


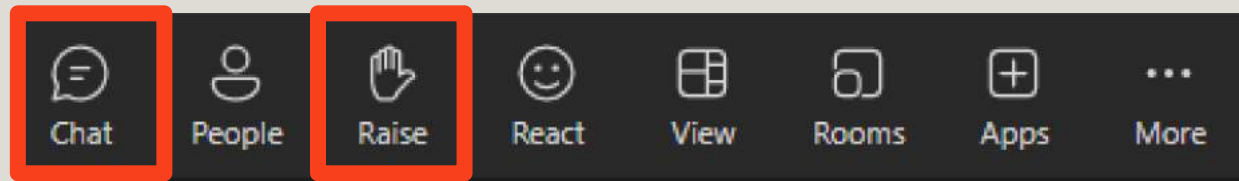
HEADTEACHER BRIEFING - AGENDA

Monday 13th November 2023

Timings	Agenda Item
13:00 – 13:30	SEND Sufficiency Consultation/Kent Commissioning Plan <ul style="list-style-type: none">• Marisa White/Nicholas Abrahams
13:30-13:40	Threshold Project <ul style="list-style-type: none">• Dr Alison Ekin, Valley Invicta Academy Trust
13:40 – 14:30	National SEND Update <ul style="list-style-type: none">• Andre Imich, Department for Education
14:30 – 14:45	Children’s Service Update <ul style="list-style-type: none">• Christine McInnes
14:45-14:55	BREAK
14:55-15:15	Using Data Effectively <ul style="list-style-type: none">• Michelle Stanley
15: 15 – 15:25	Training Offer <ul style="list-style-type: none">• Andrea de Prury, Community Learning Service
15:25 – 15:55	HR – Pay/Grading Structure Challenges <ul style="list-style-type: none">• Ian Allwright/Louise Gavin/Simon Pleace
15:55 – 16:15	School Budget Update <ul style="list-style-type: none">• Karen Stone

HOUSEKEEPING

- The first half of this briefing will be recorded
- Please keep your microphone on mute 
- Please turn your camera off unless you are presenting
- If you have a question, please use the chat function or raise your hand in Teams



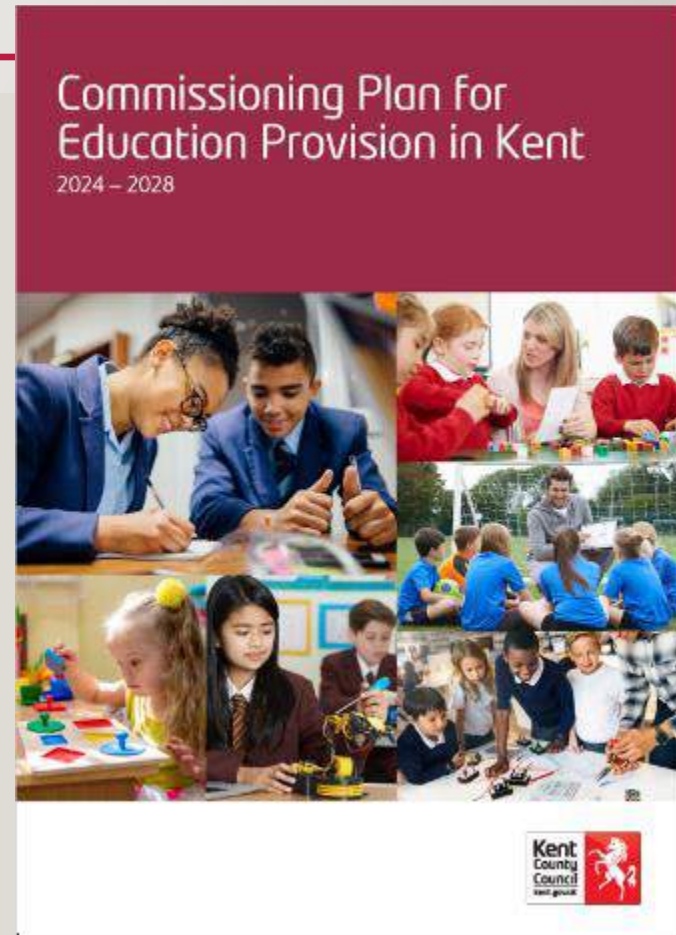
KENT COMMISSIONING PLAN

NICHOLAS ABRAHAMS

ASSISTANT DIRECTOR EDUCATION (WEST) – KENT COUNTY COUNCIL

OVERVIEW

- Purpose
- What we are seeking to achieve
- Principles and Guidelines
- Demographic Trends
- Forecasting Approach
- Overview of Forecasts



PURPOSE

The County Council is the Strategic Commissioner of Education Provision in Kent.

The Commissioning Plan sets out how we will carry out our responsibility for ensuring there are sufficient high-quality places, in the right places for all learners, while at the same time fulfilling our other responsibilities to raise education standards and promote parental preference.

The Plan details the expected future need for education provision, thereby enabling parents and education providers to put forward proposals as to how these needs might best be met.

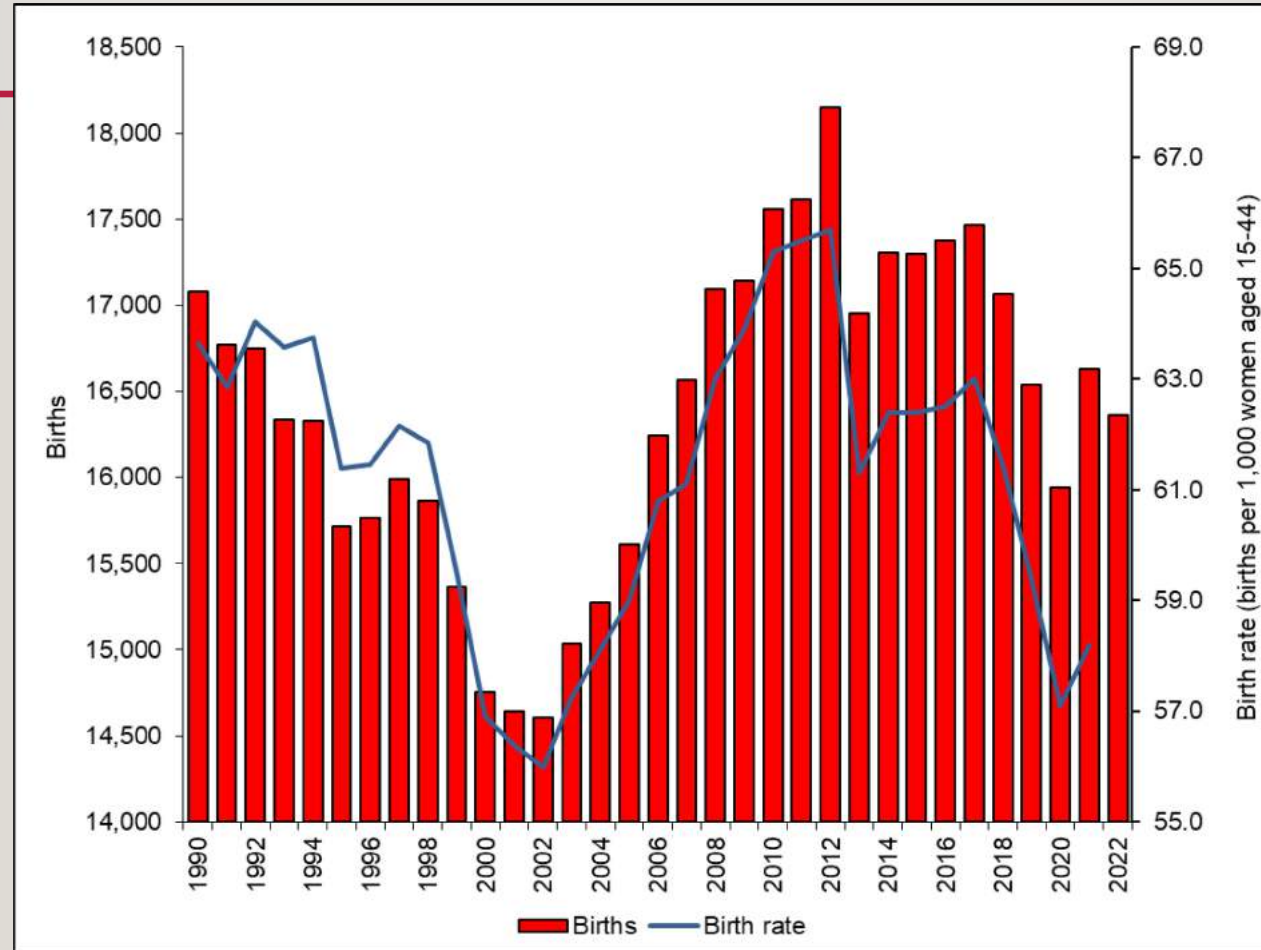
WHAT WE ARE SEEKING TO ACHIEVE

- Ensure sufficient good or better school places for all children and young people in Kent.
- Implement the Early Years and Childcare Strategy 2020-23 to ensure we: develop a more integrated approach to early years and childcare provision and services;
- Commission more high-quality support for pupils with Autistic Spectrum Disorder, Speech, Language and Communication Needs and Social, Emotional and Mental Health needs in mainstream and special schools.
- Work with schools, colleges, employers and training organisations to deliver the recommendations of the Kent 16 to 19 Review - Pathways For All Review
- Ensure all education settings are part of a formal or informal network or “family” of education settings which supports their ongoing development, resilience, and improvement.

PRINCIPLES AND GUIDELINES

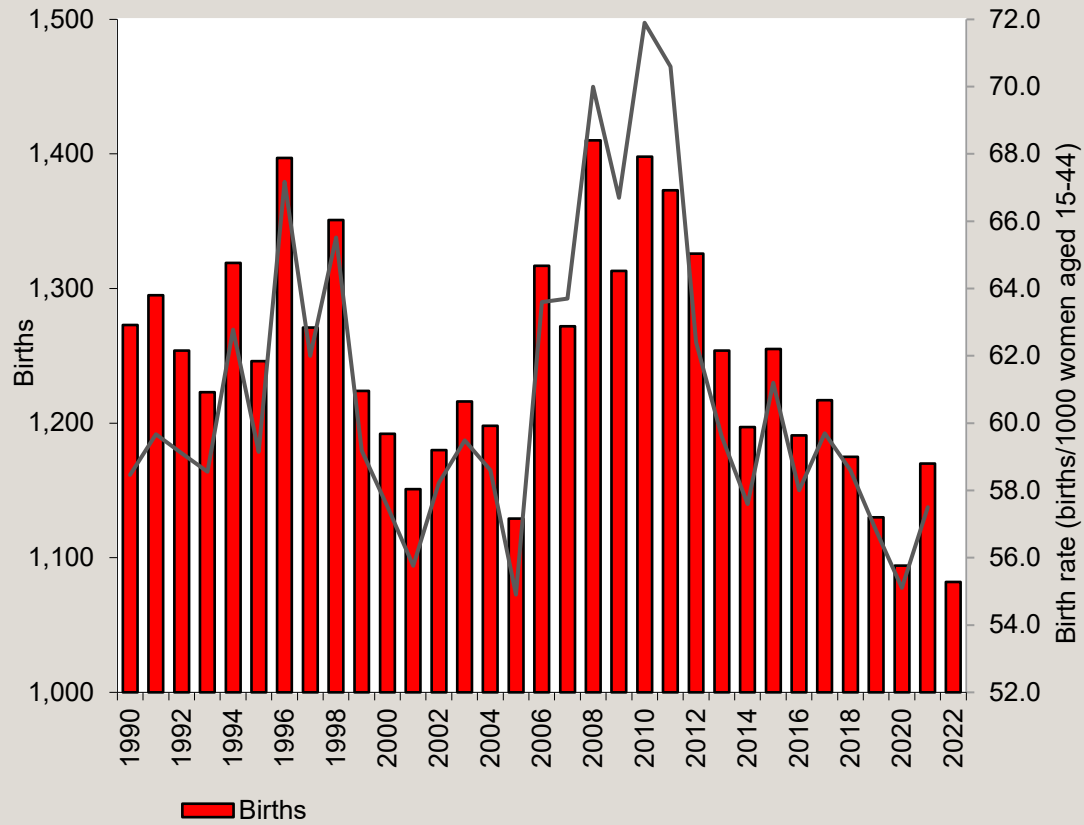
- We will always put the assessed needs of the learners first.
- Every child should have access to a local, good or outstanding school, which is appropriate to their needs.
- All education provision in Kent should be financially efficient and viable.
- We will aim to meet the needs and aspirations of the local community.
- We will recognise parental preference.
- We recognise perceptions may differ as to benefits and detrimental impacts of future proposals. We will ensure our consultation processes capture the voice of all communities.
- The needs of Children in Care and those with SEN and disabilities will be given enhanced consideration in any commissioning decision.
- We will also give priority to organisational changes that create environments better able to meet the needs of other vulnerable children, including those from minority ethnic communities and/or from low income families.
- We will make the most efficient use of resources.
- Any educational provision facing difficulties will be supported and challenged to recover in an efficient and timely manner. Where sufficient progress is not achieved, we will seek to commission alternative provision or another provider.
- If a provision is considered or found to be inadequate by Ofsted, we will seek to commission alternative provision where we and the local community believe this to be the quickest route to provide high quality provision.

DEMOGRAPHIC TRENDS – KENT

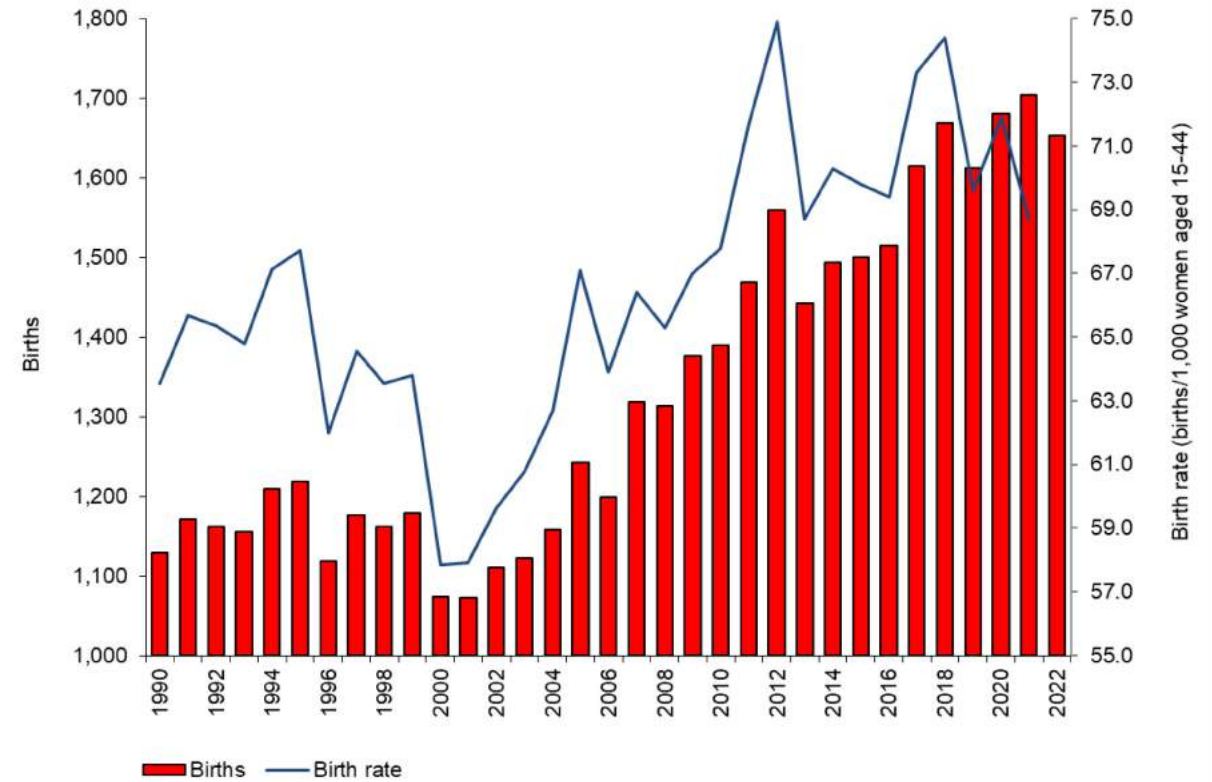


CONTRASTING WITHIN KENT

Tunbridge Wells births and birth rate 1990-2022



Dartford births and birth rate 1990-2022



FORECASTING SCHOOL PLACES

- Existing school aged population
- Pre-school-aged population
- Existing trend based intakes
- Travel to school flows
- Housing development
- Migration factors

Forecasting Accuracy %

	2019	2020	2021	2022
Year R	99.8	99.7	98.5	98.0
Primary	99.7	99.5	100.4	99.8
Year 7	100.4	99.1	100.5	99.4
Secondary	99.8	99.7	100.2	99.4

YEAR R

Figure 7d: School-based surplus/deficit capacity summary (Year R)

District	2022-23 capacity	2022-23 (A)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 (F)	2027-28 (F)	2028-29 (F)	2029-30 (F)	2030-31 (F)	2031-32 (F)	2032-33 (F)	2032-33 capacity
Ashford	1,715	150	297	229	259	267	270	264	258	254	250	249	1,715
Canterbury	1,544	126	120	219	187	206	205	211	219	229	238	248	1,544
Dartford	1,752	137	126	154	130	110	101	103	95	89	82	78	1,755
Dover	1,350	243	264	216	213	196	187	179	174	170	168	165	1,320
Folkestone & Hythe	1,308	237	210	284	275	265	261	259	261	261	263	264	1,278
Gravesham	1,506	171	206	165	181	172	185	194	202	209	214	219	1,506
Maidstone	2,129	53	111	130	161	83	78	78	67	60	56	53	2,149
Sevenoaks	1,517	232	210	288	201	216	213	209	208	210	212	215	1,467
Swale	2,060	248	156	293	302	278	281	278	272	268	265	260	2,010
Thanet	1,680	178	261	260	332	326	327	335	332	336	335	334	1,635
Tonbridge & Malling	1,772	175	220	197	190	227	220	215	204	196	192	191	1,742
Tunbridge Wells	1,296	112	99	105	116	158	161	166	168	170	173	177	1,301
Kent	19,629	2,062	2,279	2,541	2,548	2,503	2,490	2,492	2,459	2,451	2,448	2,454	19,422

Source: Management Information, Children, Young People and Education, KCC

Overall numbers to decrease in medium term – increase in longer term post 2030.

Whilst sufficient places exist overall, there is a commissioning need in some areas.

District	by 2024-25	by 2025-26	by 2026-27	by 2027-28	Between 2028-31	Post 2031
Totals	0.5FE 50 Year R temp places	1.3FE 60 Year R temp places	7FE 0 Year R temp places	6FE	22.6FE	6FE

YEAR 7 NON-SELECTIVE

Figure 7e: Non-selective school-based surplus/deficit capacity summary (Year 7)

Planning Group name	2022-23 capacity	2022-23 (A)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 (F)	2027-28 (F)	2028-29 (F)	2029-30 (F)	2030-31 (F)	2031-32 (F)	2032-33 (F)	2032-33 capacity
Ashford North	870	0	-32	-40	70	17	20	10	25	144	108	130	938
Canterbury City	710	57	26	19	15	-14	-50	-41	-55	-70	-54	-78	680
Canterbury Coastal	618	-11	-58	-2	16	-1	-14	21	-6	2	75	74	618
Tenterden and Cranbrook	390	46	-16	13	-1	-22	-31	-30	-39	-37	-52	-42	360
Dartford and Swanley	1,260	11	16	36	-2	-15	-34	-100	-45	-65	-25	-52	1,260
Dover	500	76	26	-5	-3	-18	-21	-8	20	27	41	45	420
Deal and Sandwich	435	19	5	-2	16	21	12	11	16	40	27	31	435
Folkestone and Hythe	625	21	-15	-14	34	43	14	36	79	56	122	115	625
Faversham	210	34	7	1	12	13	-27	-13	-10	-42	-12	-28	210
Gravesham and Longfield	1,340	38	-96	-27	-82	-119	-136	-143	-96	-62	-79	-89	1,340
Maidstone District	1,560	-20	-148	-129	-160	-195	-241	-288	-320	-257	-238	-199	1,530
Malling	543	65	66	54	80	86	50	69	77	70	54	79	543
Romney Marsh	180	-15	-19	-22	-15	3	1	-20	-6	7	13	18	180
Sevenoaks and Borough Green	585	-20	6	-22	40	8	23	31	38	46	79	38	630
Isle of Sheppey	390	130	89	78	105	108	112	105	107	110	136	155	390
Sittingbourne	810	-26	-123	-93	-118	-75	-160	-121	-94	-136	-44	-40	765
Thanet District	1,159	2	-21	-22	-30	-23	-34	-10	-19	86	89	139	1,099
Tonbridge and Tunbridge Wells	1,584	58	16	96	88	25	53	34	20	71	105	81	1,584
Kent	13,769	465	-271	-81	63	-158	-464	-458	-308	-11	344	377	13,607

YEAR 7 SELECTIVE

Figure 7f: Selective school-based surplus/deficit capacity summary (Year 7)

Planning Group name	2022-23 capacity	2022-23 (A)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 (F)	2027-28 (F)	2028-29 (F)	2029-30 (F)	2030-31 (F)	2031-32 (F)	2032-33 (F)	2032-33 capacity
Ashford	420	26	-3	3	5	-12	-16	-20	-19	14	-4	4	420
Canterbury and Faversham	615	-29	14	19	33	16	-24	-2	-11	-27	18	-3	645
North West Kent	720	-3	-19	-8	-22	-33	-36	-57	-37	-40	-15	-20	720
Dover District	440	35	5	5	20	6	8	1	24	41	47	49	440
Folkestone and Hythe District	330	-26	33	34	31	30	33	30	31	30	34	31	330
Gravesham and Longfield	420	-18	-66	-39	-62	-72	-79	-82	-70	-60	-67	-71	420
Sittingbourne and Sheppey	300	30	-24	8	7	21	-4	13	12	4	36	39	300
Thanet District	345	-7	-2	8	6	8	4	15	9	20	24	35	345
Maidstone and Malling	785	9	13	18	12	5	-22	-33	-44	-27	-30	-9	815
West Kent	1,265	-26	-48	-22	-7	-53	-40	-29	-6	5	70	51	1,235
Cranbrook	60	0	22	25	31	26	18	19	18	16	17	10	90
Kent	5,700	-9	-74	52	53	-57	-158	-146	-94	-23	129	116	5,760

Source: Management Information, Children, Young People and Education, KCC

SEND SUFFICIENCY PLAN

MARISA WHITE

ASSISTANT DIRECTOR EDUCATION (EAST) – KENT COUNTY COUNCIL

AIMS OF THE KENT SEND SUFFICIENCY PLAN

The purpose of this SEND Sufficiency Plan is to inform and support the local authority in its development of strategic place planning for SEND educational provision in the medium to long term. The SEND Sufficiency Plan will sit under the Commissioning Plan for Education Provision in Kent to inform strategic educational place planning. There are 4 key aims for the Kent SEND Sufficiency Plan.

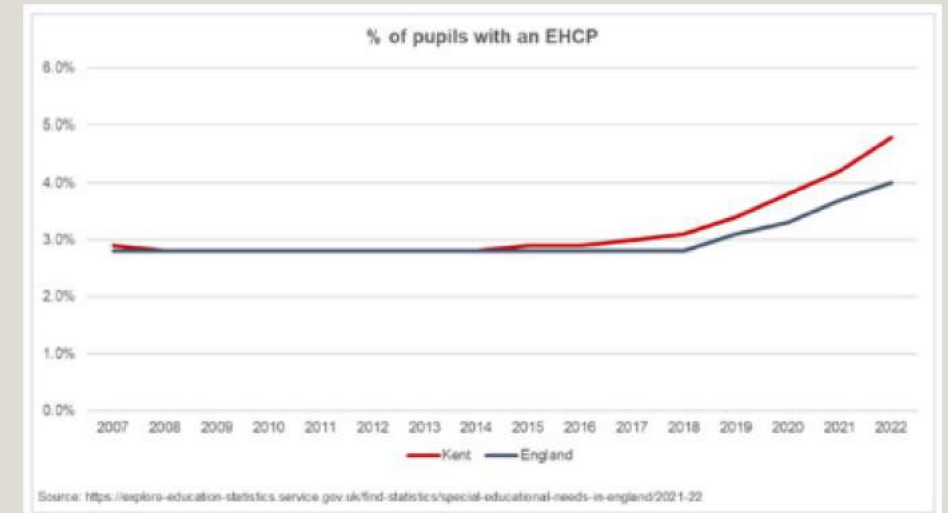
1. Inform medium to longer term commissioning/decommissioning of places for children and young people with an Education, Health and Care Plan
2. Inform capital investment planning and future bids to DfE Wave programmes.
3. Inform high level discussions with providers around required changes to current provision to meet future needs.
4. Support the delivery of the Safety Valve programme, to bring Kent in line with other local authorities' patterns of provision.

DEMOCRATIC PROCESS TIMELINE

Date	Action
October – November 2023	Plan for consultation alongside Kent Commissioning Plan
21st November 2023	SEND Sufficiency Plan goes to CYPE Cabinet Committee
1st December 2023	Cabinet Member for Education takes decision
25th January 2024	SEND Sufficiency Plan goes to Cabinet alongside Kent Commissioning Plan

SEND SUFFICIENCY PLAN 2023 CONTENT

- SEND overview
- 2023 EHCP Forecast and future demand
- Educational provision within Kent
- Pre-16 and general recommendations
- Post-16 recommendations to improve SEND sufficiency
- Commissioning recommendations for post-16 and schools



WHAT WE KNOW

- The forecast **rate of increase** in demand for maintained special schools is indicated to reduce to 1.7% by 2028. This is in line with KCC's aim to educate 33% of the children and young people with an EHCP in maintained special schools by 2028.
- There is a need to place reduced numbers in the independent and non-maintained sector, instead placing them within our own maintained special schools or mainstream schools, colleges and post-16 providers. In line with the Safety Valve, independent placements are forecast to reduce from 9.3% (2023) to 4.5% (2028.)
- There is a child population bulge moving through secondary and post-16 cohorts that will need to be planned for.
- The need types indicating an increase in forecast numbers in Kent are autistic spectrum disorder (ASD), speech, language and communication needs (SLCN), and social, emotional and mental health (SEMH).

The consultation for the Kent SEND Sufficiency Plan 2023 has now closed. Feedback from this consultation, alongside engagement with schools and stakeholders will be key to informing future iterations.

WHAT WE STILL NEED TO WORK ON

- There is a need to agree what the continuum of provision for children and young people with SEMH looks like (to include Alternative provision). This will then inform planning of provision for SEMH.
- Our approach to SEN for Early Years provision.
- Planning for the secondary population bulge and improved planning of provision for Post 16 learners with EHCPs
- Developing a 10 year capital strategy for Specialist provision.
- Kent's approach to and need for residential specialist provision.
- Improving the accuracy of data around SEND and EHCP learners.
- Further development in forecasting for Post 16 Provision.

NEXT STEPS

The next SEND Sufficiency Plan will:

- Be informed by the outcomes of the Special School Review, the SRP Review and the Early Years Review after their publication.
- Include a review of residential provision, including Kent's approach and need for this type of provision
- Include recommendations on improved support for children and young people with an EHCP for SEMH who are educated in mainstream schools. The review will consider links between alternative provision, special schools for pupils with SEMH and nurture provision within mainstream settings.
- Include a review of requirements for children and young people with SEN needs for HI, VI and PD for SRPs and link to the development of an Accessibility Plan, revised and updated for Kent.
- Require further in-depth work surrounding the post-16 FE sector, and how the local authority can better inform the qualification level, course range and number of places required across the county.

FEEDBACK AND ANY QUESTIONS

- Feedback from the consultation
- Any questions

THRESHOLD PROJECT

DR ALISON EKIN, VALLEY INVICTA ACADEMY TRUST

NATIONAL SEND UPDATE

ANDRE IMICH – SEN AND DISABILITY PROFESSIONAL ADVISER
DEPARTMENT FOR EDUCATION

The SEND&AP Improvement Plan - Moving towards a more inclusive mainstream system



Kent Headteacher Briefing

9 AND 13 NOVEMBER 2023

André Imich, SEN and Disability Professional Adviser, DfE

SESSION TO COVER

- SEND&AP Improvement Plan (March 2023) – the Green Paper response
- A more inclusive mainstream system
- Co-production – Building parental trust
- Listening to the voice of the pupil
- Reasonable adjustments
- Improving outcomes for pupils with SEND
- Q&A

KEY FACTS

Over 16% of all pupils – 1.57m – are identified with SEN

13.0% of pupils are identified as requiring SEN Support

4.3% of all pupils have an EHCP

Of all CYP with an EHCP, 77% are in schools or AP


82.7% of pupils in AP are identified with SEN

High needs budget has risen by 60% over last 5 years

Increasing numbers of special school placements

Increasing numbers of appeals to Tribunal

Increasing costs of SEN Transport

Problems	Vision	Mission
<p>Outcomes for children and young people with SEND are consistently worse than their peers</p>	<p>“Our vision is to create a more inclusive society that celebrates and enables success in all forms, with the cultures, attitudes and</p>  <p>environments to offer every child and young person the support that they need to participate fully, thrive and fulfil their potential”.</p>	<p>Fulfil children’s potential</p>
<p>Experiences of navigating the SEND system to secure support are poor</p>		<p>Build parents’ trust</p>
<p>Too much inconsistency across the country</p>		<p>Provide financial sustainability</p>
<p>SEND system is not delivering value for money</p>		<p>27</p>

SEN Identification

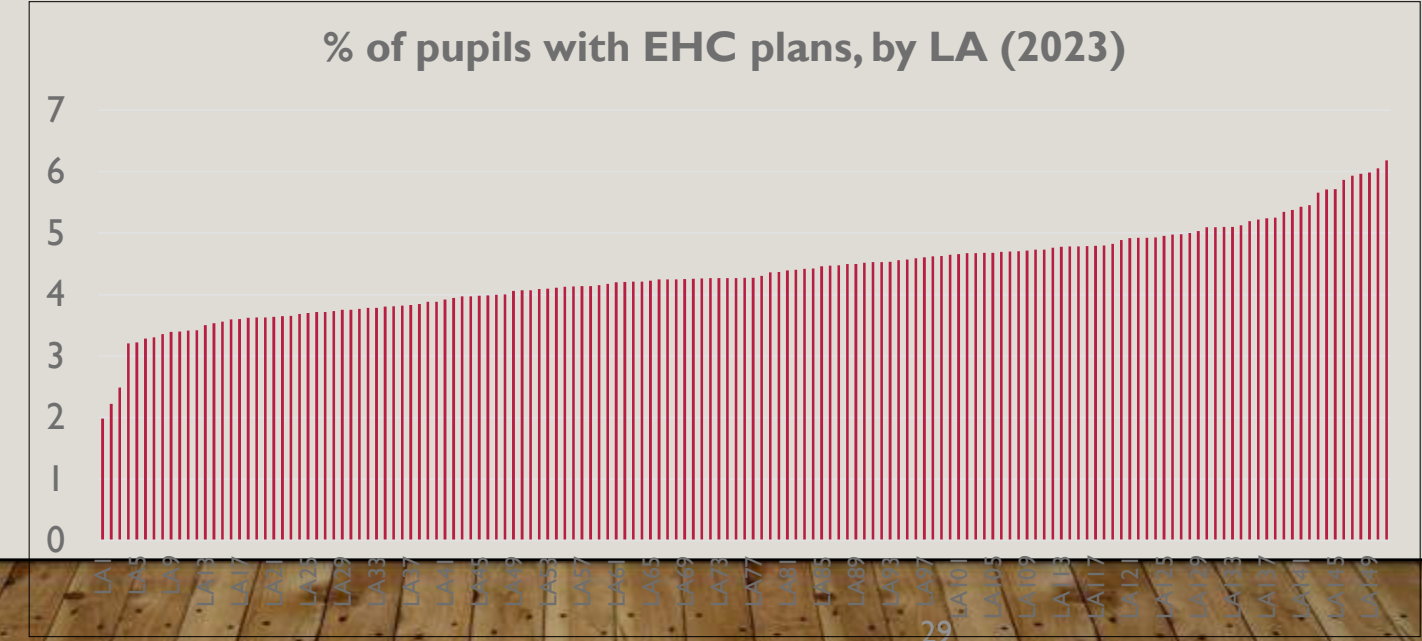
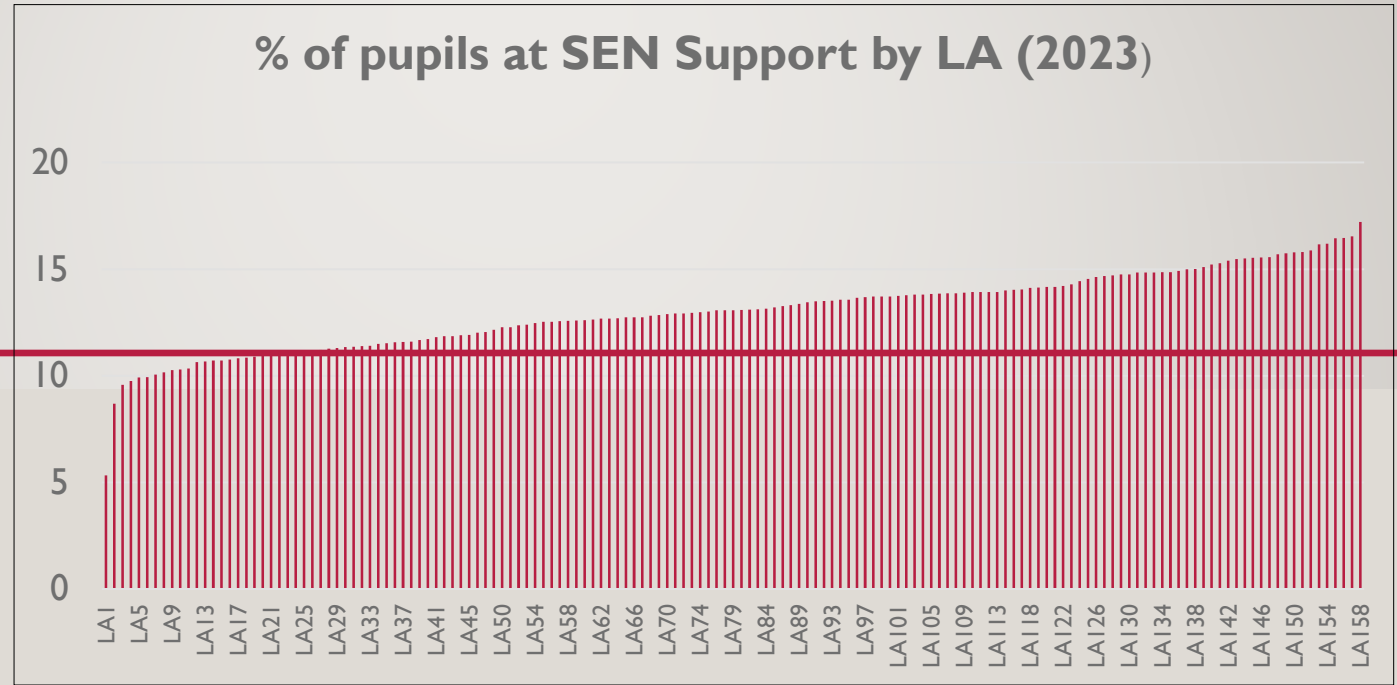
January 2023:

- **1,183,384** at SEN Support
- **517,026** children and young people with an EHC plan

% OF PUPILS WITH IDENTIFIED SEN – RANGE ACROSS INDIVIDUAL LAS (2023 CENSUS)

	England Average	Range across LAs
EHC plans	4.3%	2.0% - 6.2%
SEN Support	13.0%	8.7% - 17.2%

A challenge:
“There is too much inconsistency across the SEND system in how and where needs are assessed and met”
(GP, 2022)



IDENTIFICATION OF SEND

- Pupils who are not taught to read well in the early stages of their primary education are particularly susceptible to being wrongly identified as having SEND because they cannot access the curriculum. [SEND: old issues, new issues, next steps \(Ofsted 2021\)](#)
- The primary school a child attends makes more difference to their chances of being identified with SEND than anything about them as an individual, their experiences or what LA they live in - over half of all variation in SEND identification is explained by which school child attends. [Education Policy Institute, March 2021](#)

SEN Identification

% SEN Support	2020/21	2021/22	2022/23
England	12.2	12.6	13.0
SE	12.2	12.6	13.1
Kent	10.8	11.3	11.4

% EHC plans	2020/21	2021/22	2022/23
England	3.7	4.0	4.3
SE	3.9	4.2	4.6
Kent	4.2	5.0	5.2

DISCUSSION: WHAT DOES THIS DATA SAY ABOUT KENT?

A NATIONAL FOCUS ON INCLUSIVE PRACTICE AND REMOVING BARRIERS TO LEARNING

- As part of its commitments under articles 7 and 24 of the UN Convention of the Rights of Persons with Disabilities, the UK Government is committed to inclusive education of disabled CYP and the progressive removal of barriers to learning and participation in mainstream education.
- The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where CYP with SEN should be educated and the Equality Act 2010 provides protection from discrimination for disabled people.

BENEFITS OF INCLUSION - EVIDENCE-BASED

- Evidence (e.g. EEF) that greater inclusion in mainstream settings:
 - ❑ can improve the academic achievement for CYP with SEND and
 - ❑ has neutral or small positive effects on the outcomes of those without SEND.
- A whole-setting inclusive ethos improves the sense of belonging for those with SEND and has been found to increase acceptance of difference amongst peers.

WHEN MAINSTREAM INCLUSION GOES WELL ACROSS A LA

- Schools and colleges have typically embraced the spirit of inclusion that has been promoted by the local area. This helps to ensure that CYP with SEND continue to attend well and are rarely excluded.
- Most parents could identify ways in which schools had helped their children to be more independent, confident and happier. School leaders have high expectations for pupils' outcomes and provision.
- Throughout the area, at every level, practitioners demonstrate a commitment to inclusion and a drive for further improvement.

(from local area inspections 2020-22)

WHEN MAINSTREAM INCLUSION DOES NOT GO WELL

- Most schools in the LA make sure that CYP with SEND are made to feel welcome. However, some do not.
- There remain significant concerns about how inclusive some mainstream schools are across the area. Parents, carers, schools, and SENDIASS all raised, and shared examples of, practices that demonstrate that some schools are still not inclusive.
- Large numbers of families told inspectors that their children's needs are not met well, particularly in the mainstream school system. Area leaders recognise that there is variability in the desire to be inclusive among schools.

(from local area inspections 2021)

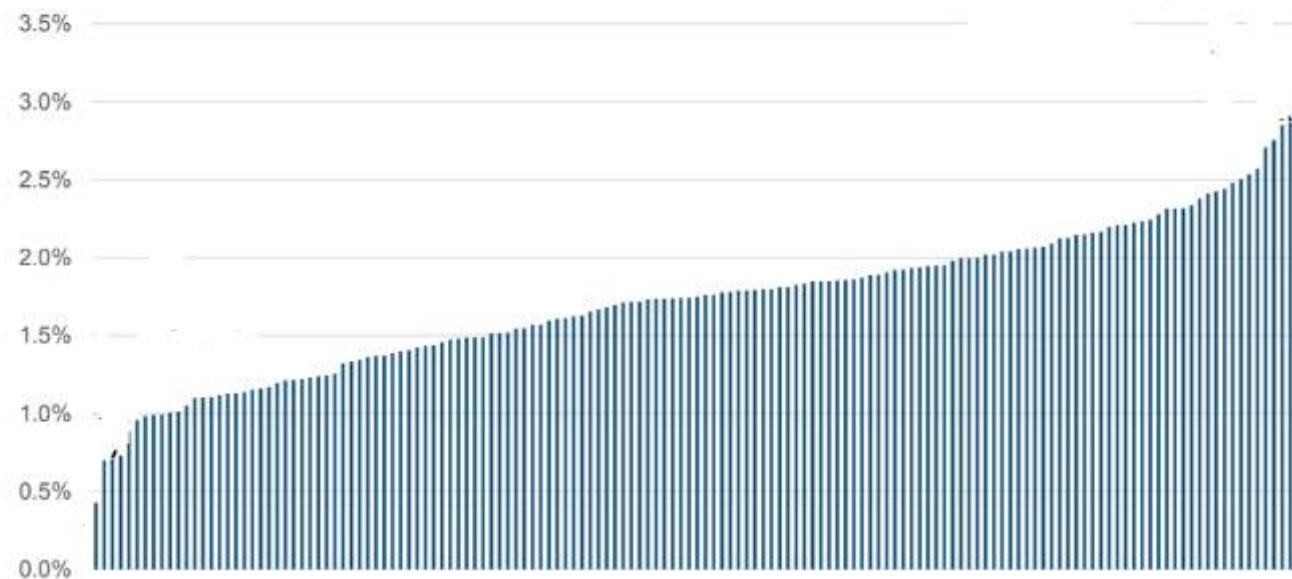
SPECIALIST PROVISION PLACEMENTS – GREEN PAPER 2022

- For some children and young people, specialist provision will be the most appropriate placement.
- Some CYP have to be educated outside of their local area and face long journeys to and from school and college – LA SEN transport costs c£800m.
- More CYP are also attending independent specialist provision (+63% since 2017), even when this may not be the most appropriate setting, because there are no other state specialist settings nearby.

SPECIALIST PLACEMENTS BY LAS

- “The main reason why LAs have overspent their high-needs budgets is that more pupils are attending special schools” (NAO 2019)
- “A child or young person may be effectively supported in a mainstream school in one area of the country, but would be placed in a specialist setting if they were living in another area”. (Green Paper, 2022)

Figure 4: Proportion of pupils with an EHCP and in a special school, by local authority, as at January 2021



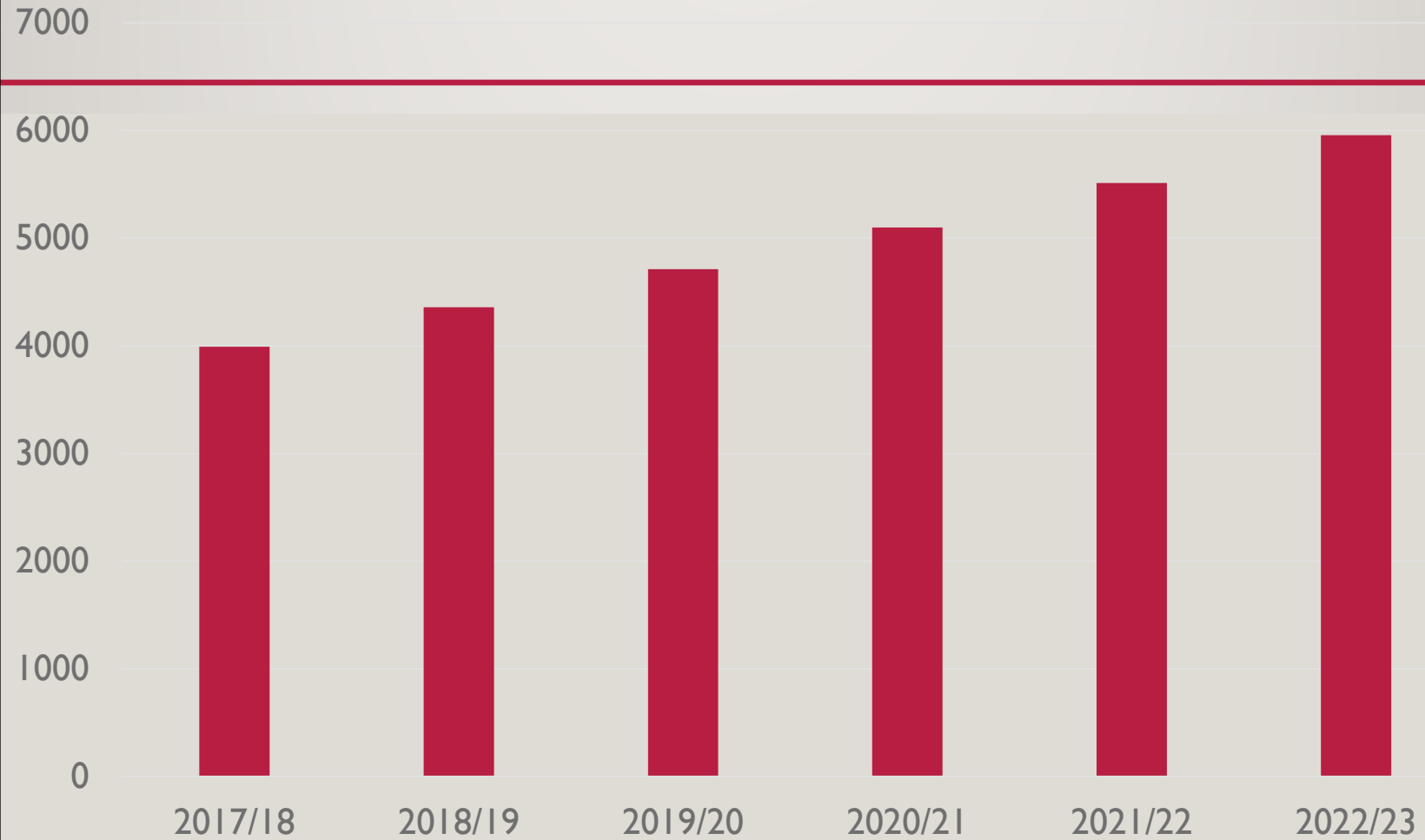
SPECIALIST PLACEMENTS

86,260 IN SPECIAL IN 2009

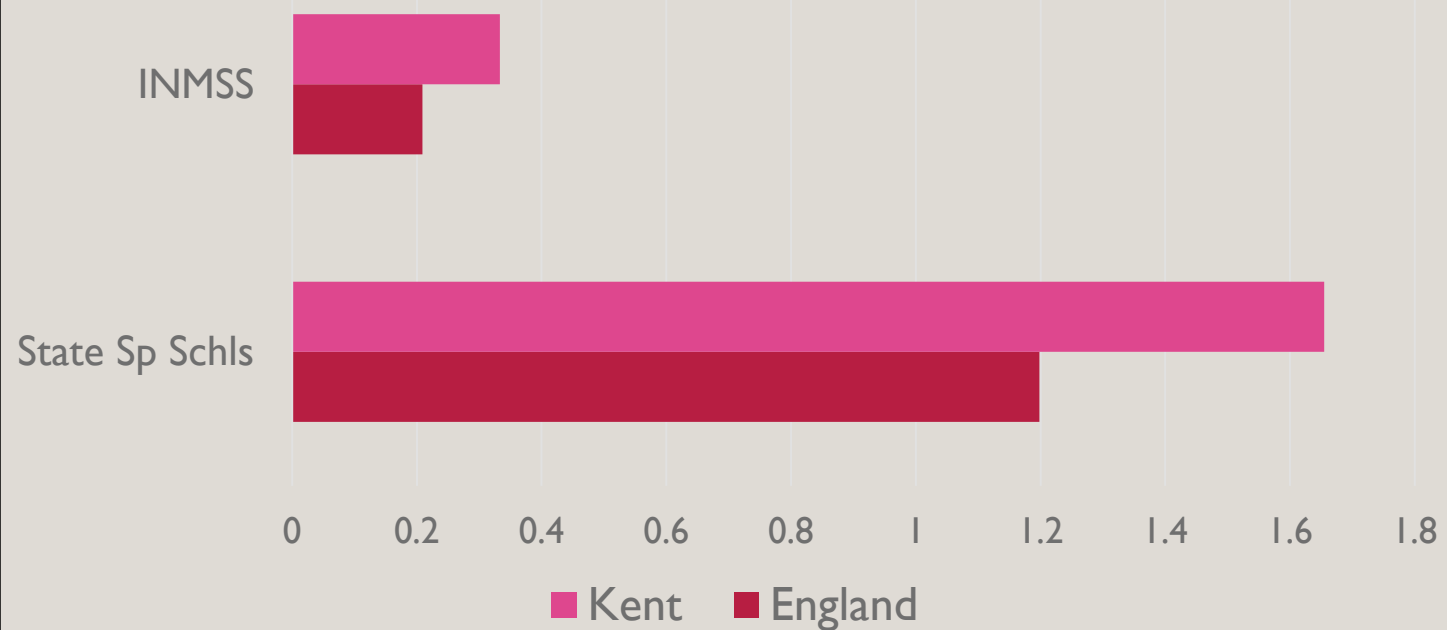
	2020	2021	2022	2023	% Change in 4 years
State funded special schools	128,146	134,176	142,028	149,099	+16% (+25%)
Non- maintained	3,787	3,924	3,965	4,070	+7% (+8%)
Independent special schools	16,942	19,002	20,905	23,570	+39% (+44%)

Red % = Kent

Nos of Special School Placements, Kent, 2017-2023



% of 2-18 population in specialist provision 2023



Nos of CYP with EHC plans who transferred during 2020 and 2021 from special settings to mainstream settings

Calendar Year	2020	2021
England	2082	2,838
South East	399	295
Kent	18	11

2022 calendar year data not yet available

Reflection:

- What needs to happen for more children to transfer from special to mainstream?

IMPROVEMENT MEASURES IN THE PLAN

- National Standards
- Local SEND and AP partnerships and local area inclusion plans
- Capital investment - £2.6 billion
- Standardisation of EHCP templates and digitisation
- Introduce a tailored list of clear placement choices to families
- More funding for Supported Internships
- Improving mainstream provision through high-quality teaching and SEND training
- Providing specialist support at the point of need – Mental health, EPs, Alternative Provision
- A clear, tiered package of early intervention support from AP
- Introduce inclusion dashboards
- Test and evaluate options for strengthening mediation.

IMPROVING MAINSTREAM PROVISION THROUGH HIGH-QUALITY TEACHING AND SEND TRAINING

- School leadership programmes (NPQ for Headship, MAT CEO development offer, NPQ for Early Years Leadership) all increasingly include a focus on high quality SEND support
- Sept 2024 - replace the NASENCo with a mandatory high-quality leadership level SENCo NPQ for SENCos
- Explore opportunities to build teacher expertise through a review of the ITT Core Content Framework and ECF.
- Clear guidance on the effective use of Teacher Assistants.

EQUALITY ACT 2010 AND DISABILITY

“We will support schools to comply with their disability duties under the Equality Act 2010” (IP, 2023)

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils, then the school must take reasonable steps to try and avoid that disadvantage.
- A school must not discriminate against a disabled pupil because of something that is a consequence of their disability – for example by not allowing a disabled pupil on crutches outside at break time because it would take too long for her to get out and back.

Reasonable adjustments can help level the playing field for disabled pupils in the classroom. For example:

A visually impaired pupil is seated to accommodate their field of vision

Traffic light cards are available for a pupil to communicate who needs extra time

Adjusting your snack policy to let a pupil with diabetes have a high calorie snack

Coloured paper is provided for a dyslexic pupil

Adapting your school uniform policy for a pupil with allergies or sensory needs

Allow a pupil with dyslexia and/or dyspraxia to use a laptop to write

Letting a pupil go into the dinner hall before other pupils to help their sensory processing

Providing ear defenders to a pupil who is very sensitive to noise to wear as appropriate

Allowing a disabled pupil to sit exams in a room for a smaller group of pupils

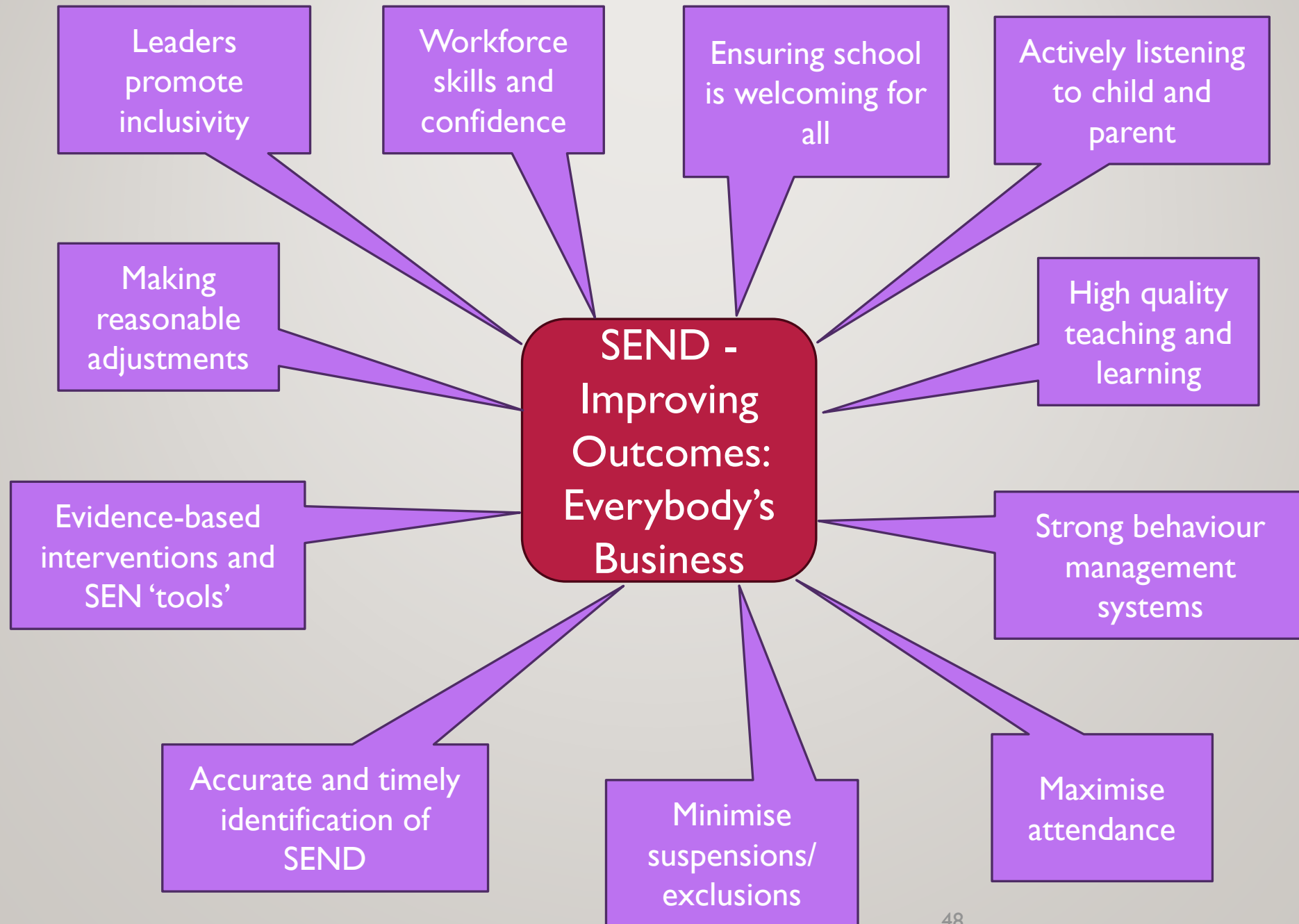
What other low-cost, high-impact adjustments could your school make?

HOW SCHOOLS CAN IMPROVE OUTCOMES: THE VIEWS OF YOUNG PEOPLE

- Staff to display empathy, respect and care.
- Provide more training to help staff identify needs and understand how best to meet them.
- Ensure support plans are appropriate, up to date and adhered to.
- Being flexible around things like course load, access to safe spaces, and uniforms.
- Ensure teaching methods consider a range of learning styles and preferences.
- Good communication and relationships between staff and pupils and their families.
- Raise awareness and understanding of needs and differences.

AIMS OF KENT INCLUSION STRATEGY (JUNE 2023)

- Improved inclusive practice in our schools. Children and young people with SEND feel they belong, are respected, valued, are supported to make progress, achieving their ambitions and aspirations through high quality teaching, and a challenging, wide-ranging, curriculum.
- A countywide programme of peer reviews of inclusion with an identified focus on SEND provision.



CREATION OF A MORE INCLUSIVE SYSTEM – PRIORITIES FOR LEADERS:

- Business as usual – getting it right now.
- High quality teaching and support for pupils with SEND - Evidence-based practices and interventions.
- Encouraging attendance; minimising exclusions; preventing bullying; applying reasonable adjustments.
- Co-production with parents and young people.
- Effective use of, and support for, SENCo role.
- Specialist settings supporting mainstream inclusivity.
- SEND - Improving Outcomes: Everybody's Business

Thank you



Questions, Comments?

FIVE PRINCIPLES FOR INCLUSION – CST (CONFEDERATION OF SCHOOL TRUSTS)

- **Dignity, not deficit** - Difference and disability are normal aspects of humanity – the education of children with SEND should be characterised by dignity and high expectation, not deficit and medicalisation.
- **Greater complexity merits greater expertise** - All children deserve a high-quality education – where extra support is needed, it should be expert in nature.
- **Different, but not apart** - Encountering difference builds an inclusive society – children with different learning needs should be able to grow up together. Success in all its forms
- **Success in all its forms** - Success takes many forms – we should value and celebrate a wide range of achievements, including different ways of participating in society.
- **Action at all levels** - Change happens from the bottom-up as well as top-down - everyone has the agency and a responsibility to act



EVIDENCE-BASED INTERVENTIONS AND SEN 'TOOLS'

- Using evidence-based interventions – and changing when not impacting
- Effective SEN Support systems – Assess/ Plan/ Do/ Review
- Well-trained and well-deployed teacher assistants
- Having, and using, SEN Data effectively
- SEN Governors - oversight of strategic development of SEN policy and provision, and of the Equality Act 2010
- Parent-school links
- Peer support/ peer-tutoring
- School Information report - arrangements for assessing and reviewing CYP's progress towards outcomes, updated annually

CHILDREN'S SERVICES UPDATE

CHRISTINE MCINNES,
DIRECTOR OF EDUCATION AND SEND - KENT COUNTY COUNCIL

KEY UPDATES

- Budget, budget, budget
- UASC change in responsibilities
- Family hub consultation
- Schools news
- Secondary provision on the Isle of Sheppey
- Developing a sustainable school system – TEP and draft MAT proforma for consultation
- Coming up soon
- DfE & NHSE monitoring the SEND system's progress in addressing the 9 Areas of Weakness -15th November
- Localities consultation live - November
- Early years review - proposals for improvement report to Committee January
- Pathways for All post 16 reform event for sector leaders 28th November – to register contact Wendy.Dunmill@kent.gov.uk
- New strategies for consultation- Spring Term on SEND and School Effectiveness; Summer Term on Early Years

BREAK



USING DATA EFFECTIVELY

MICHELLE STANLEY

EDUCATION LEAD ADVISER, KENT COUNTY COUNCIL

TRAINING OFFER

ANDREA DE PURY

CURRICULUM LEAD, COMMUNITY LEARNING SKILLS

PURPOSE OF KCC COMMUNITY LEARNING AND SKILLS

To provide and secure learning opportunities for Kent's residents which will:

- engage and build confidence
- prepare them for further learning and employment
- improve essential skills in areas such as English, ESOL, maths, digital skills
- equip parents/carers to support children's learning, and improve health and wellbeing to develop strong, integrated communities.

We support families in Kent by offering free courses to support academically, emotionally and economically. We help families to enjoy their family life together.

THE FAMILY LEARNING TEAM

Caroline Grover –
Curriculum Manager
and CL for Swale

Dharwinder Sohanpal –
CL (Dartford,
Gravesend and
Sevenoaks)

Emily Moors – CL for
Thanet, Canterbury
and Dover

Andrea De Prury – CL
for Tunbridge Wells,
Tonbridge and Malling,
Ashford, Maidstone and
Folkestone

WHY FAMILY LEARNING MATTERS..

- Parental engagement in Family Learning has a large and positive impact on children's learning.
- It gives children greater confidence and self-belief, with measurable benefits to their literacy, language and numeracy skills.
- Research shows that children stand a much better chance of succeeding in life if their parents are engaged in learning.

STAKEHOLDERS

- Education and Skills Funding Agency
 - OFSTED
 - Education Inspection Framework (EIF)
 - MATRIX
-

-
- We deliver courses face-to-face and online and offer courses that divide into 3 funded areas
 - FEML – Family English, Maths and Language (ESOL)
 - PAR – Parenting
 - WFL – Wider Family Learning

WIDER FAMILY LEARNING

Green
Warriors

Family
First Aid

Rocket
Making

Kite
Making

Seasonal
Crafts

Builders
and Boffins

PARENTING

Managing
Childrens'
Behaviour

Understanding
your Teenager

Autism
Awareness

Supporting
ADHD in the
Home

Confident
Parent –
Confident Child

Moving on from
difficult
relationships

FAMILY ENGLISH, MATHS AND LANGUAGE

Chatter
Matters

Cooking on a
budget

Parents
towards
employment

Story Sacks

Flying Start

Number
Sacks

WHAT DIFFERENCE DOES FAMILY LEARNING MAKE?

- Supports Kent's vulnerable children and families to enjoy family life and to thrive
- Improves families' wellbeing and resilience
- Promotes learning and achieving together
- Improves soft transferable skills to support families into further learning and jobs

Family Learning is constantly evolving and adapting to meet the needs of stakeholders and our families

- Courses to support parents into work – Introduction to Working with Children
- Supporting the sustainability and STEM agendas
- Engaging more dads in courses
- A course to support parents who are the victims of child on parent abuse
- Managing Menopause

HOW TO FIND OUT MORE...

caroline.grover@kent.gov.uk

For more information on our courses and to see the online Family Learning courses, please visit the Kent Adult Education website at www.kentadulteducation.co.uk

by clicking [here](#)



SCHOOL BUDGET UPDATE

KAREN STONE –

CYPE FINANCE BUSINESS PARTNER, KENT COUNTY COUNCIL

2024-25 NATIONAL FUNDING

Table 1	Total Budget £'bn	Pension Funding* £'bn	19-20 Commitmen ts to increase funding £'bn	21-22 Commitmen ts to increase funding £'bn	Pay** Funding £'bn
2019-20	44.4	0.9			
2020-21	47.6	0.6	2.6		
2021-22	49.8		2.3		
2022-23	53.8		2.2	1.6	
2023-24	57.3 (57.8)**			1.5 (+2.0)***	0.5
2024-25	58.8 (59.6)**			1.5	0.3
Total Increase		1.5	7.1	4.7 (+2.0)	0.8

- National Funding for Schools (Primary & Secondary), High Needs and Central Services for Schools expected to increase by £1.5b in 24-25
- In previous years – extra funding has been announced through the Autumn budget statements and given as “supplementary grants” – unclear if this will happen for 24-25
- Doesn't include specific grant funding for Early Years, Pupil Premium, COVID related grants, Capital etc

2024-25 NATIONAL FUNDING UPDATE

Primary & Secondary School Funding

- Average increase in National Funding Formula (that drives funding being provided to local authorities for primary & secondary budgets) is around 1.4% (after re-issuing budgets)
- Mainstream Schools Additional Grant will be added to main school budget (or GAG) – will not be received separately
- Local Authority still responsible for setting all school budgets
- Continual tightening of rules to move to NFF
- Teachers Pay Additional Grant – continue to receive separately
- Teachers Pensions Contribution Grant – still be announced

2024-25 NATIONAL FUNDING UPDATE

High Needs Funding

- Increasing by 3-5%
- Recent annual increases have been around 11%
- Government continues programmes to support LAs with biggest deficits – Safety Valve and Delivering Better Value in SEND

Early Years Funding

- Early Years Supplementary Grant will be rolled into main rates for free entitlement
- Expansion of the free entitlements offer to two-year olds from April 2023
- Awaiting government guidance for further information

2024-25 KENT: PRIMARY & SECONDARY SCHOOL BUDGETS

- Schools budgets must include National Funding Formula Factors
- Kent is considered to be mirroring the NFF as our rates are within 2.5%
- Must implement changes to the way the split site factor is calculated –eligibility set by DFE now – **please respond to the email by Thur 17th November**
- Further guidance from DFE on how growth and falling rolls funds should be operated to support future standardisation across the LAs
- Consultation on Kent's School Budgets due to be released this week – please take part. **Open to Thursday 30th November.**

[Link to consultation:](#)

[Kent School Funding Formula 2024-25 | Let's talk Kent](#)

2024-25 KENT: PRIMARY & SECONDARY SCHOOL BUDGETS

Consultation Areas:

- Falling Roll – do you still support & proposal to fund from specific grant rather than top slicing school budgets
- Transfer from the Schools Block to the High Needs Block – do you agree to the transfer? Views on level of transfer.
- Principles on how we set the local funding formula for calculating school budgets – took steps in 23-24 so all school contributed to the transfer, do we move further towards all schools contributing as equally as possible? This means some schools will see higher increases than others.
- Views on inclusion of certain factors in the SEN Notional Budget

2024-25 KENT: PRIMARY & SECONDARY SCHOOL BUDGETS

High Needs Block Transfer & Funding Options

- Council is forecasting over £40m deficit on High Needs Block (would have been £50m without block transfer this year). Accumulated Deficit £170m at end of March 24
- Safety Valve agreement means DFE & KCC are contributing towards paying off accumulated deficit (£140m+£82m = £222m)
- Proposal: transfer 1.2% from the Schools Block to the High Needs Block
- Expecting to have to ask this question annually for the next 4 years and so was also seeking views on whether to increase the transfer to 1.5% and so the schools contribution is paid off over a short period?
- All formula factors are reduced equally to pay for this transfer except the protection factor (minimum per pupil level) which is reduced by a lower amount – therefore some schools are contributing more towards the transfer than others. Should we move further towards all schools contributing equally in comparison to the NFF? If so, not all schools would see the same level of uplift.

2024-25 KENT: HIGH NEEDS & EARLY YEARS

High Needs

- Significant reviews will inform the future approach to funding
- Recognise there will need to be a transition period for changes
- Not expecting to make significant changes in 24-25 on existing arrangements
- But...rates will be set in the context of the financial position

Early Years

- Recently consulted on changing the deprivation element of 3- & 4- year old free entitlement formula
- Further consultations expected once DFE guidance issued on wider changes

2024-25 OTHER CHANGES

- Review of services to schools & future approach - expecting to consult before end of term.
- Thresholds for funding maintenance changes due to go to be considered by the Forum in December

**WE WOULD
WELCOME YOUR
FEEDBACK!**

Virtual Head Teacher Briefing -
November 2023

