cases if needed an inyear review form can be shared with the PT team in the first two week of Term 1 to just provide the LA with an updated overview to add to these consults packs where appropriate, if there are significant amends and early/emergency annual review request will need to

	be made to the PT team to agree for this to be actioned. We want as a LA and PT team to ensure all the information in the consult packs are robust with up to date information to secure the most appropriate setting for that child/young person and be confident and robust with our decision making based on the evidence and information shared with us by schools and professionals.
If the Yr 5 AR is due in terms 1-4 and we complete a thorough AR, should we still do an AR in term 1 even if there are no significant changes?	No, if no significant amends no AR is needed you can early in Term 1 complete and share an in year review form with us to add and support the consult packs but another AR is not required unless there are significant amends
If we have term 6 annual review can we use for phase transfer	Yes, Term 6 can be used moving forward for PT from PT 27 we will be working on the Yr 5 cohort from Oct/Nov of 2025 to prepare the EHCPs accordingly. Any significant amends for any PT cohorts we would ask you contact Gemma Buckle or Seniors in PT team to request an early annual review with reasons as to why so that we can ensure the EHCP is fit for purpose and up to date being fully reflective of current needs.
Where do we record Transition reviews information?	Currently Kent has no transition review form, we would ask that you can share using your in year review forms to provide us with an oversight and update where needed that we can add to consult packs to ensure schools being consulted with have up to date info that wouldn't necessarily be a significant amends to be made to the EHCP
Concerns from parents about taking the 11+ with an EHCP and not having the results before having to make a choice-will they be able to make a change if they then find out that they have failed	We would recommend that parents name a grammar preference if a child has been registered for the test. By naming a Grammar School preference in the first instance, schools will have adequate time to respond to consultations. If a child does not pass the test or is 'H assessed', the SEN Data Coordination Team will contact parents for an alternative non grammar preference.
We have a child who is moving into KS2. She has an EHCP and specialist provision has been agreed. She does not have an allocated place for September. Will a place be found for her?	Area will continue to search for a placement for her and should if haven't already can offer her right of appeal, if school contact me with pupil name am I happy to discuss and support the areas further in regards to this specific pupil and next steps Gemma Buckle
I still have an unplaced child for this year despite following the process. The child leaves our setting in less than two weeks and has no school for September. Who is the best person to contact to escalate this please.	re messages regarding CYP placements, this would be best spoken through with their casework officer - please email me with the CYPs name, dob and area and I will be able to find the team you need. Clara.green@kent.gov.uk thank you
One of our parents has mentioned they are going to do a parental request for an	Assessment team to support

EHCP over the summer holidays. Will the holidays count in the 0-6 week timescale?	
One of our parents has mentioned they are going to do a parental request for an EHCP over the summer holidays. Will the holidays count in the 0-6 week timescale?	Assessment team to support
great to hear the SA request process will become online. Please advise whether there will be capacity to upload large forms digitally? This is currently an issue on the AR of EHCP process.	Assessment team to support
Some schools didn't get the email about this. How can I ensure that I receive these emails?	Please email SENDDataCoordination@kent.gov.uk so that we can update our contact list and ensure that you are sent all emails relating to Phase Transfer.
Thank you for the reply re: timescales over the summer holidays for EHCP applications. Will the SEND team inform a parent of this if they apply during the summer holidays?	For assessment team to support
We also have children that come from another school, but nothing has been done previously so how do we get funding then?	Discussion for funding and community of schools
What about the children who have moved from another school no ECHP but did have funding - should that follow automatically?	Discussion for funding and community of schools
The concern is the high number of children with significant and complex needs coming into EYFS with no EHCPs and no agency involvement. The community pot, if shared evenly would give us £8,000!	Funding for children in Year R is being distributed based on Specific Allocation Funding descriptors. Schools are being informed over the summer as to how much they will receive.
What about children coming into Year R, with an EHCP, but they deferred entry, so chronologically should be Year 1? They received EHCP in March 2025.	The LA view is that no child/Yp with an EHCP should be offset as the support of the EHCP allows them the support required to meet their needs and ensure appropriate support is in place.
We have a child coming into Year R who has an EHCP needs assessment in progress, but I am not sure that it will be agreed to issue by July, what happens with funding children in this scenario? Discussion at first community meeting? Significantly high level of need.	Children who are coming into Year R are being looked at separately and schools will be informed over the summer as to how much they will receive.
What about the children who are in the EHCP assessment process going into Reception?	These will sit with the assessment team up until the cut off point where if they are finalized, they will be moved over to sit with the PT team or remain with assessment team to secure placement

Annual Reviews

Question/Comment	Response
<p>Sorry Clara - I didn't receive the documents after the webinar - could these be re-sent</p> <p>The main issue with the "no amends" decision is that it is not consistent throughout the County. As a special school we have requested changes in Section F and some areas do amend and others do not. East appears to say "no amends" more that North and West so it would be helpful if there was consistency across the County as this is difficult to explain to parents.</p> <p>I will in future raise the specific cases with you.</p>	<p>Please email me directly if you haven't done so already and I will send these on. clara.green@kent.gov.uk</p> <p>Thank you for your insight and perspective. I will ensure this is raised again.</p> <p>All KCC SEND casework officers are invited to attend workshops and 1:1s that deliver the same consistent message regarding amends. We are all working hard to ensure this consistent message to all experienced staff and those new to role.</p>
<p>Who can we speak to about the amount of Outcomes that are being added to new EHCPs? Some of them have 5 or more outcomes per SEND Need. It makes it difficult to then measure progress when we review.</p>	<p>This would be discussed with the individual's casework officer directly. Please refer to the slides to find out which casework officer team you need. If not, do email me clara.green@kent.gov.uk and I will be able to source this.</p> <p>This can also be discussed at each annual review and you can make recommendations for any outcomes that are no longer relevant to be removed and/or recommend that outcomes are update and suggest new alternatives.</p>
<p>Will the webinars held in June be repeated at all as I was unable to attend. I did email to find out if there was a recording but no-one replied.</p>	<p>Webinars are repeated once within the same week but if you are unable to attend both then please do email me with any questions/comments regarding the slides sent out afterwards, which you should have received.</p> <p>Currently, we do not record the webinars due to appropriate storage/space for them, but this is an area we are working on and hope to be able to offer this in future at some point.</p>
<p>No questions - the recent level of updates and communication have been really useful. Thank you!</p>	<p>This is really great to hear and thank you very much for this comment 😊</p>
<p>Please could there be more opportunities to upload documents on the annual review form. Also, there are no boxes to actually</p>	<p>Thank you for your feedback.</p> <p>For annual review digitized form comments/queries please</p>

review the outcomes on the form - I think there should be.	email maria.halford@kent.gov.uk as per previous webinar slides. If you do not have these slides, please email me directly and I will send them on to you.
Still no response to our Year 5 no amends letter query Does your audit look internally as well as out toward schools (multi agency)? Practices , communication to schools and timescales	<p>All audits completed include analysis of all professional communication involved with the documents involved. i.e. education settings, KCC casework and/or assessment officers/ health and social care colleagues.</p> <p>All audits explore process timescales whether this is an EHCP/annual review/ Multi Agency (EP, social care/SALT/school)/ amendment audit etc.</p> <p>The scoping for an audit changes as we explore different areas but expectations regarding all professionals following process and relevant timescales is analyzed each time.</p> <p>Please email me directly regarding the Year 5 no amends and I can either answer the query according to what is to be expected in line with the SEN Code of Practice, or I can find the relevant casework team for you. clara.green@kent.gov.uk</p>

SEN EHCNA 0-6 Week Pilot Project

Question/Comment	Response
Where can I find out information about the EHCNA Evidence upload form?	You can find the latest updates on the EHCNA process, including details about the new Evidence Upload Form and slides from the SENCo Forum, on the https://www.kelsi.org.uk .
How will I upload evidence?	You'll now submit new EHCNA requests using a simple online form . Appendix 2 should still be completed as usual and uploaded via the online form. When further evidence is requested, selected schools will receive a unique link for each child. Clicking this link will take you to the online EHCNA Evidence Upload Form, where you can attach your documents, including Appendix 2.
What is the maximum file size that can be uploaded?	We are currently carrying out testing to ensure the upload function is large enough, including Appendix 2.
Will I have access to KCC SharePoint?	No, access to KCC SharePoint is not required for this process. All documents should be submitted via the EHCNA Evidence Upload Form.
Is Appendix 2 being digitised?	No, Appendix 2 is not currently being digitised. Please complete it in its existing format and upload it as a supporting

	document through the EHCNA Evidence Upload Form.

Inclusion Champions

Question/ comment	Response
I would be interested so please pass on my name Dawn Lawrence-Hearn d.lawrence-hearn@st-anselms.org.uk	When the positions are advertised in September, you will be given information as to where you send your expressions of interest.
I would be interested in being part of this. However, I am based in Medway, which is not listed above.	This offer is not open to Medway schools
Please could I put myself forward for Inclusion Champion ?	The positions will be advertised in the KELSI bulletin
If so could I have details of how to apply	
Is this open to independent schools?	No, it is not open to independent schools
How would you put yourself forward to be considered for this role?	
Thanks Amanda, it was really great to hear everything the Inclusion champions are doing.	

Next Phase of Improvement

Question/Comment	Response
It is a matter of significant concern that schools in the Swale district currently lack equitable access to Speech and Language Therapy (SALT) and Occupational Therapy (OT) services. This disparity places these schools, their students, and their families at a profound disadvantage. Despite the evident high levels of need within these areas, particularly in schools with disproportionately high numbers of students with SEND, the support available through their Community of	KCC is working with NHS colleagues to address the inequity in the offer for Swale. This feedback is very welcome.

<p>School severely limited. Consequently, many schools are compelled to subsidize these crucial services from their already strained budgets, a practice that is clearly unsustainable in the long term. This creates an unacceptable postcode lottery for vital therapeutic support, hindering the educational progress and overall well-being of some of our most vulnerable learners.</p> <p>To address this critical inequity, a comprehensive plan is urgently needed to ensure all schools in the Swale district have consistent and sufficient access to SALT and OT services. It is good to hear conversations are happening, but this has been the case for a long time now without any clear answers or way forward, so can you outline how exactly how this issue will be addressed.</p>	
How are schools that are not in Kent but take Kent students, i.e. Medway, going to be included?	This is only available to Kent schools
How will independent schools be included as they were previously with the LIFT meeting?	This model does not include independent schools. However, we will consider in the future how independent mainstream schools could be involved. Independent schools will not be able to access any funding via the CoS model.
Are we able to see a copy of the funding mapping criteria?	Schools will be invited to engage in moderation based on the new criteria in the autumn
Decisions regarding YR funding are far too late. It is making recruitment and budgeting very difficult.	Decision re Year R funding in the past were only made in Term 1 so this model gives schools information much earlier than previously.
What will happen with those children entering our Reception classes who are currently in the EHCP assessment process and may receive their EHCP at the beginning of September or later? Would it be that we request funding support from the communities of schools or would they be the next priority for the tiered funding mapping?	Children entering Year R will be mapped onto new funding descriptors and schools will be informed when the school is named.
The CoS form that you asked us to fill in, is that for individual schools to complete?	Yes
A reminder would be much	All funding is known by schools for the academic year

<p>appreciated for the allocation of funds for new EHCPs in the next academic year. We have a number of EHCNAs at the 'yes to assess' stage (new starters, Y2 and Y4). Working on a hypothesis of a 'yes to issue', what would funding decisions 'look like' for such scenarios into the new year?</p>	<p>2025/2026. Decisions re funding for Sept 2026 will be made in the spring.</p> <p>For children who have newly issued EHCPs, they will be considered separately and schools will be informed on an individual basis.</p>
<p>The parent communication document is VERY positive whereas the reality is that funding is uncertain. The document is unbranded, making it unclear WHO the message comes from for parents. I don't want anyone thinking it's from me.</p> <p>MOST EYFS children coming to us do not have an EHCP. The funding for new intake is terrible and leaves schools high and dry. The pot for CoS is insufficient when compared to the need levels.</p>	<p>The parent communication document is on KELSI for schools to use as they wish to support in any communication with parents.</p>
<p>We have been told by KCC staff for two different children, to "request funding from the CoS budget". One of these requests was regarding a child with an EHCP who has not been allocated a Specialist Placement, but is not able to access our Mainstream and who has no HNF. The CoS's budget is not going to be large enough to support all of the as yet "unknown needs". There is not enough funding available and KCC staff need to be told to stop asking schools to get money from CoS. It isn't the answer.</p>	<p>We are looking again at some elements of where children are waiting for a Specialist Placement</p>

The Balanced System

Question/Comment	Response
<p>Please see my online feedback about the Balanced System and advise accordingly - Ref: Anthony Roper Primary School, SENCO, Bouchera Khatib. Thank you.</p>	<p>When creating an account to access the free tools, you need to tick the permissions for your details to be stored so that you can then access them again.</p> <p>The evaluations need to be saved (downloads a PDF) and shared to other professionals such as your link therapist via an email attachment as the free Balanced System tools account is private to you as a school.</p>

	<p>We have responded directly to SENCo at Anthony Roper to follow up with other queries in their survey response.</p>
<p>How can schools that are not in Kent (i.e. Medway) access this for our Kent students?</p>	<p>Currently the Balanced System is only operational within Kent (though is planned to eventually roll out in Medway as part of NHS Community Services Transformation).</p> <p>If a Kent child known to speech and language therapy services attends school in Medway, SLT teams across the patches will liaise and where possible try to work in line with a place-based approach, so that the child receives SLT support in their school.</p>
<p>It is a matter of significant concern that schools in the Swale district currently lack equitable access to Speech and Language Therapy (SALT) and Occupational Therapy (OT) services. This disparity places these schools, their students, and their families at a profound disadvantage. Despite the evident high levels of need within these areas, particularly in schools with disproportionately high numbers of students with SEND, the support available through their Community of School severely limited. Consequently, many schools are compelled to subsidise these crucial services from their already strained budgets, a practice that is clearly unsustainable in the long term. This creates an unacceptable postcode lottery for vital therapeutic support, hindering the educational progress and overall well-being of some of our most vulnerable learners.</p> <p>To address this critical inequity, a comprehensive plan is urgently needed to ensure all schools in the Swale district have consistent and sufficient access to SALT and OT services. It is good to hear conversations are happening, but this has been the case for a long time now without any clear answers or way forward, so can you outline how</p>	<p>We appreciate your frustration as we know we have not been able to provide any concrete timescales. The NHS service in Swale (MCH) has now been commissioned to deliver to the Balanced System as part of the NHS Community Services transformation, with the new contract beginning 27th October 2025. This is positive news. We will provide further details of how this will be rolled out when we are able to do so. It still may be the case that some schools across Kent will want to top up the NHS offer with additional commissioned services.</p> <p>We cannot comment about Occupational Therapy as this is out of scope of this work.</p>

exactly how this issue will be addressed.	
Are there any guidance materials on steps to take and any good practice we could go and view? local school who are already involved?	<p>Visit the KELSI page which has information on working with a link therapist and the role of schools and settings - The Balanced System® in Kent for Speech Language and Communication Needs (SLCN) - KELSI.</p> <p>Following the Celebration Event, we will be adding more information to this page including which schools and settings you can contact to look at good practice in action. This is being developed over the summer.</p>
Please can you consider how C and I experience and expertise within STLS can be harnessed, and we can work with education specialists in the BS team so we meet the needs of more schools, more children, more parents as a joined-up offer.	Absolutely! The Balanced System is all about integrated working. We are looking forward to progressing with this as STLS move into KCC allowing a more consistent approach across Kent.
Is there a discount for schools with limited budget to become accredited?	Kent schools already have a discount (half of the usual cost of accreditation). If you are interested in accreditation, it may be worth discussing this at your Communities of Schools meeting to request a contribution towards this as it will be a provision to support meeting the needs for your children.
How often should we hear from our link therapist? How do we know if we have an action plan? Should we have minutes from our initial meeting? Should we receive minutes when we have discussed children and told notes will be added to the SAL system.	<p>How often – this depends on the needs level within your school e.g. a large school with high needs would likely see link therapist more often than a small school with lower levels of need. In some areas of Kent, services are still making changes to increase the workforce based in schools so you may see increased contact over the coming year.</p> <p>Your 'action plan' is just the agreed actions from a meeting with your link therapist, outlining what will happen and who is doing what. For example, this could include things like environment audit by SENCo, coaching of some staff for a particular intervention by the SaLT, assessment of a particular child by SaLT, or developing information about supporting SLC for parents of new starters by EY Lead.</p> <p>We would expect the link therapist to send a Link Therapy Meeting Record following the meeting. This may include very brief note that individual children were discussed, even though more detailed notes may be added to a child's SaLT record.</p>
Cannot praise Link Therapy system enough, it has been a great improvement for our school We are very interested in going through this again at our school, please circulate the social media information for schools to use.	Thank you for your positive feedback! Please contact SLCN@kent.gov.uk with your request and we can forward you the social media information for you to use.
Where is the school website info? You	This was sent along with the Powerpoint slides for the

said 'has been sent out'?!	SENCo conference. Contact SLCN@kent.gov.uk if you don't think you received it.
I have already shared the Dingley's promise link with my EY staff - thank you.	You're welcome!
Hi there, we are a PINS school and I have not been able to get my head around the Balanced System (this is a me problem not a you problem :)) The new SENCO taking over from me is very pleased about taking this on. I had a meeting with Melissa Devine and Kate Le Page yesterday and they said to make sure that you guys knew that we were a PINS school otherwise we will be charged and we don't have any pennies to pay for it.	Please contact us on SLCN@kent.gov.uk with your query and we will make sure we can support you with your next steps on the accreditation journey.
We completed the Balance System back in 2021 and was told we would have an annual check-in. We never received that, sadly.	Please contact us on SLCN@kent.gov.uk so we can investigate what happened and establish where you are in your accreditation journey.

Other Comments & Questions

Question/Comment
Thank you, very interesting
Not a question, a thank you - thank you very much for moving times and dates of countywide forums for next year, much appreciated.
Unrelated to todays Forum, however, I would like some information with regard to 'This is Me'.....we have not had the opportunity to get training on this. Many thanks,
Thank you for all the updates, these meetings are super helpful.
Will STLS be involved with future training and projects regarding MCS, Balanced System etc? Feeling very 'external' to everything going on.
Please could the chat be muted or closed... not sure if you can but it is really distracting whilst trying to listen and/or look at a document (Siobhan was right!). Quite often it isn't pertinent for that time and can lead to people just moaning.
Thank you for offering the option of different days for our SENCO Forums - much appreciated!
Thank you for offering the option of different days for our SENCO Forums - much appreciated!
Keep doing what you are doing as I find these sessions so useful and informative.
Please send out all the links in the chat As the links get lost.
I know you would rather not have Q&As during, but it is really irritating when people ask good questions which are not answered. Much as you can answer questions later, it is then ANOTHER job to go and find the answers. Some are easily answered, others are more complex.
It is so difficult to find information on Kelsi. We are often told, "The information is all on Kelsi" but

without knowing the appropriate search terms, Kelsi often doesn't provide the information needed. Also, the questions and answers documents are very long and it takes a very long time to read through to get a possible relevant answer.

Not at this time. Just really pleased that they are continuing as they are really useful.