

Term 6 Countywide SENCO Forum

Tuesday 30th June 2026

Thursday 2nd July 2026

Agenda

Term 6 Agenda		Time
1	Welcome: Ruth Gately: TEP Specialist Lead Adviser SEND and Inclusion	5 mins
Operational Updates		
2	SEN and Inclusion Conference – SENCO as Strategic Leader Siobhan Price: Assistant Director, School Inclusion	10 mins
3	HEALTH contribution to Annual Review/Transfer Ins Clara Green: SEND Quality Assurance and Practice Development Officer	10 mins
4	Benedict's Law Rory McDonnell: Head of STLS Sensory and Physical Disabilities Claire Packman: Deputy Designated Clinical Officer (DDCO) for SEND - Kent and Medway	10 mins
Strategic		
5	Review of 2025/26 Plans for the Future & District Dashboard Siobhan Price	20mins
6	PRG School Feedback Survey – Summary of Findings	10 mins
8	PRG: Team Around the Child Jill Ansell & Mandy Braisted	10 mins
Dates for the Diary		

Strategic

SEN REFORMS OFSTED PLANS FOR THE FUTURE

Siobhan Price: Assistant Director, School Inclusion

SEN reforms - updates

Kent Plan submitted to DfE in good time – 19th June 2026.

Three year initial plan – using the building blocks that the system has been working on for the last three years.

CATIE – 2023 – 2028. [Countywide Approach To Inclusive Education \(CATIE\) - KELS](#)

This will be reviewed to support 2029 onwards. Four key areas

1. School led system
2. Additional support and intervention with engagement and integration
3. Broader joined up offer of support
4. Transition

What the Government expects

- Universal offer
- Experts at Hand
- Local Sufficiency
- Stronger Partnership Accountability
- Better Outcomes
- Financial Sustainability

Local Area Starting Point

Kent local area already Strong inclusion infrastructure, established partnerships, existing governance, countywide strategies, co-production arrangements and sufficiency planning.

- SEND Strategy
- Countywide Approach To Inclusive Education (CATIE)
- Mainstream Core Standards
- Continuum of Need
- Starting Strong
- Family Hubs
- Professional Resources Group (PRG)
- Communities of Schools (CoS)
- Balanced System
- PINS
- This is Me
- SEND Sufficiency Plan
- SEND Quality Assurance
- Joint Commissioning arrangements

Local Area CQC/Ofsted Inspection

- Started Monday 22nd June
- Will be completed Friday 10th July
- Inspectors want to know:
- How effectively we identify children and young people with SEND
- How well we meet their needs and improve outcomes
- How we prepare young people for adulthood
- How strong our partnership working and leadership are
- How we listen to and involve families and young people
- They'll be looking for evidence of impact and lived experience,

Case Tracking

- All children for case tracking have been selected.
- Mixture of EY, primary mainstream, secondary mainstream, special school and post 16.
- Balance of children with EHCP and SEN support.
- Thank you to ALL schools and settings for your co operation in getting these meetings together.
- Focus on the lived experience of the child. How was the need identified and how did all partners work together to improve the outcomes?

School leaders meetings

- These will take place in week 2 and 3.
- SENCOs, HTs and Inclusion leads may be contacted over the next few days to arrange meetings. This will be on a day by day basis as lines of enquiry are identified.
- Thank you in advance for your co operation and support, especially at this time of year.

What does this mean for the future?

- Over the next three years, the focus will be.....
- Developing mainstream capacity by considering our plan for Experts at Hand. [Experts at Hand & Local Authority SEND Transformation Fund: funding for local authorities 2026 to 2027 - GOV.UK](#)
- Developing the strategic role of the SENCO
- Working with schools to understand proposed funding changes from 2028/2029 - [Inclusive mainstream fund for schools: methodology 2026 to 2027 - GOV.UK](#)
- Embedding the Continuum of Need and Provision as a framework for Inclusion
- [Kent Continuum of Need and Provision - KELSI](#)

Successes

- There has been a huge amount of work done in the last year by schools and with schools to support changes. Thank you to all who have worked with LA and other partners to facilitate and influence change
- PINS
- Inclusion Champions – current and future
- CoS chairs
- All SENCOs who work so hard to deliver for our children.

Inclusion Dashboard

- [Microsoft Power BI](#)
- Summer 2026 update.
- How does your school compare?
- Ask your community chair to talk through the dashboard.
- Does it indicate where the need is greatest?
- How do your percentages match to other schools in your community?
- Data/evidence informed discussions will begin to be considered.
- How is data being used to inform decision making in communities?

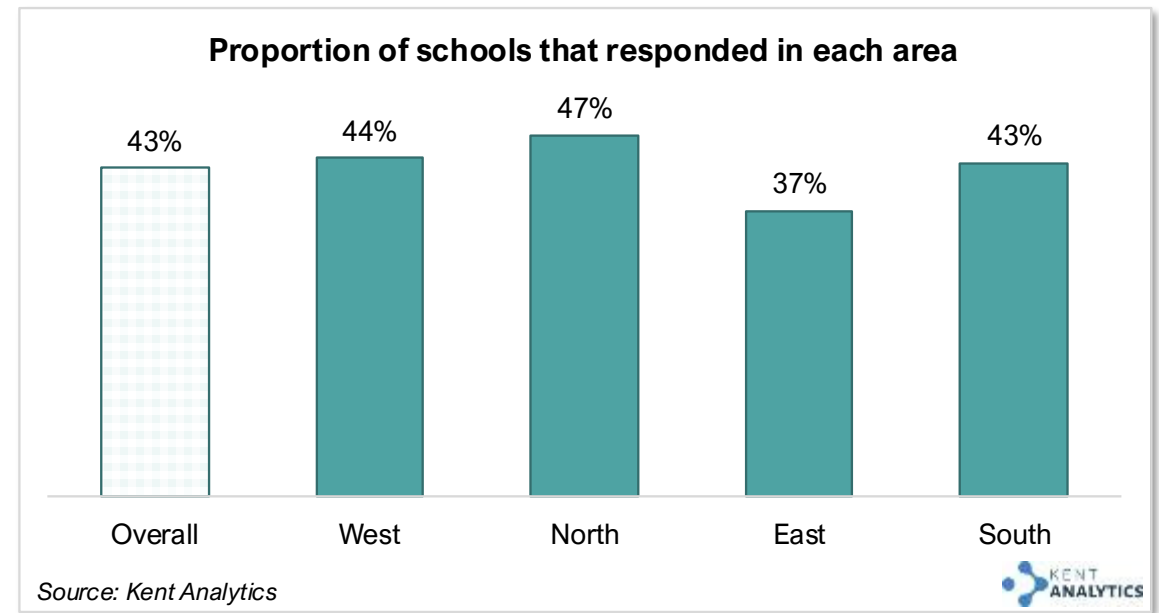
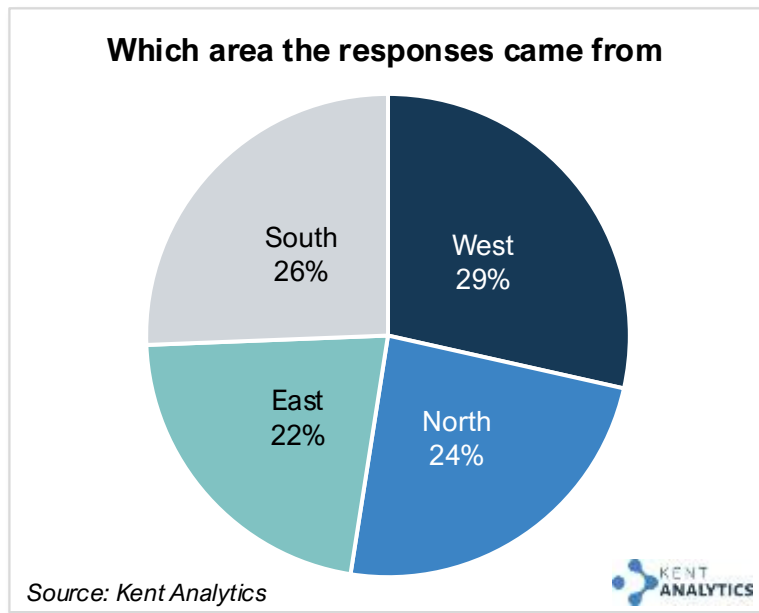
PRG School Feedback Survey – Summary of findings

June 2026

Background

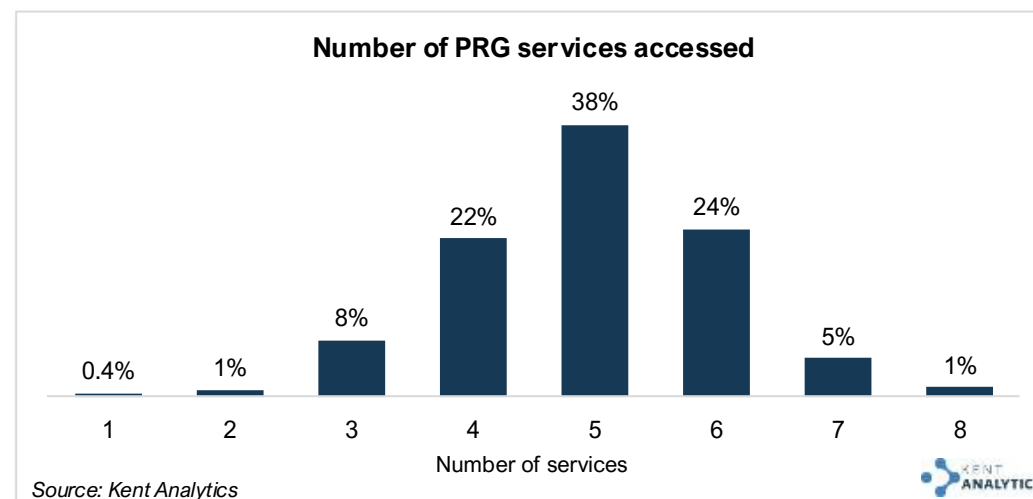
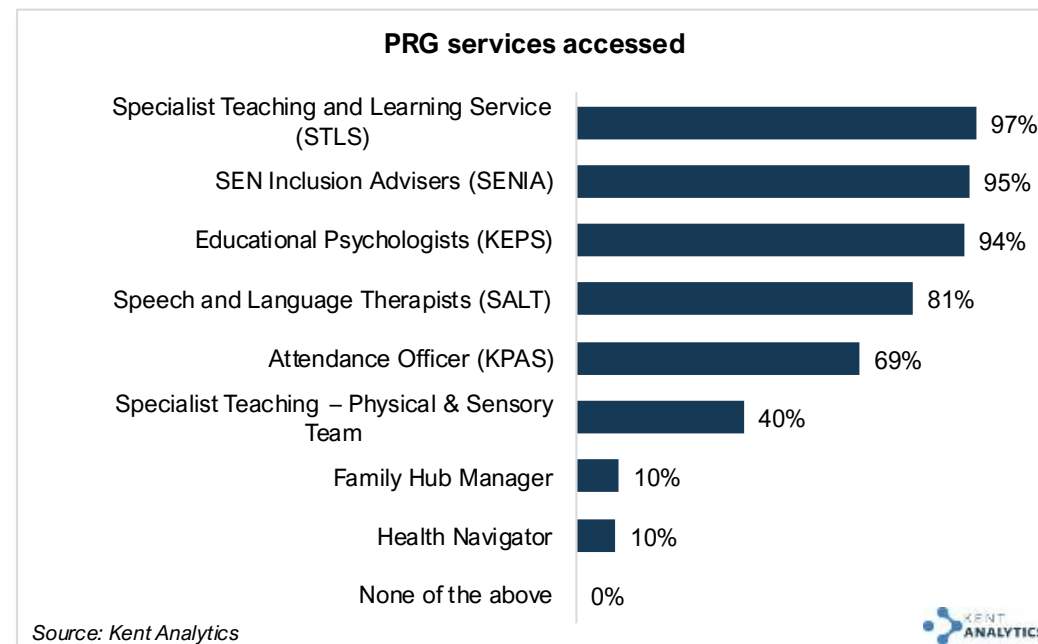
The Professional Resource Group (PRG) school feedback survey was shared with 567 schools in Kent and was live between Wednesday 3 June and Friday 19 June. It received a total of 242 responses, which is a response rate of 43% of schools. The largest proportion of responses came from West (29%) and the smallest from East (22%).

The charts below show what proportion of responses came from each area of Kent and what the proportion of schools that responded from each area.



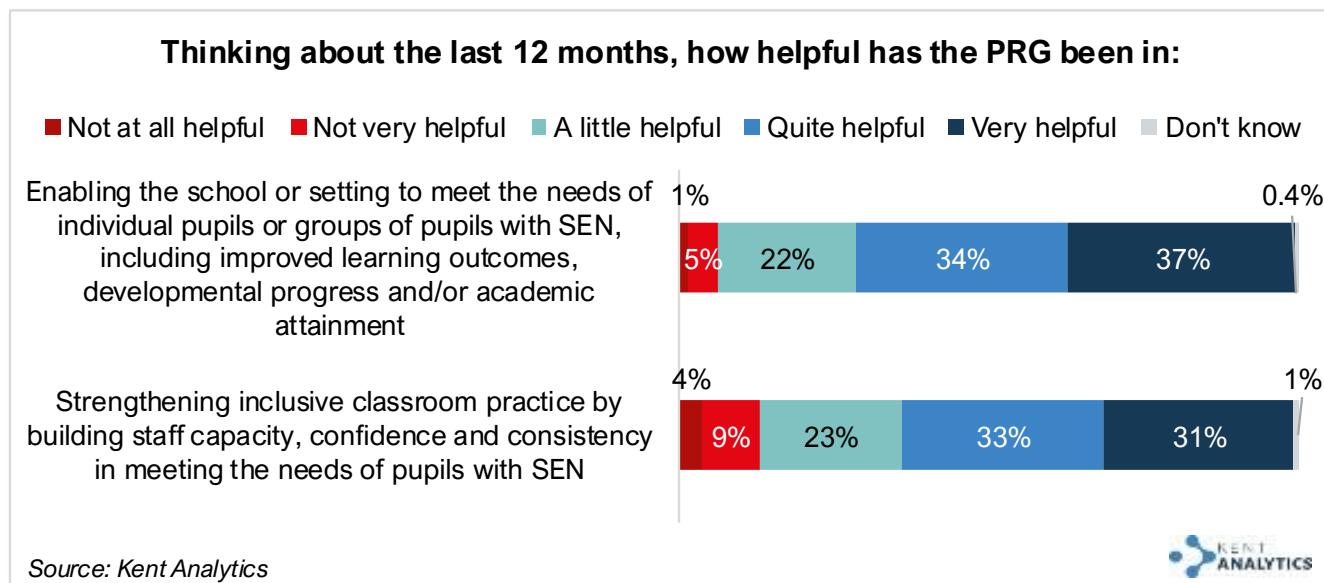
PRG services accessed

- The PRG services that had been accessed by the highest number of schools in the last year were:
 - Specialist Teaching and Learning Service (STLS)
 - SEN Inclusion Advisers (SENIA)
 - Educational Psychologists (KEPS)
- The services that had been accessed by the lowest number of schools were:
 - Family Hub Manager
 - Health Navigator
- Most schools (84%) reported to have accessed between four and six services in the last year.



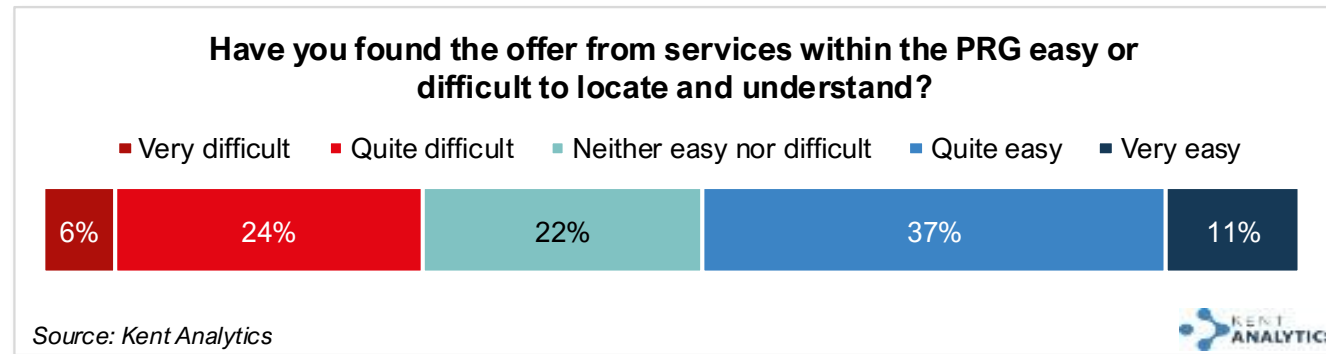
How helpful schools have found PRG

- In terms of enabling the school or setting to meet the needs of individual pupils or groups of pupils with SEN, including improved learning outcomes, developmental progress and/or academic attainment:
 - 71% said the PRG has been quite or very helpful
 - 27% said the PRG has been a little or not very helpful
 - 1% said the PRG has been not at all helpful
- In terms of strengthening inclusive classroom practice by building staff capacity, confidence and consistency in meeting the needs of pupils with SEN:
 - 63% said the PRG has been quite or very helpful
 - 32% said the PRG has been a little or not very helpful
 - 4% said the PRG has been not at all helpful



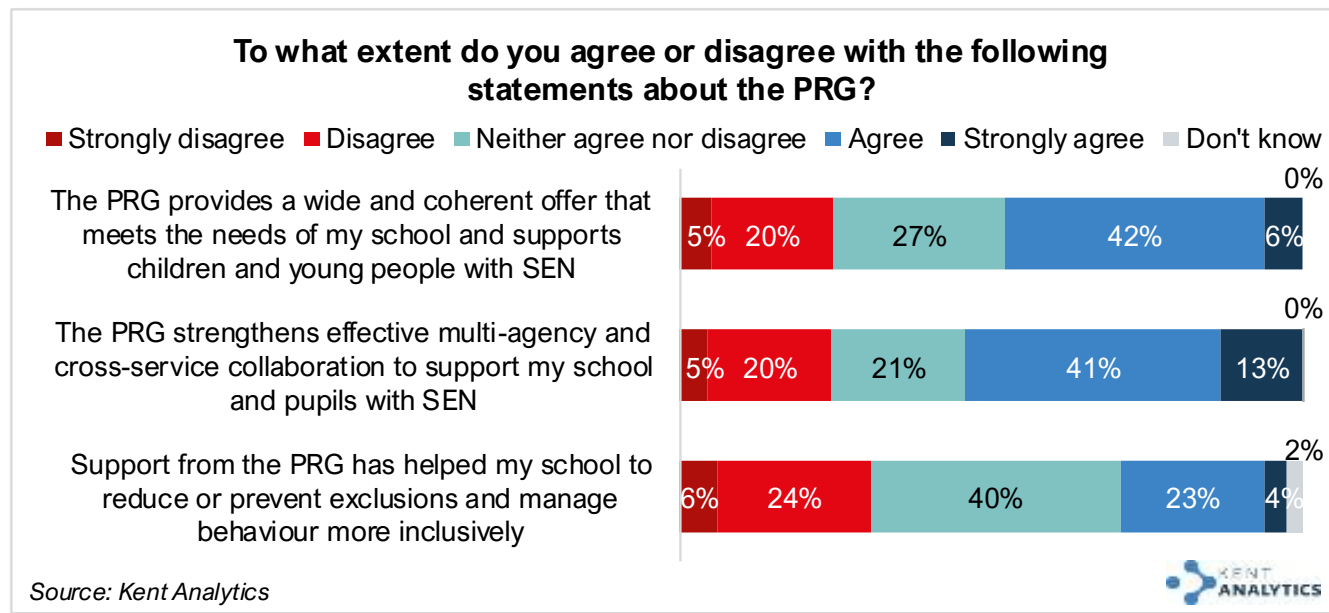
How easy it is to locate and understand the PRG offer

- When it comes to how easy or difficult the schools found the offer from services within the PRG to locate and understand:
 - 48% said it was quite or very easy to locate and understand
 - 22% said it was neither easy nor difficult
 - 30% said it was quite or very difficult to locate and understand



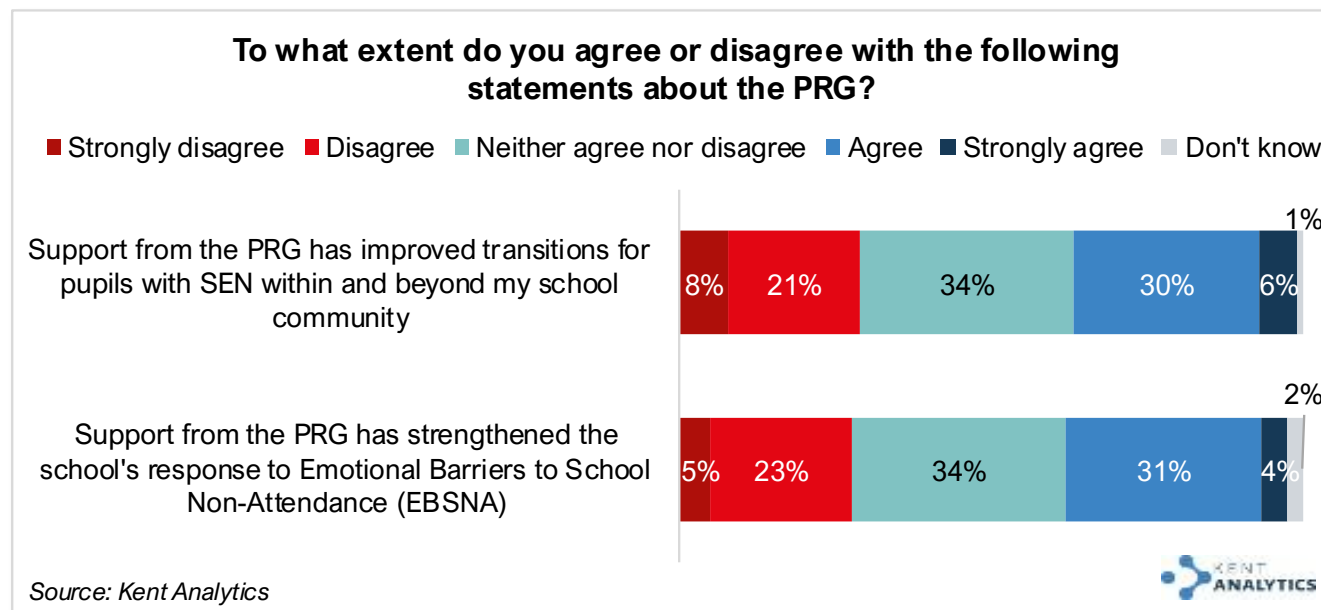
Views about the PRG (1)

- The PRG provides a wide and coherent offer that meets the needs of my school and supports children and young people with SEN
 - 48% agreed or strongly agreed
 - 27% neither agreed nor disagreed
 - 25% disagreed or strongly disagreed
- The PRG strengthens effective multi-agency and cross-service collaboration to support my school and pupils with SEN
 - 54% agreed or strongly agreed
 - 21% neither agreed nor disagreed
 - 24% disagreed or strongly disagreed
- Support from the PRG has helped my school to reduce or prevent exclusions and manage behaviour more inclusively
 - 27% agreed or strongly agreed
 - 40% neither agreed nor disagreed
 - 31% disagreed or strongly disagreed



Views about the PRG (2)

- Support from the PRG has improved transitions for pupils with SEN within and beyond my school community
 - 36% agreed or strongly agreed
 - 34% neither agreed nor disagreed
 - 29% disagreed or strongly disagreed
- Support from the PRG has strengthened the school's response to Emotional Barriers to School Non-Attendance (EBSNA)
 - 36% agreed or strongly agreed
 - 34% neither agreed nor disagreed
 - 28% disagreed or strongly disagreed



Professional Resource Group

Team Around the Child

Jill Ansell & Mandy Braisted



Team Around the Child Meetings (TAC)

- Protocols & Guidance for all staff working with children and young people 4-18 years when attending a Team Around the Child Meeting
- Protocols and Guidance for Parents/Carers attending a Team Around the Child Meeting
- Principles for Arranging a Team Around the Child Meeting

Principles for Arranging a Team Around the Child

The school is responsible for:

- Organising TAC meetings
- Inviting link practitioners and any agency involved with the pupil and family.
- Chairing the meetings
- Sharing key documents
- Sharing the protocols and guidance with parents/carers
- Recording and distributing outcomes and agreed actions
- Arranging review meetings

Team Around the Child (TAC) Paperwork

- CYP Details
- Attendees/Apologies
- Summary of Current Needs and Provision
- Actions from the TAC Meeting
- Review Meeting Date
- Review of Current Needs and Provision
- Impact of TAC
- Agreed Actions/Review Date (if needed)



The Balanced System[®] for Speech, Language and Communication Needs

Contact us on SLCN@kent.gov.uk

see [KELSI The Balanced System[®] in Kent](#)

The Balanced System: Key update for Swale Schools

Demo session for Free Balanced System online tools

- Any schools in Kent who have yet to access the free tools can attend a demo session in September.
 - **Tuesday 8th September: 9.00 – 10.00am** [Tuesday 8th September training link](#)
Meeting ID: 324 598 457 292 640 Passcode: rr7kG9t4
 - **Wednesday 30th September: 1.30 – 2.30pm** [Wednesday 30th September training link](#)
Meeting ID: 334 849 511 577 04 Passcode: vh3nd3C8

Swale Update (Sittingbourne and Sheppey)

- Link NHS Speech & Language Therapists **in Primary Schools** from September 2026 (Secondaries to follow next academic year)
- If you missed the info session on Monday 22nd June, please email medch.orchards@nhs.net to request the slides.
- Join a tools demo session – links above
- Secondaries can request support from Link STLS to complete / review free tools and develop an action plan for SLCN provision.

Fully Funded NPQ for SENCOs

Applications open on 23rd June for Autumn 2026 start



Importantly, NOT just for SENCOs! – also suitable for senior leaders with an interest in whole-school strategy for SEND



Delivered by The Education People



Ofsted Outstanding programme



Fully funded by DfE



18-month programme (blended learning - online and face-to-face)



Kent-based groups – chance to network/build connections/share



Facilitated by Kent school leaders and SEND experts

