

# Headteacher Briefings

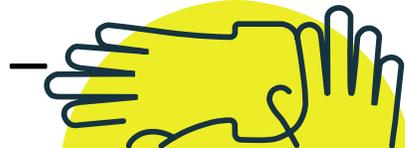
November 2021

## Agenda

- 1.30 pm Welcome - Matt Dunkley  
Introduction - Christine McInnes  
SEND update and challenge– Alison Farmer & Kerry Greene
- 2.30 pm Break
- 2.45 pm SEND challenge continued  
16-19 Review  
Ofsted - Key Messages from Kent inspection
- 4.00 pm End

This summer-

- Over **4000** Holiday Activity and Food places delivered each week for 4 weeks
- **14** bus companies provided free travel to young people and to families
- **84,000** lesson opportunities delivered to C&YP by Invicta National Academy.
- **£600k** was distributed in grants to grass roots organisations to delivery activities everything from archery to yoga.
- **6 week discounted membership** for C&YP by Leisure centres
- **50 Kickstart** placements with DWP for trainee TAs – 20 started in September



**RECONNECT**



**Kent Children  
and Young People**

**Reconnect –  
Achievements  
so far**



Kent Children and Young People



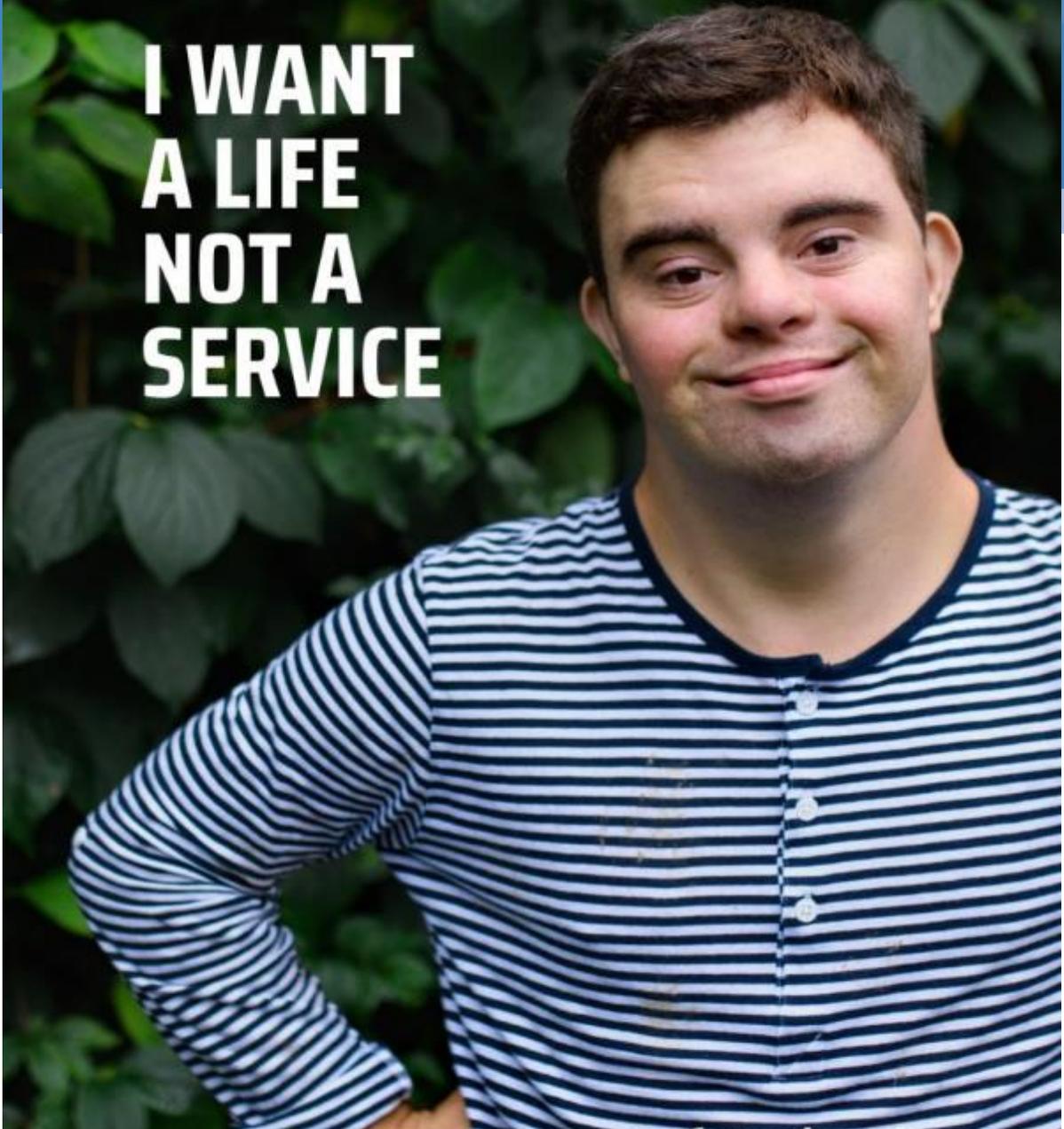
- ***“I run a Guide Unit in Whitstable. This weekend the Guide “secret” Facebook page has been frenzied with activity as the girls are planning trips using their Stagecoach Bus Passes which they picked up from school last week. It is so lovely to see them excited and being normal teenagers again so thank you for heading this project up.”***
- ***“Thank you so much. We’ve been struggling financially so the thought of being able to get to places like parks etc. without costing anything, means so much”***
- ***About Invicta summer school: “Please pass on my thanks to all concerned with the summer school, kids signed up for first lesson yesterday, the lessons were great, really engaging and so little is free these days, well done to KCC and Invicta! Kids had friends here and they all watched the lesson too and enjoyed it.”***
- ***About a grant funded activity in North Kent: “We had an amazing day thank you so much! Ivy learnt to say dinosaur whilst there and Bella was brave going on the activities in the park and also petting a pony! It was amazing.”***

# **Reconnect Summer Programme Feedback**



**Kent Children  
and Young People**

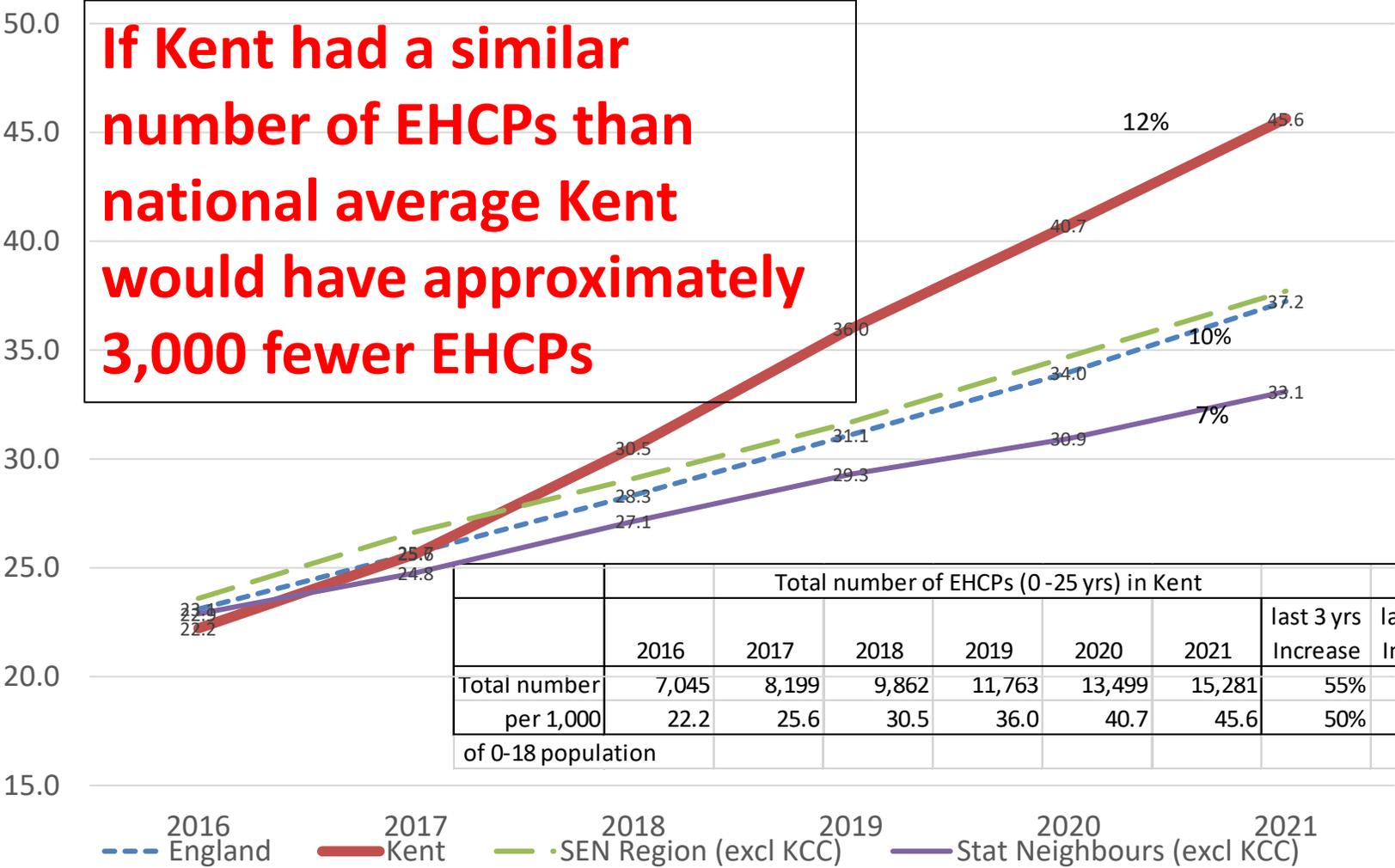
**I WANT  
A LIFE  
NOT A  
SERVICE**



[openfuturelearning.org](http://openfuturelearning.org)

# EHCPs 0-25 year olds

Total number of EHCPs (0-25 year olds) per 1000 of 0-18 population



If Kent had a similar number of EHCPs than national average Kent would have approximately 3,000 fewer EHCPs

Total number of EHCPs (0 -25 yrs) in Kent								
	2016	2017	2018	2019	2020	2021	last 3 yrs Increase	last 5 yrs Increase
Total number	7,045	8,199	9,862	11,763	13,499	15,281	55%	117%
per 1,000 of 0-18 population	22.2	25.6	30.5	36.0	40.7	45.6	50%	105%



How do we (as a system and as individuals) slow the flow ?

- National
- LA
- School
- Community

MARLON  
**BRANDO**

ROBERT  
**DUVALL**

MARTIN  
**SHEEN**

# Apocalypse Now

**FRANCIS FORD COPPOLA**

- **50**
- **101**
- **165**
- **248**

# Predictive Modelling: Current Trend: Provision Types Required

	2021	2022	2023	2024	2025	2026	2026
<b>Early Years Settings</b>	43	39	43	48	54	61	41%
<b>Mainstream Schools</b>	3,442	3,925	4,381	4,903	5,450	6,038	75%
<b>Specialist Resource Provision (SRP)</b>	1,198	1,357	1,518	1,676	1,862	2,073	73%
<b>Maintained Special Schools</b>	5,099	5,639	6,250	6,906	7,662	8,501	67%
<b>Independent Special Schools</b>	1,396	1,646	1,898	2,169	2,440	2,718	95%
<b>Post 16 / Full Time Education</b>	2,942	3,361	3,914	4,260	4,592	4,908	67%
<b>Other Settings</b>	1,161	1,309	1,529	1,586	1,666	1,777	53%
<b>Total</b>	<b>15,281</b>	<b>17,276</b>	<b>19,534</b>	<b>21,548</b>	<b>23,726</b>	<b>26,076</b>	71%
<b>% Change</b>		13.1%	13.1%	10.3%	10.1%	9.9%	

	2020-21 £'ms	2021-22 £'ms	2022-23 £ms	2023-24 £ms	2024-25 £ms	2025-26 £ms
<b>Cost Per Annum</b>	265	295	332	372	416	464
<b>Total Income Per Annum (8% increase)</b>	223	248	268	289	312	337
<b>In-year Deficit</b>	42	47	64	83	104	127
<b>Transfer of 1% from School Block</b>	-	10	-10			
<b>In-year Deficit</b>	32	37	64	83	104	127
<b>Deficit Carried Forward</b>	50	101	165	248	351	478

This assumes adequate provision can be made.

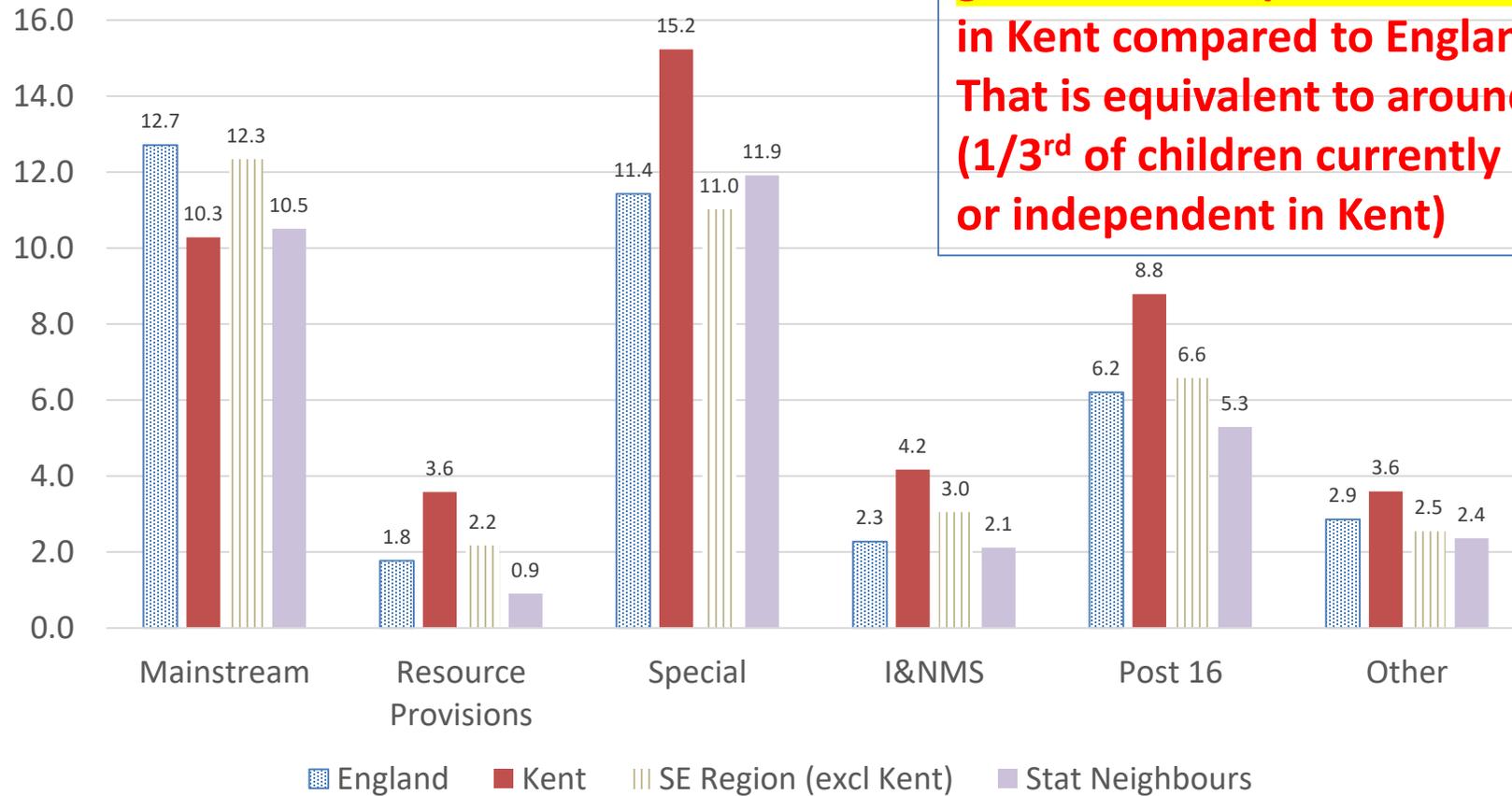
% of in-year deficit	19%	19%	24%	29%	33%	38%
% of overall deficit	22%	41%	62%	86%	113%	142%

The importance of the transfer from School Block

# EHCP Placements

Placement of children with an EHCP (aged up to 25) per 1000 of the 2-18 population  
(Jan 2021 SEN data)

**For every 1,000 children circa 5 more children go to either a special or independent school in Kent compared to England or local areas. That is equivalent to around 1,900 children (1/3<sup>rd</sup> of children currently placed in special or independent in Kent)**



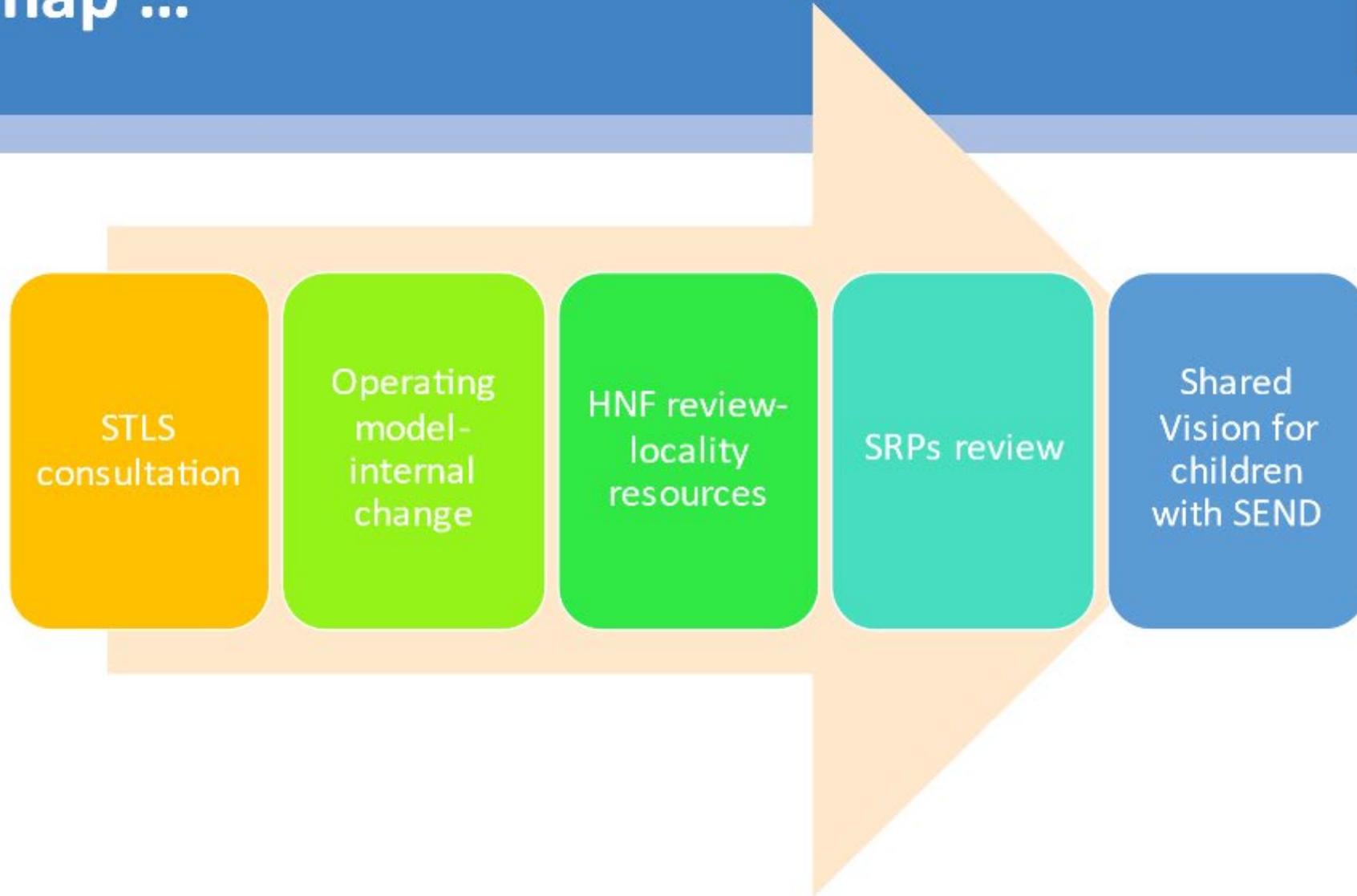
# Allocation of the inclusion fund



Description	Allocated funding
<b>Kent Inclusive Leadership Development Programme</b>	£800,000
<b>Peer to peer release time</b>	£903,000
<b>Whole School Nurture Approach</b>	£1,237,500
<b>Supported Employment Offer</b>	£1,000,000
<b>Embedding Provision Planning Software in Mainstream schools</b>	£1,000,000
<b>Training, development, resources, directory (various)</b>	£750,000
<b>Primary to secondary transitions</b>	£3,000,000
<b>ASD and SEMH capacity building and pilots</b>	£1,500,000
<b>Locality based hubs and resources/new local delivery models</b>	£6,000,000
<b>Observation &amp; Assessment Pilots</b>	£1,400,000
<b>Individual Support</b>	£2,200,000

.....Need to consider long term sustainability of programmes (yellow text indicates work is underway)

# The roadmap ...

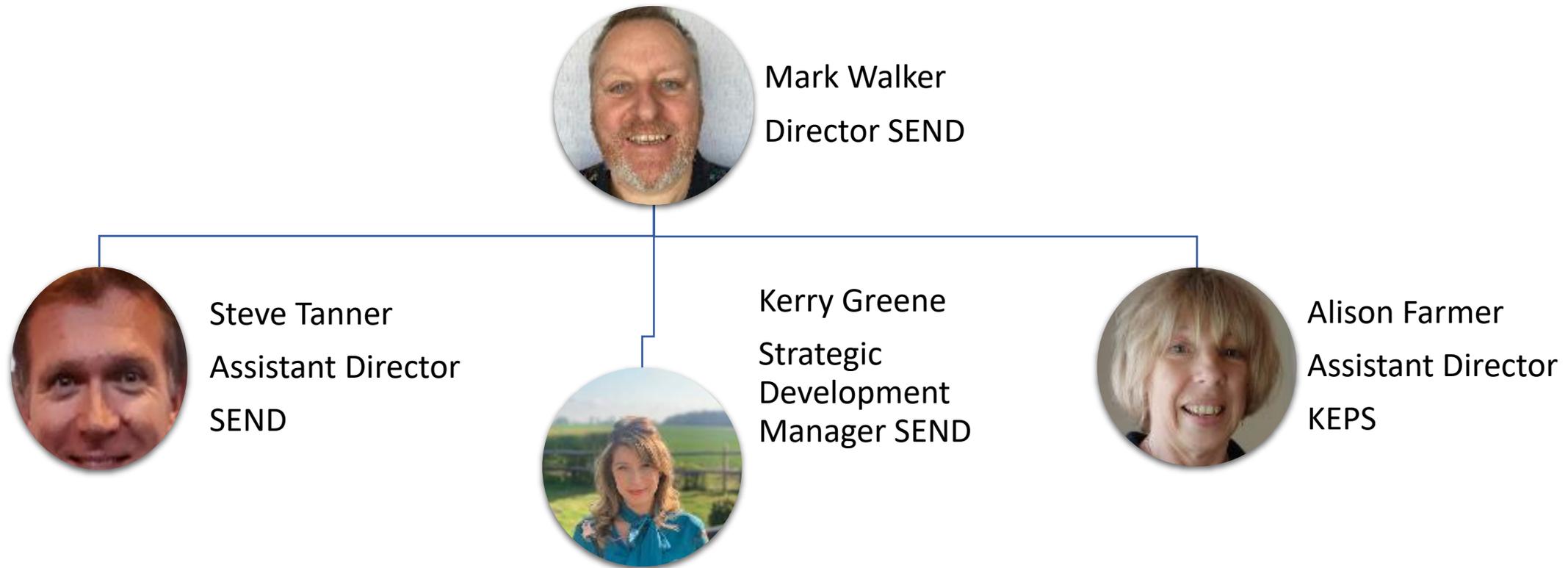


## **Education Directorate –arrangements academic year 2021-22**

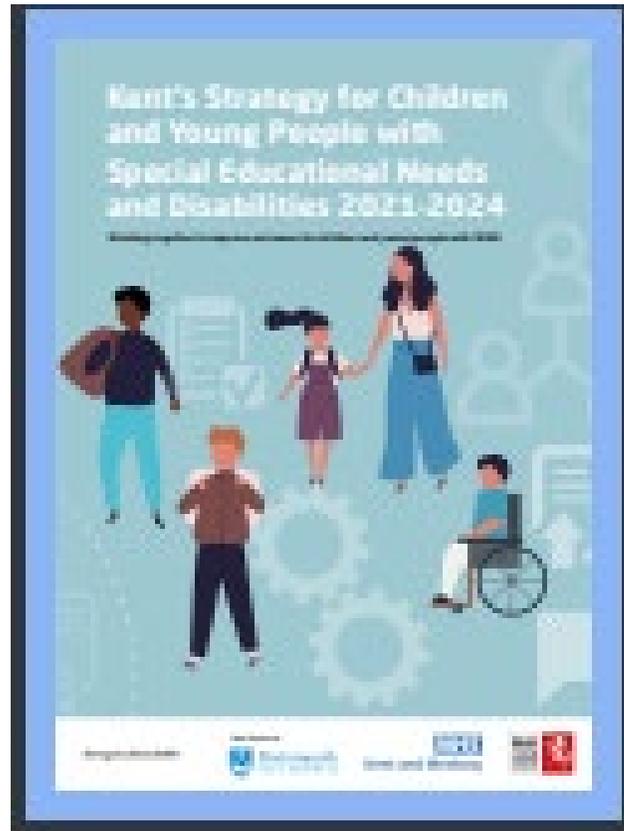
- Siobhan Price (seconded from TEP)
- Mike Walters (KAH Secondary) PT
- Ashley Crittenden (KAH Primary) PT
- Lead education adviser – Michelle Stanley, Education  
Endowment Fund Effective Kent Project, 16-19 review
- TEP services SEND inclusion officers
- Lead Area Education Officer – Marisa White

# Welcome & Introductions

## A new and substantive SEND Directorate leadership team



# Kent's Vision for Children with SEND



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Children and young people with SEND learn and grow by being well cared for, have their health needs met and lead happy, fulfilled lives

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Families can reach the right people at the right time to support their children in the way that they need

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Services work together with families to improve outcomes and the achievements of their children.

# Kent's Strategy for Children and Young People with SEND, 2021 – 24



The *Countywide Approach to Inclusive Education* builds upon this vision and sets out a number of key outcomes for children, young people and families, which include:

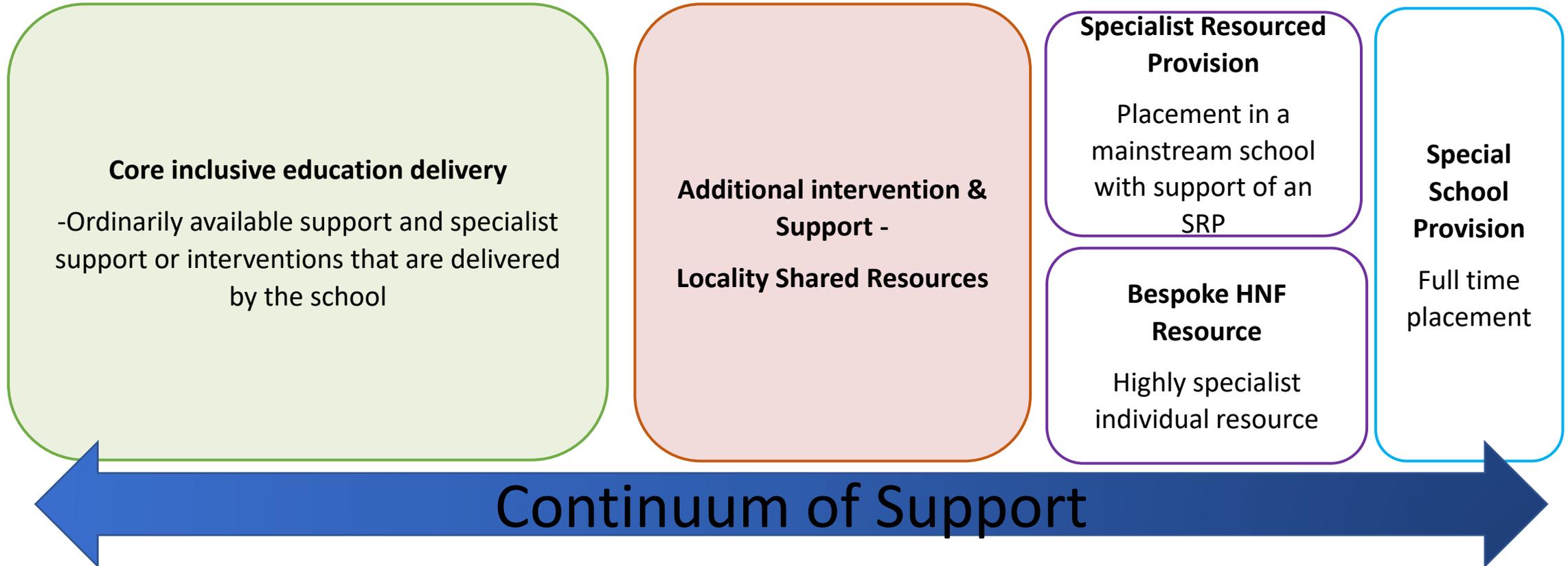
- a) children and young people with SEND experience a high quality, inclusive education within the most appropriate setting to meet their needs. *The Code of Practice sets out that for the majority of children with SEND, there is a presumption that this will be within a mainstream setting.*
- b) Children and young people with SEND are able to thrive socially and emotionally at school.
- c) Children and young people with SEND have their needs identified early and receive appropriate levels of support that enables them to engage and make appropriate progress in their learning.
- d) Children and young people with SEND achieve their potential academically, gaining skills, knowledge, and confidence to move to the next stage of learning and independence with success.
- e) Children and young people with SEND receive timely and holistic support from education and wider services that responds to their health, wellbeing or social care needs and supports their inclusion in education.

- **Priority One:** Improve the way we work with children and young people, parents and carers.
- **Priority Two:** Ensure children, young people and their families have positive experiences at each stage of their journey including a well-planned and smooth transition to adulthood.
- **Priority Three:** Identify and assess the needs of children and young people earlier and more effectively.
- **Priority Four:** Improve education, care and health outcomes for children and young people with SEND.
- **Priority Five:** Ensure children and young people with SEND are included in their local community.



## 5 Key Priorities

# SEND Inclusive Practice



**Ordinarily available:** any provision that is provided to all children with presenting needs as part of a school's usual delivery.

**Additional:** any provision that is bespoke to the individual child over and above that which is ordinarily available in their school.

# Systematic Change- 'You said we did...'



## Area Inclusion Officer

### Rationale

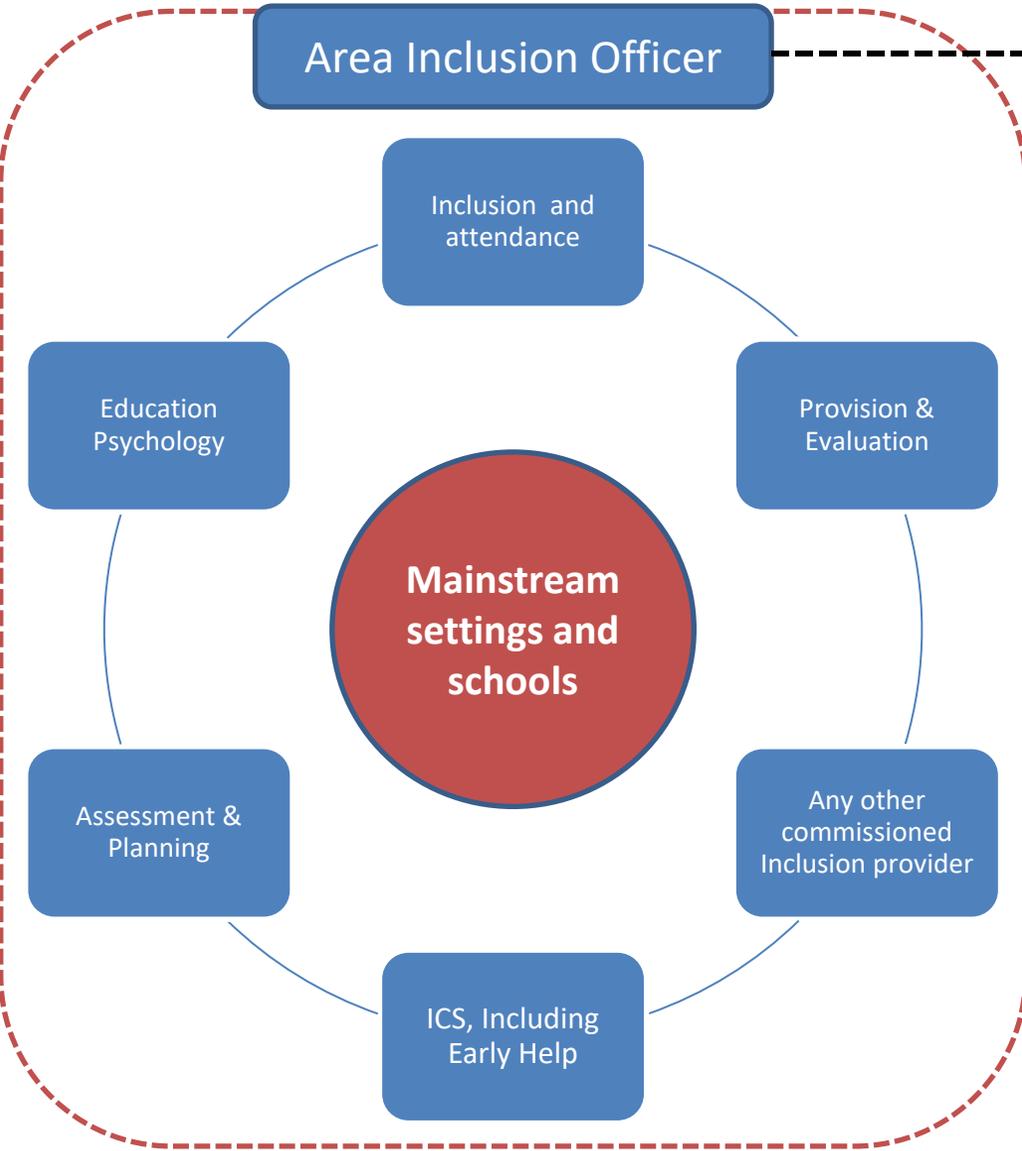
- Mirrors the directorate – AEO/AIO
- Independent of services – able to QA without vested line management
- Strategically plan and monitor services
- Key role to integrate services and ensure impact
- Cost effective- avoid duplication of each service having an area oversight
- Address silo working
- Use multiple data sources to inform planning
- Senior Team clarity of line management and accountability

### Key Responsibilities

- Analysis of area level data from all services- identify strengths/Weakness and gaps
- Representation at Area Level Kent PACT
- Feed KCC intelligence into deployment of Locality based resources (HNF review)
- QA all inclusion services – (engagement/ Outcomes/VFM/Training)
- Oversee Area Inclusion plan- delivery of CATIE/SEND Strategy
- Plan the graduated response to place planning at an area level – SS/Satellites/SRP/Mainstream
- Area representation for SEND on various boards – LIFT/ Integrated Health/ LCPG etc
- Co-ordinate targeted support to most vulnerable schools SEND



# Area Inclusion Team



# Strategic Level- joining up SEND services

Each Area Inclusion Team supports a cohort of mainstream schools and settings, with access to a dedicated 'link' resource, (in blue) working together to support inclusive practice.

Combined resources to facilitate Teams Around the Class, co-ordinate multi-agency working, and identify enhanced training and modelling to support inclusive practice in settings/ schools.

This set up will have a wider focus and a clearer role for STLS within a broader inclusion structure

# Our challenges... what needs to change?



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Continuing demand for requests from EHC assessments

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EHCs high compared to our statistical neighbours

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More than half of children with EHCs placed in special schools

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Too many children with EHCs going to the independent sector at significant cost

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Pressures on special schools with regard to pupil numbers and admissions

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Unprecedented budget pressures across the HNF block, exacerbated by pressures on individual school budgets

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Fragmented health, social care and education services' offer

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Demand on number of SEND tribunal cases

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An under-developed post-16 and 19-25 offer across the local area

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Concerns about parental confidence in the wider system, driving the need for EHCs

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# Challenges - read through the information on your table, discuss, feedback



1/ How do we move demand for and proportion of pupils with EHCPs to be nearer national averages this year, then beyond ?

2/ How do we change the current financial trajectory this year and beyond?

3/ What approaches have most impact and are most cost effective in mainstream schools?

# SEND challenge feedback



# **16-19 Review**

**Post-fieldwork summary of findings**

*Headteacher Meetings Presentation*



# The education journey

Childhood to adulthood-  
what is your vision?

# Background

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- The 16-19 Review work began in October 2020
  - ▶ Core team
  - ▶ Working group
  - ▶ Steering group
  
- Interview team:
  - ▶ Michelle Stanley *Education Lead Adviser, KCC*
  - ▶ Mike Rayner *Principal Post-16 Lead, The Education People*
  - ▶ Mark Hill *Kent Further Education*
  - ▶ Allan Baillie *Skills & Employability Manager, KCC*
  - ▶ John Atkins and David Lucas *Principal Associates, acl consulting*
  - ▶ Helen Witcher *Engagement Officer (West Kent), The Education People* and the other EOs

# Evidence base

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- Interviews carried out with:
    - ▶ 70 plus interviews with 48 organisations – schools, colleges, training providers, alternative providers
    - ▶ 16 representative organisations interviews with colleagues in KCC, TEP, the steering group and elsewhere
  - Close to 30 small group discussions with pupils and YP in all settings (often more than one group per provider with students from Yrs10-13).
  - Online questionnaires for pupils/YP, parents, professionals and other interested parties
  - Review of sector outcome data and other relevant information
- All fed into*
- Two day workshop to consolidate findings, identify possible responses etc.

# Findings – overall themes

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- A. Focus on young people [YP], what each needs, and how we can make it happen
  - 1. Improving outcomes
  - 2. Raising aspirations
  - 3. A new approach to Independent Advice and Guidance [IAG]
- B. Promote working together across schools, colleges and other providers
  - 4. Supporting small school sixth forms
  - 5. New qualifications
  - 6. Provision below Level 2
- C. Respond to structural issues and external pressures
  - 7. Strategic leadership for 16+
  - 8. Supporting mental health provision
  - 9. Access and travel
  - 10. Learning from lockdown

# The process and next steps

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The review is at an early stage of development:

- ▶ Recommendations are currently in draft form
- ▶ Comments and suggestions are welcome

## Next Steps

- i. **Draft** recommendations have been proposed.
- ii. **Soft consultation is open for 5 weeks, 8 Nov – 10 Dec**
- iii. Finalise Review report including recommendations: published Feb 2022

**Your feedback will inform the final recommendations that go into the Review.**

# Key messages from inspection October 2021

# Change to inspection intervals

The regulations set the usual interval for section 5 inspections as within 5 school years from the end of the school year in which the last section 5 (or relevant section 8) inspection took place.

- For the first routine inspection of schools after 4 May 2021 the interval will, instead, be 7 years
- Outstanding schools will be inspected by 1 Aug 2026
- For schools judged Outstanding pre 2016 their inspection will be Section 5 and for post 2015 it will be Section 8

# Check the lead inspector

It is not appropriate for a school to be inspected by a headteacher or CEO with local links, in particular where schools within a trust are in direct competition to your school or the person is known to you in some way . This is a conflict of interest and may affect impartiality.

- The lead inspector may state it is not a conflict, you have the right to stand your ground and request a change.

# Tutors

## Tutors

- Where schools have directly deployed tutors to support education recovery from the pandemic, inspectors will consider how their deployment supports the aims of the school curriculum. This will be threaded through the evaluation of quality of education and leadership and management and will not be inspected in its own right.

### Key Questions:

- How has the work of tutors aligned with your SEF SIP Recovery plan priorities?
- How have you monitored and evaluated impact?

# Early Years

## MYTH

Ofsted expect to see curriculum maps for every area of learning in the early years. They expect the national curriculum in a primary school to start when children first join in the early years.

## Ofsted say:

What children learn in the early years is incredibly important for their future success. Even though the 7 areas of learning do not map precisely to NC subject areas, inspectors want to understand how the curriculum in EYFS is built on in key stage 1. They will also want to understand how knowledge builds from the moment children join the school to the time that they leave.

**In reality : How does Year 2 geography build on knowledge and understanding of the world in EYFS?**

# Curriculum

Para 205: Inspectors will bear in mind that developing and embedding an effective curriculum **takes time**, and that leaders may only be **partway through the process of adopting or redeveloping a curriculum**..... They will also, where relevant, take into account any transitional provisions that are in place. Key words **sequential and cohesive**.

In reality:

- This is proving to be the greatest vulnerability for schools.
- Account is not always being taken of the transition provision identified above.
- Pupils expected to verbalise they know and can remember more. Inspectors stating “the pandemic is not an excuse”.
- Expectation curriculum is sequential and coherent building to clear end points. Risk of RI where inspectors view this “should have been done already so suggests a lack of robust leadership”

# Phonics

There is a **recommendation** that all primary schools select a validated systematic synthetic phonics teaching program. The validation of schemes will not be complete until spring 2022.

In reality:

- Schools still using Letters and Sounds heavily criticised even though the change does not need to happen until Spring.
- Despite the validated list not being complete, leaders have been told their leadership isn't robust if they have not already chosen / transitioned.
- If you are waiting for validation e.g. Monster phonics ensure you have the DFE statement about the scheme to justify its use.
- Using your own scheme or a mix of resources has not received a good response (not systematic, sequential, robust).

# List of Validated Systematic Synthetic Phonics (SSP) Programs

The following is the **current** list of validated SSP programs:

- Bug Club Phonics
- Essential Letters and Sounds
- Floppy's Phonics
- Jolly Phonics
- Letter land
- Little Wandle Letters and Sounds Revised
- No Nonsense Phonics
- Phonics International
- Read Write Inc.
- Rocket Phonics
- Sound Discovery
- Sounds Together
- Sounds-Write
- Success for All Phonics

# Governors

There has been strong criticism of governing boards who have not:

- maintained a level of monitoring and accountability throughout lockdown/ partial closure referencing “covid is not an excuse”
- Reinstated full monitoring and accountability this academic year

# ***‘Ofsted intends to be a force for improving the education available for all learners with SEND’.***

- ‘We want inspection to contribute to an inclusive education system that can accommodate, and cater for, the needs of all learners of all ages.’
- Inspectors will evaluate evidence of the impact of the curriculum, including on the most disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND).
- **Grade Descriptor – Leadership and Management** Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice
- **Grade Descriptor – Quality of Education** The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.

SEND – Preparing for an OfSTED inspection – 8 Questions to answer

8 Questions	School Response	Evidence
How are all leaders <b>ambitious</b> for all pupils with SEND?		
How well do leaders <b>identify</b> , assess and meet the needs of pupils with SEND?		
How well leaders develop and <b>adapt the curriculum</b> so that it is coherently sequenced to all pupils' needs, starting points and aspirations for the future.		
How successfully do leaders involve <b>parents, carers</b> and, as necessary, other <b>professionals/specialist services</b> in deciding how best to support pupils with SEND?		
How well do leaders include pupils with <b>SEND in all aspects of school life.</b>		
How well the school assess the learning and development of pupils with <u>SEND</u> , and <b>are pupils' outcomes improving</b> as a result of the ' <b>different from</b> ' or ' <b>additional to</b> ' provision being made for them.		
How well are pupils with SEND <b>prepared for their next steps</b> in education, employment and training, and their adult lives, including: further/higher education and employment, independent living, participating in society and being as healthy as possible in adult life.		
<b>Teaching assistants and other adults support learning</b> which is planned by teachers to be of interest to and meet the needs of children with SEND in mainstream classes.		

# Thank you for attending

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