



Countywide SENCO Forum 25th and 26th May 2022



Lisa McDonald- SSI SEN Specialist (TEP)
Alison Farmer- Assistant Director, Educational Psychology (KCC)
Siobhan Price- Countywide Inclusion Lead (KCC)
Sharon McLaughlin- SEND Partnership and Engagement
Manager
(KCC)
Kerry Greene- Strategic Development Manager SEND Disabled
Children and Young People (KCC)
Elizabeth Pole- Professional Lead Speech & Language Therapist
for the Balanced (KCC)
Rory Abbott- Project Manager and Countywide SENCO Forum
Coordinator (TEP)



Welcome and Housekeeping



Please change your name on Zoom so that we can see who is present;

You will be muted but if you have questions then please type them in the chat box using full sentences. If we can answer your question during the session we will but if not we will take a note of it and send out a response in the Q+A document post-session;

If there are any issues with your session within the main body of the presentation or within a breakout room, then please close the session and click on the link to start again. One of us will let you back in and get you connected back up to your session;

If you registered for the session using CPD Online then you should have a copy of these slides, the agenda and any other materials you need for these sessions. If you cannot see the slides that we are sharing then please refer to those which

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

Agenda

Item	Topic	Lead/Time
1	Welcome- You Said, We Did- Lisa McDonald and Siobhan Price	5 mins
2	SEND Green Paper- The first two chapters- Siobhan Price	10 mins
	Breakout Room Session 1- SENCO's thoughts on the content and feedback.	10 mins
	SEND Green Paper- Chapter Four-Six	10 mins
	Breakout Room Session 2- SENCO's thoughts on the content and feedback.	10 mins
	SEND Green Paper- Bringing it into your school- Next Steps- Lisa McDonald	10 mins
3	Breakout Room Session 3- How can we support you to discuss the Green Paper within your school.	10 mins
	Speech, Language and Communication- Project commissioned by KCC and NHS- Using the Balanced System- Elizabeth Pole	10 mins
4	Introduction to the School Resource Pack- draft visuals- Sharon McLaughlin	5 mins
5	Summary and Evaluation- Rory Abbott	5 mins

You Said, We Did- Lisa McDonald



Can we change the times of the Countywide SENCO Forums?

- Go to this link and complete the questionnaire so that we can take your views into account. Please do this by the end of the day on the 27th May.... <https://forms.office.com/r/iP4Qg1HGAu>

‘More opportunities to share good practice and recognise excellent work occurring within schools’.

-An online Effective Inclusive Practice Guide is currently being put together and will be ready for September 2022. If you would like to share an example of your good practice then please email rory.abbott@theeducationpeople.org.

More time to have supported discussions and less presented content.

-Unfortunately there have been so many changes, both nationally and locally, that it has been impossible to cut the amount of presented content within the sessions. However, we are currently asking SENCOs to give us feedback about when and how long sessions should be next academic year. You will all have received a link to this questionnaire. If you feel that you could accommodate longer sessions within your day then please do let us know.

Can you reduce breakout room sizes?

-We have secured support from the PEO team who are kindly helping us to increase the numbers of facilitators available, increasing the number of breakout rooms and therefore reducing the numbers of people within each.

You said, we did - continued



If a facilitator uses an acronym, then could one of the facilitating team please add a definition into the chat?

- We will try this today. Any definitions added to the chat will then be added into the Q+A document after the session as a glossary of terms

‘The chat can often often be distracting, though isn’t always monitored by facilitators and so questions go unanswered’.

- it is often very difficult to answer all questions during the session whilst also presenting and due to time constraints, it is impossible to stop the session to answer questions at the time. Please be aware that the facilitator is always monitoring the chat box and anything that can be answered during the session will be. If a question can't be answered at that point, then we create the Q+A document which is sent to all attendees after the session



SEND Green Paper

Introduction



The SEND Green Paper was finally published on 30th March 2022. It is a consultation document that KCC encourage all of you to respond to. The consultation closes on **22nd July 2022**.

The review has identified 3 key challenges facing the SEND and alternative provision system.

- Navigating the SEND system and alternative provision is not a positive experience for too many children, young people and their families
- Outcomes for children and young people with SEND or in alternative provision are consistently worse than their peers across every measure
- Despite the continuing and unprecedented investment, the system is not financially sustainable

Summary

1. Introduction
2. Single national SEND and AP system
3. Excellent provision from Early Years to adulthood
4. Reformed and integrated role for AP
5. System roles, accountabilities and funding
6. Establishment of National SEND delivery board
7. 104 page document reduced to 15
 - Standards framework based on need type
 - Consistency in mainstream settings
 - Good quality transitions
 - Updated Code of Practice

Chapter 2

Single national SEND and AP system

- Local SEND partnerships led by LA's to include all agencies
- Multi agency panels for EHCP applications
- Standardised EHCP systems
- Informed decision making for parents
- Legal duty for settings to admit children
- Framework to inform the work of tribunals
- Review of training for Early Years practitioners
- Review of ITT and ECT framework
- Focus on Quality First Teaching in mainstream settings
- NPQ for SENCOs
- Investment in Family Hubs
- Investment in the quality and deployment of teaching assistants

Excellent provision from Early Years to adulthood

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- Classroom based practice for children with SEND using research by EEF
- Schools and colleges to access specialists on a targeted basis

Breakout Room 1



Excellent provision from Early Years to adulthood

- Classroom based practice for children with SEND using research by EEF
 - Schools and colleges to access specialists on a targeted basis
 - Improved transitions with standards for implementation
 - Role of MATs
 - Careers IAG, supported internships, apprenticeships
 - Review of qualifications, level 2 and below
 - Improved relationships with DWP
1. What key factors should be considered, when developing national standards?
 2. How do we use current partnerships to develop local inclusion plans?
 3. Which aspects of the EHCP application need reviewing
 4. How can parents and LA's work together to give parents confidence in the EHCP Process

Reformed and integrated role for alternative provision

- AP to deliver outreach; targeted support in mainstream, transitional placements time limited placements
- AP to be planned as part of the local inclusion plan
- Preventable exclusions/suspensions
- National AP performance framework
- Tracking of vulnerable children, unregistered managed moves • Unregistered providers
- Roles clear for all stakeholders
- Children and families
- EY settings
- Mainstream schools
- FE providers

Chapter 5

System roles, accountabilities and funding

- Health and care providers
- Voluntary and private sector
- LA
- MATs
- Ofsted and CQC
- Bring together functions currently divided between DfE and ESFA
- Inclusion Dashboards
- Bands and tariffs – National Funding Formula
- Standardisation of schools notional budget

Chapter 6

National SEND Delivery Board

- Responsible for the development of the national SEND
- Link to the white paper
- LA Response

Consultation Response



1. What outreach or targeted support for schools can AP offer?
2. How can current MM/IYFA system be improved? (secondary specific)
3. What needs to be included in AP Framework
4. What could be included in a national AP framework?
5. What needs to be considered to changes in the national funding formula? What is the potential impact of banding?
 - Mainstream Core Standards
 - HNF working group
 - LIFT/STLS review
 - LA funded approach to improving mainstream provision (ILE, Supported Employment, Whole School Nurture, AET)
 - Transition charter and subsequent working group
 - CATIE Dashboard
 - 16-19 review and recommendations

Summary...



- AP review from 2018 to be reviewed
- Locality Based Resources

QUESTIONS TO THINK ABOUT

How does the Green Paper benefit your current practice?

How can we use the Green Paper consultation to improve what we are already doing (LA, Schools, Colleges etc)?

Would you be prepared to be part of a wider discussion to formalise LA responses to the Green Paper? If so then put your email address and full name and school in the chat and Rory will send you a Teams Meeting invite straight after the forum finishes today.

Friday 27th May 3.30 – 4.30.

Links



- <https://nasen.org.uk/news/sendgreenpaper>
- <https://nasen-prod-asset.s3.eu-west-2.amazonaws.com/s3fspublic/nasen%20SEND%20and%20AP%20Green%20Paper%2029.03.22%20FINAL.pdf>
- <https://consult.education.gov.uk/send-review-division/send-review2022/consultation/subpage.2022-02-02.7538639008/>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1064655/SEND_Review_Right_support_right_place_right_time_summary.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1063620/SEND_review_right_support_right_place_right_time_accessible.pdf

Inclusion in Action The Green Paper



“Excellent teaching and high standards of curriculum in every mainstream school”

However, the level of confidence amongst teachers in supporting children with SEND is low

In 2019, 41% of teachers reported that there is appropriate training in place for all teachers in supporting pupils receiving SEN Support. This is a significant decrease since summer 2018, when 59% of teachers agreed with this statement

Every teacher is a teacher of SEND



- Nowhere in the ITT framework does it echo the SEND Code of Practice's assertion that "every teacher is a teacher of children with SEND". Instead, it focuses on teachers working *"closely with the SENCO and other professionals supporting pupils with additional needs."*
- Consider this when planning CPD and support for teachers to feel confident & prepared

Empowering Staff



Confident, knowledgeable and experienced

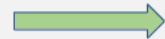
- What do they need?
- Where is he expertise?
- Is the team well informed?
- Do they have what they need?
- Are staff aware of the current SEND climate and given a platform to comment?

Share

KCC response today

Share thoughts in
breakout/chat

SENCOs will receive a
slide deck/resource
pack

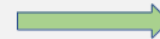


Respond

Adapt the resources for
your setting & share
with:

- School leadership
- **Whole staff teaching team**
- **SEND team**
- Parents/Carers
- Governors

Platform for feedback



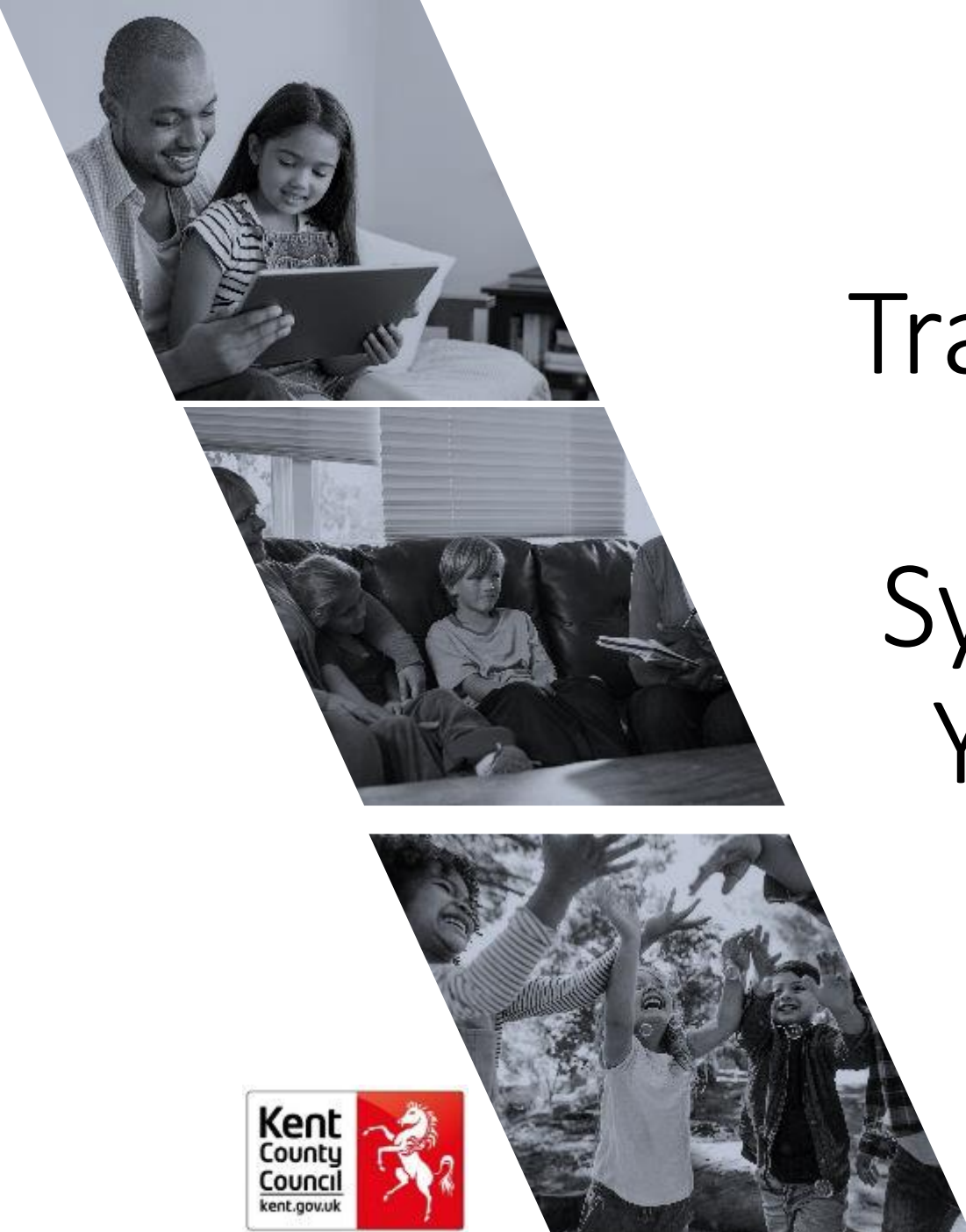
Deliver

Submit a school
response to the
Green Paper 22nd
July (new deadline)

Breakout Rooms

We are going to create a slide deck with information and adaptable slides for you to use with your staff in school to gather a response to the green paper:

- What resources might you need added to the slide deck?
- What would be useful?
- Suggestions for whole staff communication?



Transformation for SLCN towards a Balanced System[®] for Children & Young People in Kent

Elizabeth Pole

Lead Speech & Language Therapist for the Balanced System in
Kent elizabeth.pole@kent.gov.uk



Jointly Commissioned

NHS
Kent and Medway
Clinical Commissioning Group



*Working with
NHS speech and
language therapy
teams*

East Kent Hospitals University **NHS**
NHS Foundation Trust

Kent Community Health **NHS**
NHS Foundation Trust



(Swale patch)

And key partners across Health, Education and Social Care



THE BALANCED SYSTEM® IN SCHOOLS

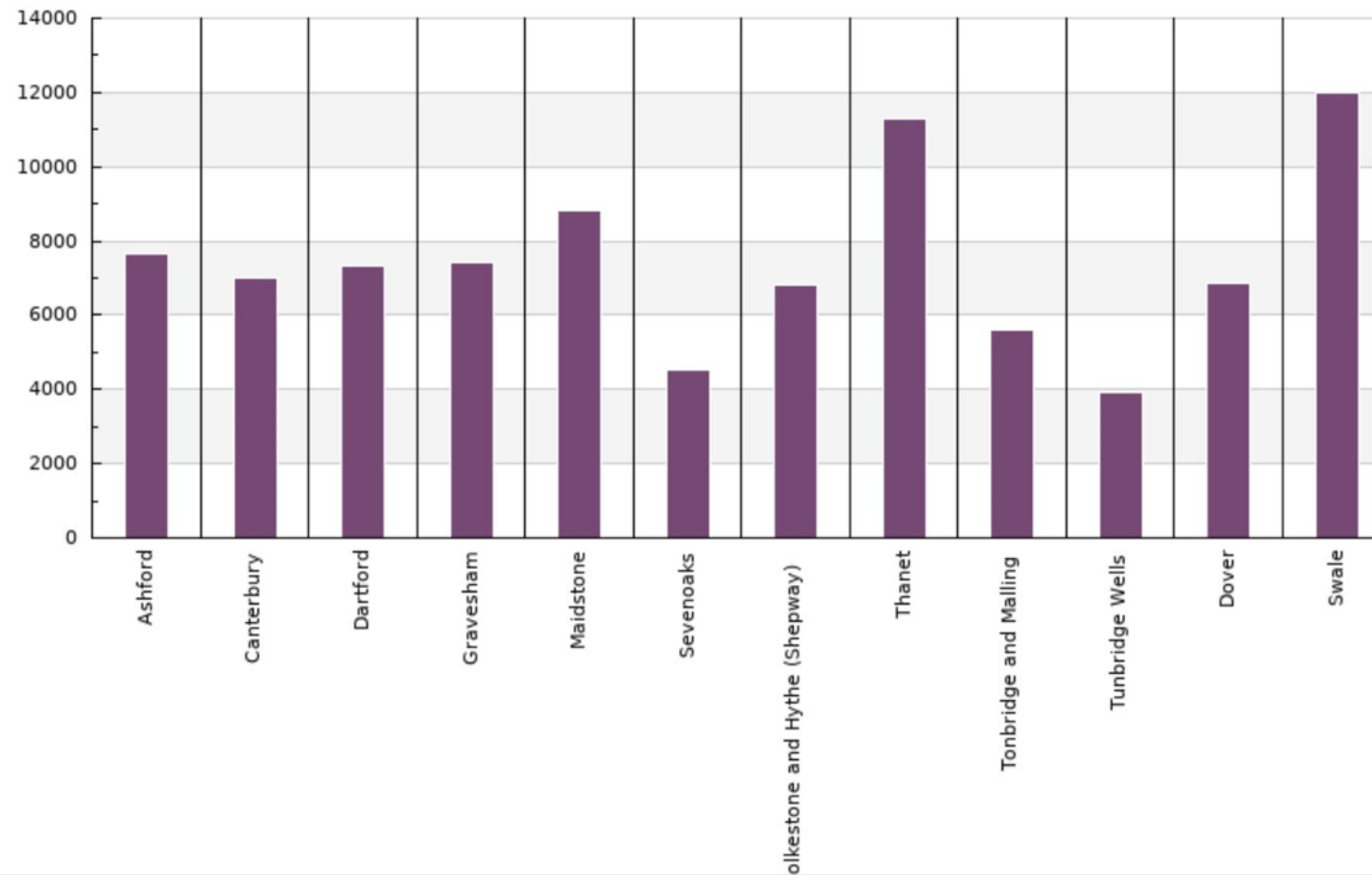
- **Link therapist** for every school who really gets to know the school and is the lead point of contact for the school around any of the SCLN needs of children in the school
- All children and young people of school age assessed in their learning context – the ‘so what?’ is to be able to use SLT expertise to unpick what they need to **access the curriculum, be socially integrated with peers** and thereby **improve mental health and well-being**
- The support we offer needs to be focused on **functional outcomes** that are the priority for the individual and their family at that time – these may change frequently or stay the same for some time and that’s ok!



THE BALANCED SYSTEM® IN SCHOOLS

- The **SLT offer** to the school should be **across all strands and levels** not only on a child by child basis – that way the **collaboration around one child** builds learning in the school for **many children** to come
- Service needs to **allocate resource to schools based on need** – resources are finite – **school may need to enhance** the offer – since the 2015 Code of Practice this is increasingly the norm

Predicted SLCN Need (0-18 years)





BALANCED SYSTEM® IN SCHOOLS EG OF SLCN UNIVERSAL OUTCOMES



Information shared with families by school about language and learning



Whole school communication environment audit



ALL school staff (including teaching and non-teaching staff) have basic training around SLCN



SENCO & Class Teachers confident to identify children where SLCN a possible concern



Universal strategies for supporting SLC development in all classrooms



BALANCED SYSTEM® IN SCHOOLS EG OF SLCN TARGETED OUTCOMES



Families of children with identified SLCN access specific information and advice in school



Visual timetables deployed in every classroom



Communication Champions in schools have training to support colleagues with targeted interventions



SENCO is able to use appropriate classroom observation tool to support identification of SLCN & possible referral



Targeted interventions for high frequency SLCN available on a rolling basis



BALANCED SYSTEM® IN SCHOOLS EG OF SLCN SPECIALIST OUTCOMES

FAMILY
SUPPORT

Families of children with more complex SLCN access specific information and advice in school

ENVIRONMENT

Specialist environmental adaptations in place as necessary

WORKFORCE

Some staff have received training to support more complex SLCN

IDENTIFICATION

SLT assessment in school context

INTERVENTION

Individualised specialist intervention in school for a range of SLCN

There will a single
Balanced System[®]
outcomes-based offer
for children and young
people in Kent
Scheme for Schools and
Settings



Scheme for Schools and Settings



New cohort to begin September 2022 – up to 22 licenses

- Information session 14th June 2pm via TEAMS. Schools to contact elizabeth.pole@kent.gov.uk for invite.
- Scheme takes approx. 18 months
- Local mentor support and access to local networks

Over to you!



- What are your thoughts/questions?
- What does this mean for your school?
- What are your next steps?
- Contact: elizabeth.pole@kent.gov.uk



Introduction to the school resource draft pack

The search function will look The content of the record you like this are looking for will look like this



The screenshot shows the Kelsi website interface. At the top, there is a navigation menu with links for Home, Early Years and Childcare, Primary, Secondary, 14 to 25, Integrated Children's Services, and Schools. A search bar is located below the navigation menu, with a search button. The main content area features a large banner image of a person in a wheelchair sitting in a field of flowers. Below the banner, there is a section titled "Special Educational Needs and Disabilities (SEND)" with five icons representing different areas: Communication and intervention, Speech, language and communication needs, Cognition and learning, Social emotional and mental health, and Sensory, physical disability and complex medical needs. At the bottom, there are two sections: "News" with three news items and "Page title" with a placeholder image and text.

kelsi

Home Early Years and Childcare Primary Secondary 14 to 25 Integrated Children's Services Schools Shortlist 0

Keywords or search phrase Search

Special Educational Needs and Disabilities (SEND)

- Communication and intervention
- Speech, language and communication needs
- Cognition and learning
- Social emotional and mental health
- Sensory, physical disability and complex medical needs

News

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kelsi

Home Early Years and Childcare Primary Secondary 14 to 25 Integrated Children's Services Schools Shortlist 0

Keywords or search phrase e.g. Town, postcode etc. Search

SEND Support Services

Filter by

Free of charge @N

- Yes (93)
 No (41)

Provided by

Targeted or Specialist

Sorted by: Best match Save all to shortlist Show results on map

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kelsi

Home Early Years and Childcare Primary Secondary 14 to 25 Integrated Children's Services Schools Shortlist 0

Keywords or search phrase Search

Home > Central Training Services Kent

Central Training Services Kent

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Who to contact

Contact name Alma Smith
Telephone 01234567890
E-mail alma.smith@centraltainingkent.com
Website <http://www.centraltainingkent.com>

Where to go

Address Training Towers,
Foundation Street,
Sheerness,
Kent
Postcode ME12 1EA
[Get directions](#)

Other details

- Back to results
- Print
- Add to shortlist
- Tweet
- Share on Facebook
- Share on WhatsApp
- Send details by text
- Copy link
- Directions to ME12 1EA
- Is this information correct?

Your Directory, you call



Your opportunity to define and design your resources

As well as the training programmes available

What would help you?

The Big event



THE
BIG
EVENT

SEND
Information
Advice and
Guidance
Roadshow

Progress
and Plans

Session Feedback and Evaluation



Out of nearly 200 people who attended these sessions in March, 54 people completed the evaluation- so thank you! However, we'd still like more of you to do this

Comments made the evaluation inform our planning. And some of you will hopefully recognise some of your feedback in the you said, we did slides

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

<https://forms.office.com/r/ZudPQqbv1S>



Thank you for taking part and listening



If you have any questions, then please email
rory.abbott@theeducationpeople.org
with the subject title of Countywide SENCO
Forum