

# SEND Update

## 14<sup>th</sup> October 2021

Matthew Parker- Secondary School Improvement Service  
Alison Farmer- Assistant Director, Educational Psychology  
Celia Buxton- Countywide Inclusion Lead  
Steve Tanner- Assistant Director, SEN  
Guest Speakers

# Welcome and Introductions

- Steve Tanner- Assistant Director of SEN: Via pre-recorded video
- Alison Farmer- Assistant Director of Educational Psychology Service
- Matthew Parker- SSI SEN Specialist- Interim



# Introduction to the SEND Briefings 2021-22

National Landscape  
Principles for this space going forward  
Matthew Parker SSI SEND Lead

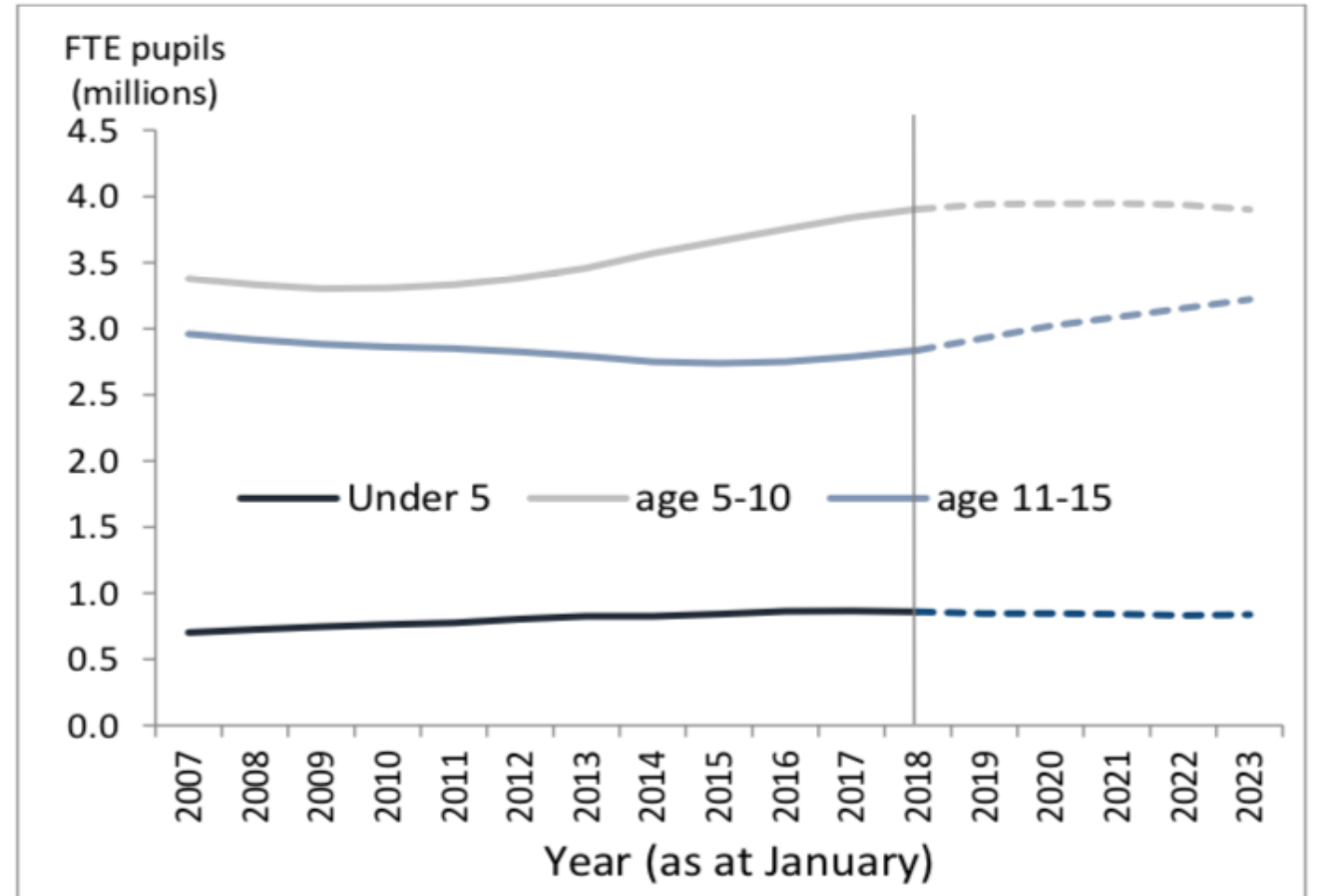
# National Landscape /Changing Landscape

## Within Schools

- COVID, Virtual learning, (COVID....)
- Recovery and our Curriculum
- Responding to EIF 2021 (2019)
- Do everything at once right now

## Within SEND

- COVID for our learners and our families
- Responding to changing services
- Higher Needs Funding Review
- SEND Review Report (2019??)
- Feeling that SENCO's are managing more



Pupil Projections, DfE (2018)

- School population is rising; SEND is rising proportionately
- 376,000 more learners in school = 45,300 SEND, 6,800 EHCPs (2023)

# National Landscape /Changing Landscape

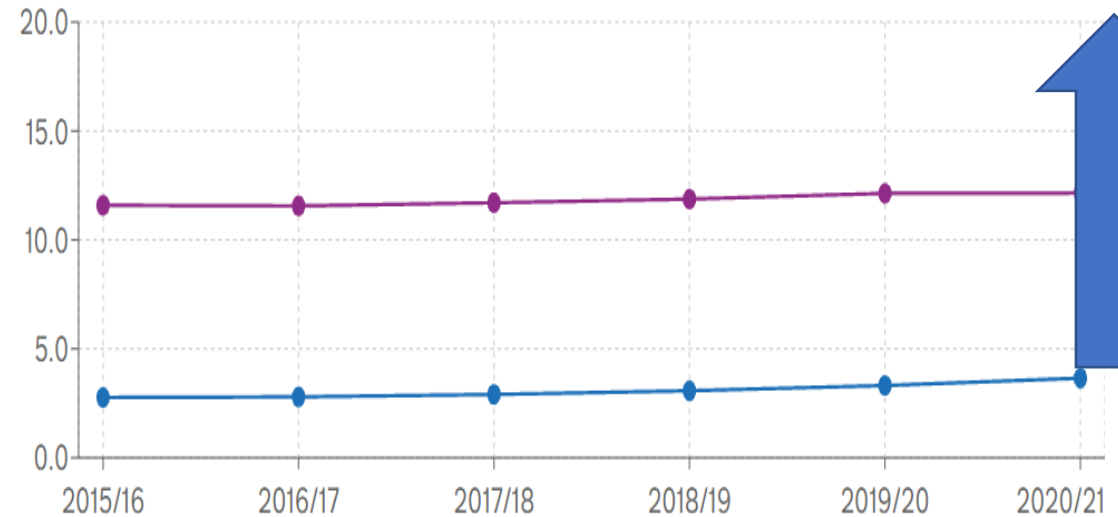
## Within Schools

- COVID, Virtual learning, (COVID....)
- Recovery and our Curriculum
- Responding to EIF 2021 (2019)
- Do everything at once right now

## Within SEND

- COVID for our learners and our families
- Responding to changing services
- Higher Needs Funding Review
- SEND Review Report (2019??)
- Feeling that SENCO's are managing more

Percentage of pupils with an EHC plan or SEN support, all schools, 2015/16 and 2020/21



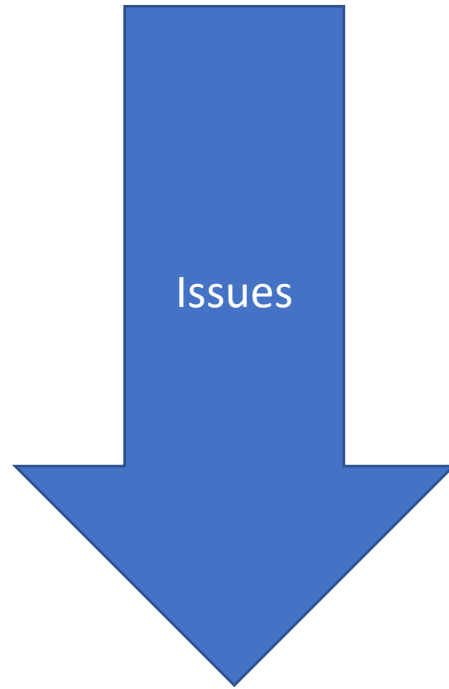
Additional  
89,000 EHCPs  
since 2015

● EHC plans/Statements of SEN (percent) (England)  
● SEN support (percent) (England)



Nearly a 40% increase in EHCPs since 2015 Code of Practice.  
Huge responsibility in how we manage this at system level.

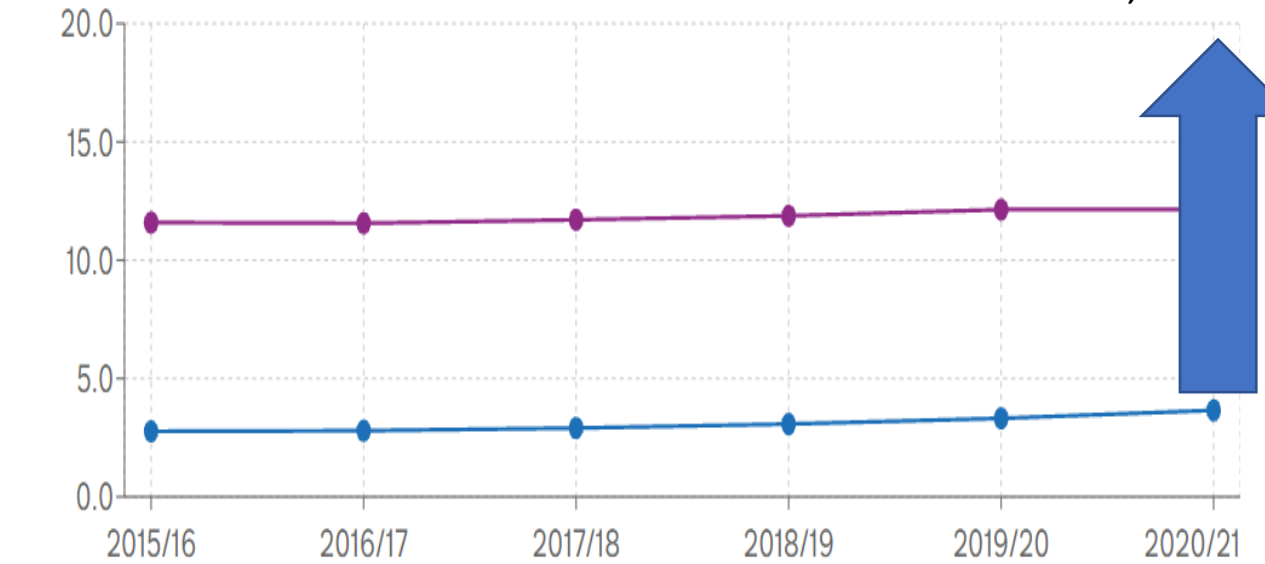
# A 'traditional' response



SENCO  
(please fix)

# Changing Landscape

Percentage of pupils with an EHC plan or SEN support, all schools, 2015/16 and 2020/21



Additional  
89,000 EHCPs

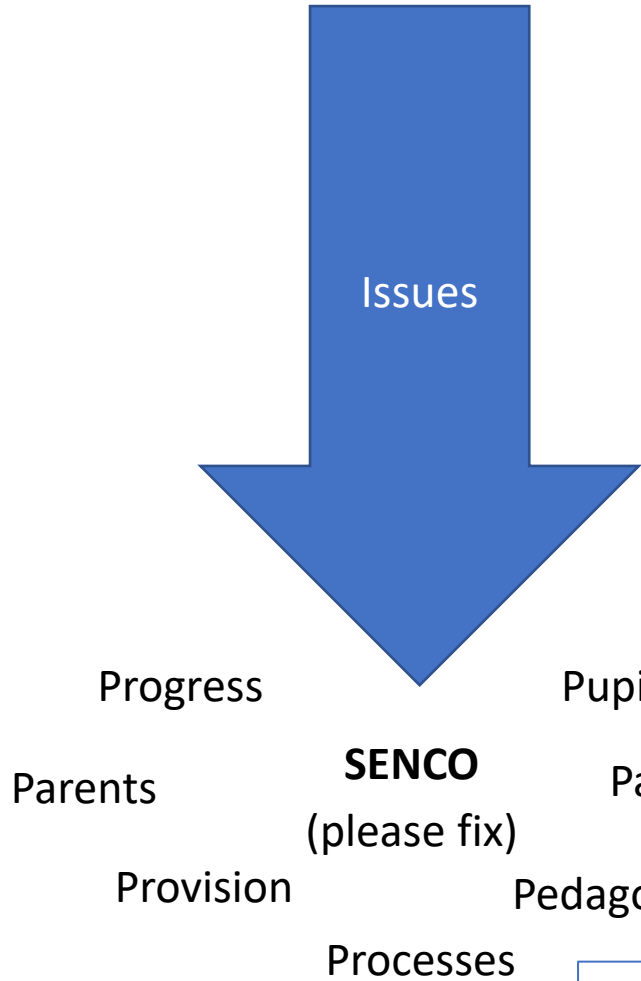
- EHC plans/Statements of SEN (percent) (England)
- SEN support (percent) (England)



Nearly a 40% increase in EHCPs since 2015 Code of Practice.  
Huge responsibility in how we manage this at system level.

On behalf of...

# A 'traditional' response



# Responsive planning

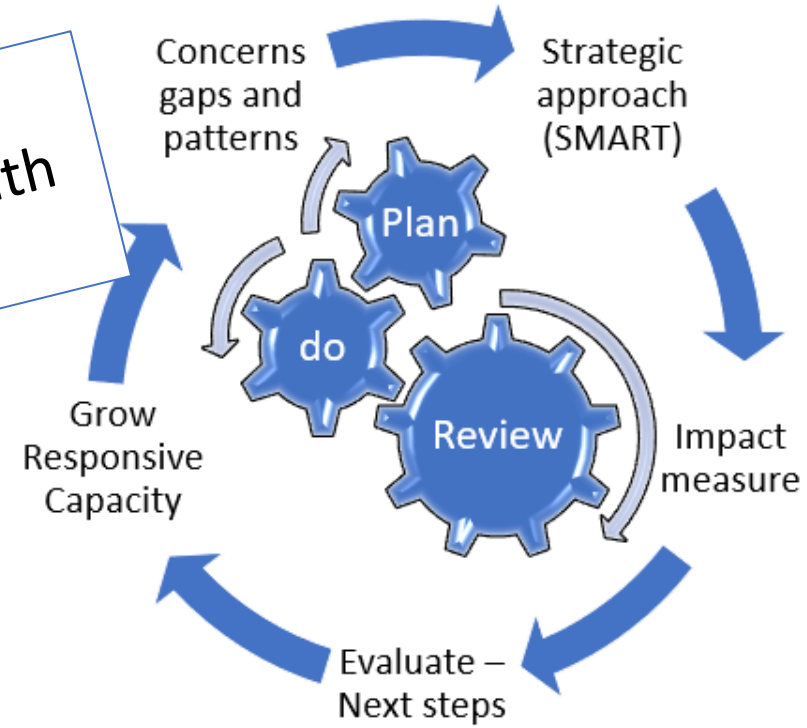
SEND Departmental Plan: Autumn 2015

Aims:  
To improve outcomes for SEND K students with a particular focus on levels of progress and value added. To ensure an academic focus on all aspects of SEND support alongside safeguarding, health and well-being.

Action	Person responsible
SEND K students identified by ability and sorted into Accelerate groups. Every student has a voice.	SENCO
Programme of work to be reviewed as appropriate	SENCO/Deputy SENCO + other
Work with AP, (learning) to embed SEND QA into Learning walks and observations alongside development of SEND CPD	SENCO
All subject heads have SEND PM target	SENCO/SLT
Quality Assurance of SEND interventions: Halftermly reviews.	SENCO
Access arrangements complete for all YR11/10students	SENCO
Top tips posters: For all classrooms	SENCO
English and Maths SEND targets	AW: English complete. Maths almost complete
SEND General Learning targets	SENCO
SEND parental/student review dates	SENCO
TA Planning sheets completed with teacher	D.SENCO
TA lesson logs circulated	D.SENCO
SEN Policy to be reviewed and re-written	D.SENCO

Got to be a system where action and responsibility doesn't start and end with the SENCO

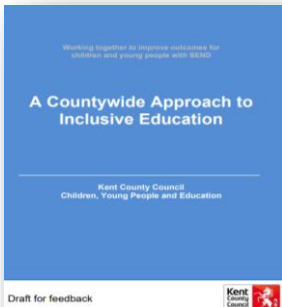
# Strategic approach



Nearly a 40% increase in EHCPs since 2015 Code of Practice. Huge responsibility in how we manage this at system level.

APDR = Zoom out wider conversation across School, SENCOs and Services at an LA level

# 2021: Define Kent's approach for SEND in mainstream schools



**Mainstream Core Standards**

## Working with children and young people, their families and carers

Expectations of all settings	Strategies
The setting works in partnership with parents, carers children and young people in decision making.	<p>The school's SEND information report is co-produced with parents and carers.</p> <p>Parents and carers are signposted to Kent's Local Offer. This is referenced on the school's website.</p> <p>Parents and carers are aware of channels available for sharing information.</p> <p>Parents are aware of any concerns being at school and the steps that are any barriers to learning across the school.</p> <p>Parents are aware when their child has a SEN or disability and know what to do if they require interventions. They are involved in their child's learning.</p> <p>Where learners are receiving SEND provision and when appropriate, this is shared with parents and carers at least once each academic year to report on outcomes and smaller step targets.</p> <p>Formal and informal events take place to share SEND provision in the school, e.g. morning meetings.</p> <p>A home school diary / book based on communication directly with parents and carers given via learning journal.</p>

**LEADERSHIP DEVELOPMENT**

**PEER REVIEW**

**INCLUSIVE SCHOOLS**

**TOOLS & STRATEGIES**

**What you will see**

(The difficulty/barrier, how this presents and the impact on the learner)

**Young children with ASD or characteristics of ASD may be pre-verbal.**

This can lead to:

- withdrawn behaviours
- appearing to be in a 'world of their own'
- frustration, resulting in challenging behaviours

**What can help**

(Provision – strategies, interventions and resources)

- A multisensory approach.
- Makaton.
- Symbol communication such as PECS.
- Visual support.
- Now and Next boards and sequence strips.
- Communication support software such as Communicate in Print or Widgit.
- Introduce language through rhyme and song.
- All attempts to speak are supported.

Specialist Employment Service

### Supported Employment in Schools

David Stenning – Supported Employment Manager  
Charlotte Burford – Supported Employment Education Lead



**Make it work**

Test  
Learn  
Adapt

**Educational Psychology Service- Plans and Hopes**

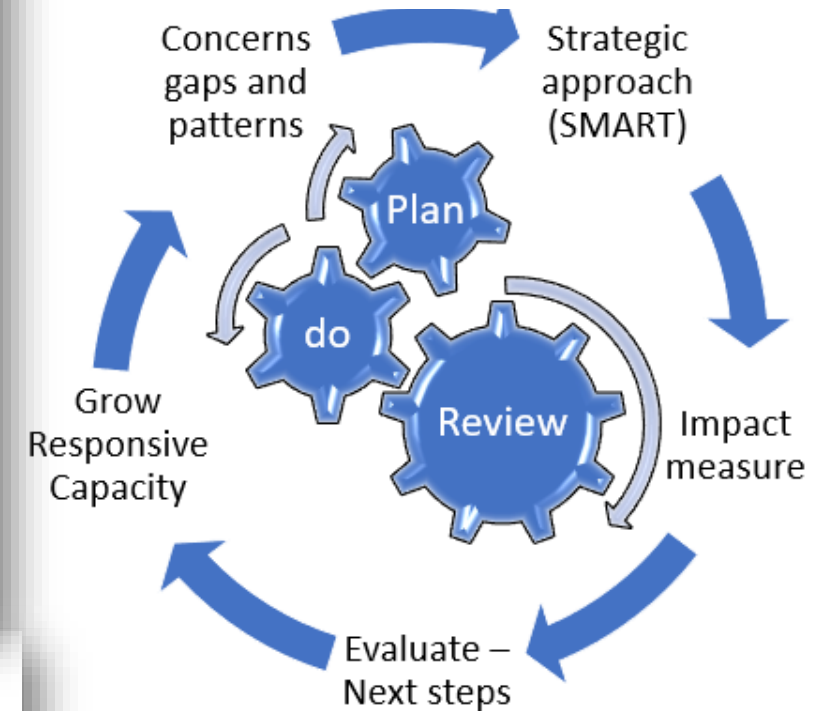
Presented by Alison Farmer- Assistant Director of EP

Year groups	Early Years and Childcare	Primary	Secondary	14 to 25	Integrated Children's Services
<b>KELSII Improvement Plan SEN Information</b>					
<b>What is working</b>	Good range of information and guidance				
<b>What is not working</b>					

**STLS Review: Timeline**

Presented by Sholeh Soilemanfar

## Implementation into practice



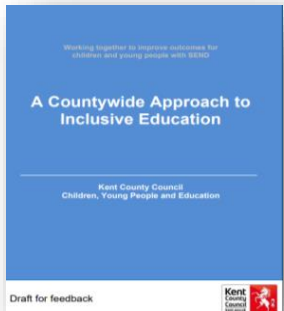
APDR = Zoom out wider conversation across School, SENCOs and Services at an LA level



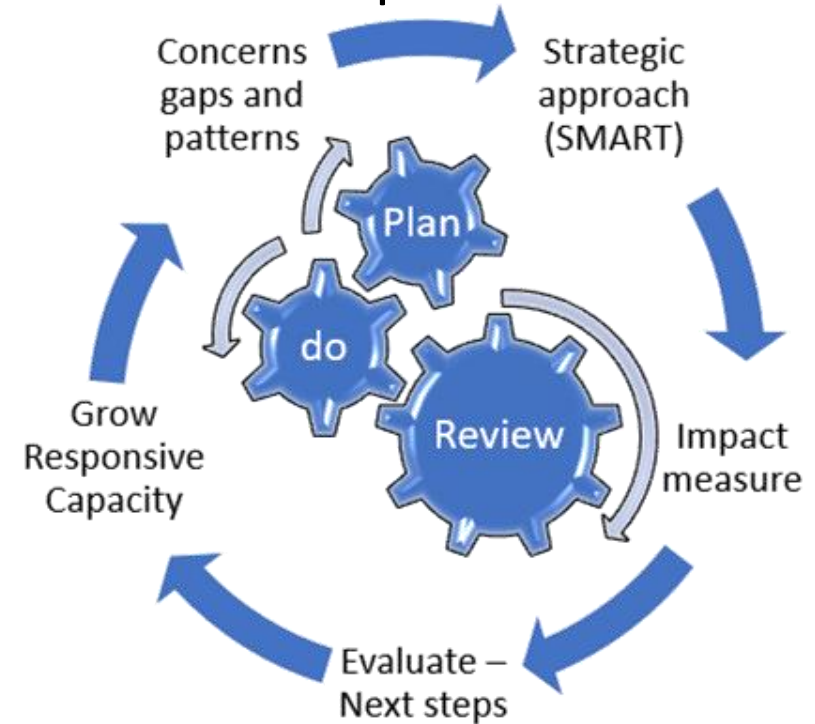


# Key Principles for our briefings

- Explore these changes going forward
- Move from operational to the strategic.
- Overview of the changes that will be in place



## Implementation into practice

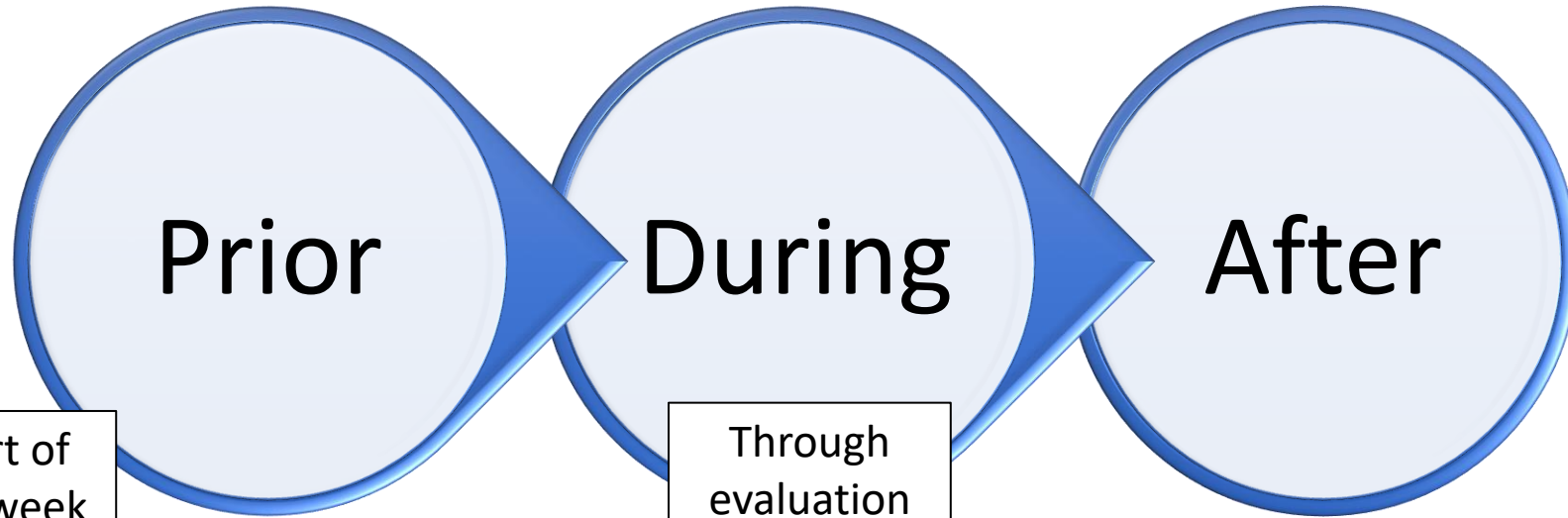
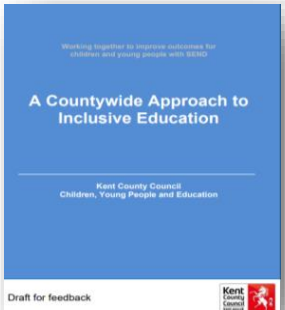


On behalf of...





# SENCO Forum- Principles for organisation



Start of the week

Through evaluation

End of next week

Strategic Agenda,  
with timings  
Materials in advance

Share thoughts + expertise  
Ask specific questions  
Shape future agenda

Share answers  
organised by strand  
Respond to evaluation

**As well as this you may be coming with specific questions about processes:**

->New SENCO, new to LA, experienced but can't find the services you put down an moment ago.

-> Need answers resolved - How do we squeeze this in to time?



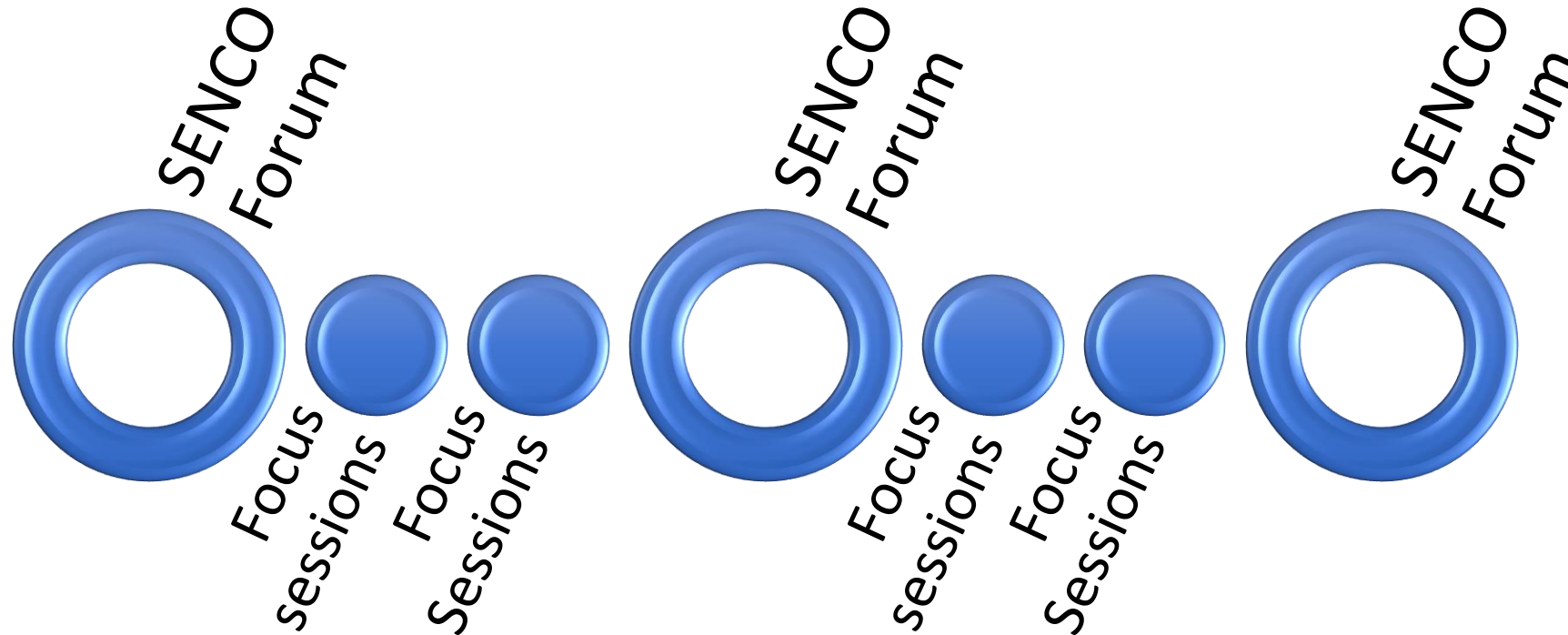
# SENCO Forum structure

Additional focus sessions around areas you've requested

Short pre-recorded – access when needed

Or live Q and A, tell us what works for you.

Join together people within SEND and Kent  
- Make processes clear



Send us your questions at the end of this session

Tell us what information you are looking for – shape your agenda

Opportunity to signpost to develop provision and support for SENCOs and signpost the good practice that's already in place



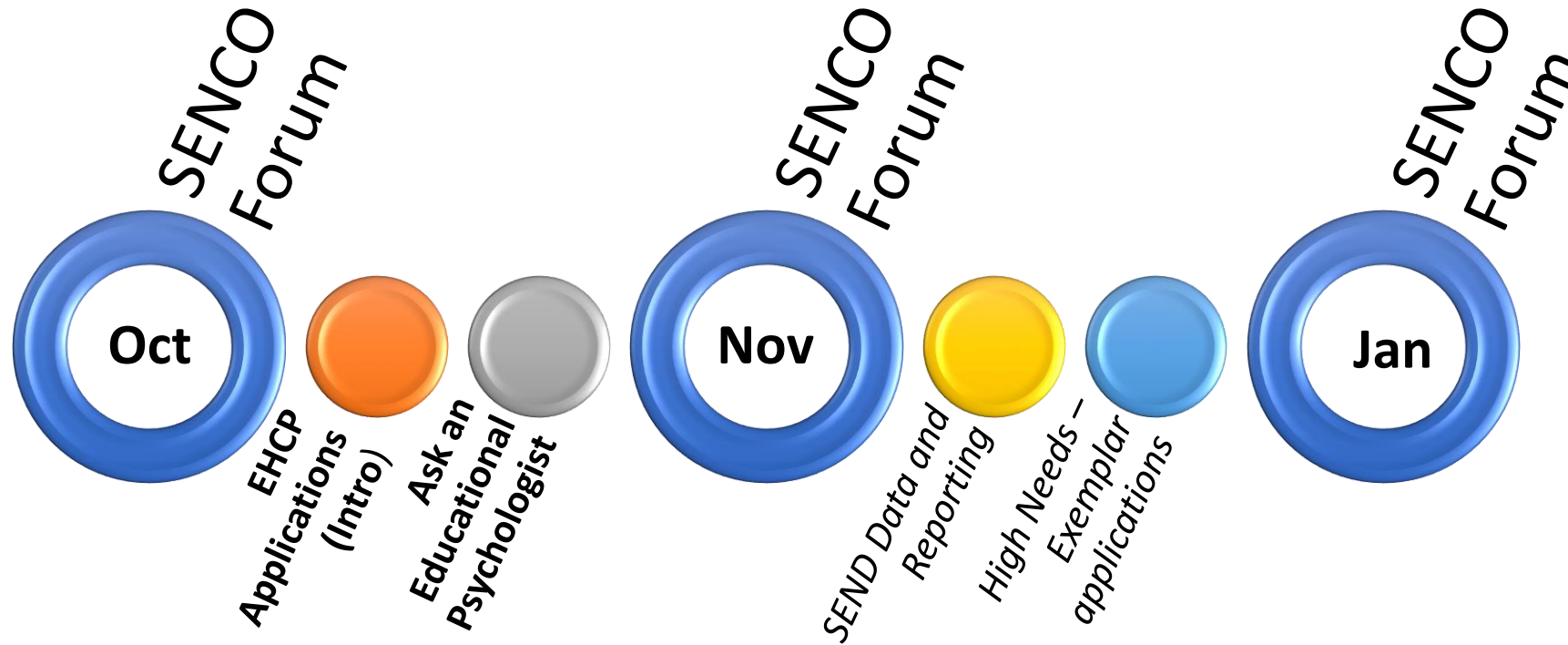
# For Autumn term –from feedback

Additional focus sessions around areas you've requested

Short, pre-recorded, access when needed

And live Q and A tell us what works for you.

Join together people within SEND and Kent  
- Make processes clear



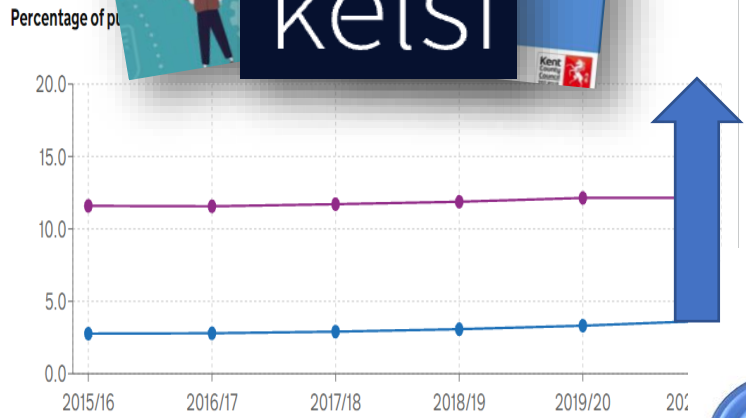
Send us your questions at the end of this session

Tell us what information you are looking for –shape your agenda

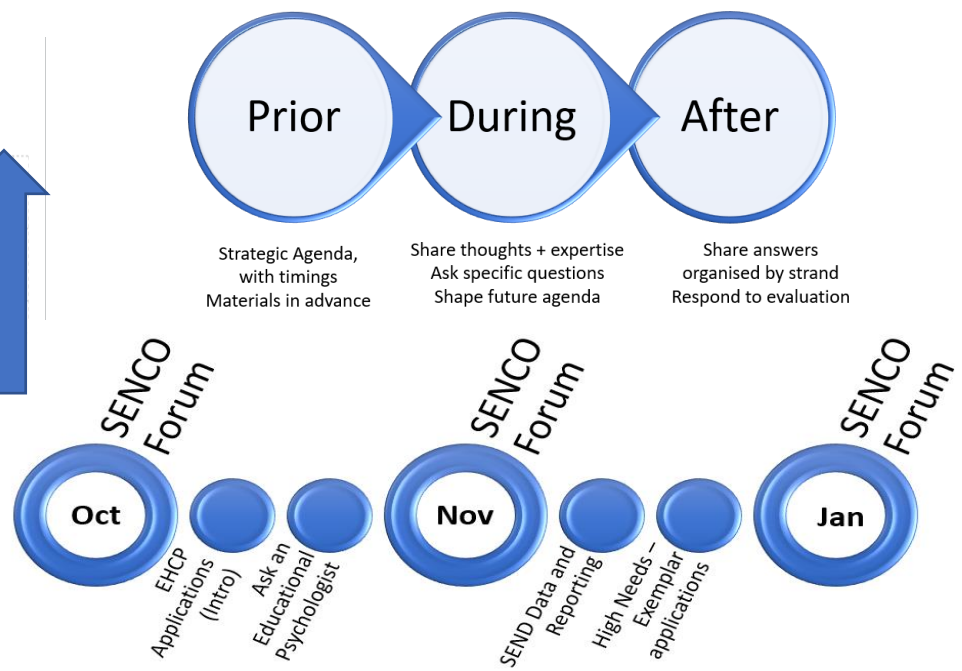
- ✓ From today tell us the questions that you would like answer – we'll feedback
- ✓ From November decide the schedule you would find helpful – we'll shape this next week
- ✓ Organise by Phase to create a more targeted agenda (share your preferences)
- ✓ From January we want SENCOs to help lead this process, and planning for the year.



kelsi



# Setting our direction



- ✓ We've ideas about how this could look but its finally its your space
- ✓ You know your context, children, climate and culture – Tell us what you need for the future.
- ✓ Use the evaluation from today – so we can respond, find answers and the right people.
- ✓ We want this to be a space where you can collectively use your voice.
- ✓ Work together to shape decisions, and lead SEND going forward (Steering group from January).

# CATIE Update

## Introduced by Celia Buxton

- Inclusion Leadership- LLSE Consortium
- Whole School Approaches to Nurture- nurtureuk
- Supported Employment in Schools- Specialist Employment Services
- STLS Review: Timelines- Celia Buxton



**INCLUSIVE  
LEADERSHIP**  
SUPPORTING INCLUSIVE  
EDUCATION

# Inclusion Leadership Programme Update

SENCO Briefings, Term 1, 2021/22

Kate Wilson and Zoe Mather



# Programme Design

A collaborative programme of development for individuals, schools and groups

- Inclusion Peer Reviews - as part of a small group of schools
- Inclusion Leadership workshops - tailored to your individual leadership role
- Tools and strategies - aligned to the Kent Inclusion Framework
- Sharing and applying effective practice - in your specific context

**"Inclusive leadership is socially just leadership, nothing simpler, nothing less."  
(Hargreaves and Fink, 2006)**





# For Kent Leaders – by Kent Leaders

## Creating sustainable change through collaboration

The programme supports Headteachers, senior and middle leaders individually and collectively to:

- Articulate and lead the the whole school towards an inclusive culture that improves outcomes for all pupils, particularly those with SEND
- Confidently tackle the challenges of being inclusive
- Develop and share knowledge and understanding of strategies that are effective
- Build a supportive peer network

- Fully-funded plus £1800 supply cover contribution per school
- Support from an Inclusion Leader of Education (ILE)

To find out more:

- Attend a webinar: 29/9, 1/10, 12/10
- Join the mailing list
- Contact the team [inclusion@llse.org.uk](mailto:inclusion@llse.org.uk)

Full details [www.llse.org.uk/inclusion](http://www.llse.org.uk/inclusion)



*“We will know that inclusive education has really become embedded in our culture when the term becomes obsolete” (Giangreco, 1998)*

[www.llse.org.uk/inclusion](http://www.llse.org.uk/inclusion)



**Welcome**



# **Nurturing Kent Programme: Whole School Approaches to Nurture**

**nurtureuk**



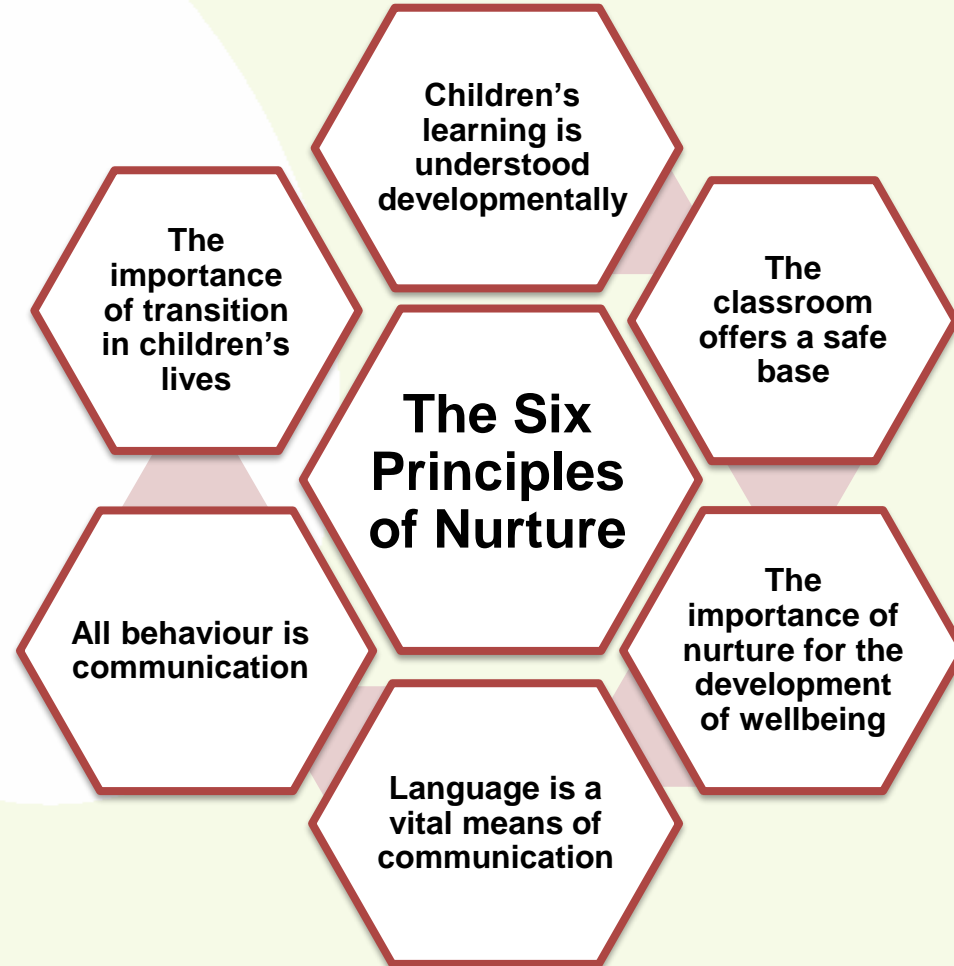
# Who is nurtureuk?



Nurtureuk is a national charity working to improve the life chances of children and young people through a nurturing approach.

We work to support children and young people's wellbeing in education and prevent exclusions. Everything we do is guided by the six principles of nurture.

Practically, we support schools by delivering training, publications and consultancy support in schools. We also deliver these services very effectively online remotely.



# A graduated approach to nurture



**Nurture  
Principles**



## **Nurture Plus**

For the most vulnerable children and young people

## **Nurture Groups**

Boxall Nurture Group® classic

## **Nurturing Interventions**

Boxall Profile® for all children and young people and nurture principles are embedded

## **Whole School Approach to Nurture**

Strategies to support children and young people to develop social and emotional skills

## **The Boxall Profile®**

Early identification of potential social, emotional, behavioural and/or mental health concerns

# Background



- Kent County Council have commissioned nurtureuk to deliver a programme for all mainstream schools across Kent for the next three year. As a result, this programme is already fully funded by schools, for schools. Therefore, participating schools do not need to allocate further budget towards the programme.\*
- We want every child to have access to a high quality, inclusive education where their social, emotional and mental health needs are met and supported, regardless of their background or circumstances.
- Aiming to support a minimum of 300 schools to complete the programme across the county to develop their policies and practices to be more inclusive.
- County wide opportunity that enables a bespoke approach for each school, and will celebrate what schools already do well, and champion schools to improve in areas that need it, with regular guidance and support.
- Each school will be enrolled onto our three core elements of the graduated approach to nurture.
- Opportunities to attend regular networking events and expert-led webinars.
- Provide each participating school with publications and resources that are designed to support the development of your own bespoke, whole school approach to nurture.

\*This service has been funded by the core Schools Block funding in Kent, meaning that it is ringfenced for mainstream primary and secondary schools. This funding arrangement was put in place as part of the setting of the 2020-21 and 2021-22 schools budget, following agreement between schools, the Schools Funding Forum, and KCC to apply for a 1% transfer of funding from the Schools Block to the High Needs Block, and was intended to “consider a different approach... to support much greater inclusion in mainstream schools.” (Cabinet Member for Education and Skills, 15.01.20).

# Programme Overview



## The Theory and Practice of the Boxall Profile

- Access to our mental health assessment tool, the Boxall Profile® Online for the duration of the programme, that enables the practitioner to measure and monitor pupils social, emotional needs and wellbeing.
- Access to training for school staff to learn how to utilise the online tool and interpret the results.
- In addition, an in-depth training day exploring the six principles, attachment theory and neuroscience behind the Boxall Profile®, as well as interpreting the results and planning next steps and intervention support to help pupils in need.

## The National Nurturing Schools Programme (NNSP)

- An 18-month journey, with each school developing a bespoke whole-school approach to embed a nurturing culture that focuses upon social and emotional needs and development alongside academic learning.
- Consists of an initial 4 group sessions followed by 1-1 tailored support sessions from our fully trained and experienced consultants to meet each schools needs when implementing the approach.

## The Theory and Practice of Nurture Groups

- A 3-day (consecutive) course which focuses on how to set up and effectively run a Boxall Nurture Group®, to nurtureuk recognised, externally evaluated and accredited standards.
- The content covers 'Nurture Principles', 'The Boxall Profile®' & an assignment (completed within 12-months of finishing the training) which is accredited by the 'Scottish Credit Qualifications Framework (SCQF) Level 8.

# The Programme Cycle



ureuk

## Nurturing Kent Programme A typical school journey





# Programme accessibility for schools



- The programme will be delivered in phased cohorts, which we will look to allocate slots as we receive sign ups. The cohort breakdowns and their start dates can be seen below:
  - **Cohort 1 December 2021** - 24 schools
  - Cohort 2 March 2022 - 36 schools
  - **Cohort 3 June 2022** - 48 schools
  - Cohort 4 September 2022 - 48 schools
  - **Cohort 5 December 2022** - 48 schools
  - Cohort 6 March 2023 - 48 schools
  - **Cohort 7 June 2023** - 48 schools
  - Cohort 8 September 2023 - 36 schools
- Staff requirements for each of the programmes can be seen below:
  - **National nurturing schools programme (NNSP)** - 2 members of staff per school (one must be a member of SLT) in each cohort.
  - **Theory and practice of the Boxall Profile online** - 1 member of staff per school in each cohort.
  - **Theory and practice of nurture groups** - 1 member of staff per school in each cohort.

# Long term impacts of the programme



Reduced fixed term & permanent exclusions

Improved Parent/Teacher relationships

Understanding individual pupils' needs helps to inform and target budgeting.

Improved Pupil/Staff wellbeing & morale

Improved Pupil/Teacher relationships

Enhanced networking opportunities and best practice across the county

Improved understanding of pupils with Special Educational Needs

Improved access to support for pupils with Special Educational Needs

# Impact



## **Improved behaviour** – (Northern Ireland, QUB study, 2016)

“77.7% of children who entered nurture groups as part of the trial were exhibiting difficult behaviour (as measured by the SDQ total difficulties score), and this reduced to just 20.6% at post-intervention test over one academic year. For those children in the control schools, 62.8% of children exhibited difficult behaviour at the start of the year and this remained largely unchanged at post-test (61.9%)”

## **Cost Effective** - (Northern Ireland, QUB study, 2016)

Nurture groups to be cost effective and the project to be “highly successful in its primary aim of achieving improvements in the social, emotional and behavioural skills of children from deprived areas exhibiting significant difficulties”. “Whilst it is important to treat these estimates with some caution, they do suggest that investment in Nurture Group provision is likely to pay for itself after just two years for each child whose problem behaviour is reduced to the normal range.”

## **Increased Attainment**

‘Nurture groups: a large-scale, controlled study of effects on development and academic attainment’ (Reynolds, MacKay and Kearney, 2009), found that there was a **26.7% increase in academic attainment in children attending nurture groups over a six-month period**, an increase of 10.3% compared to the control group (control schools were selected that matched the socioeconomic background of the schools with nurture groups).

## **Reduced Exclusions**

A 2017 Glasgow Psychology Services report found that “**Nurture has been a substantial part of a success story in education in the city which can point to a clear reduction in pupil exclusions, an increase in attendance and a dramatic improvement in Glasgow establishments’ capacity to hold on to the most vulnerable young people.**”

*“**Nurture has been absolutely instrumental in the reduction in exclusions and in the success we’ve had recently. When there’s so much focus on results it takes a lot of bravery to recognise that in order to get those results, you need to prioritise children’s social emotional and mental health needs. If pupils don’t feel happy and safe within school, they won’t learn anyway, so you can all carry on teaching till your heart’s content, but they won’t take it in if they don’t feel happy, secure and their basic needs aren’t being met.**”*

Gill Leigh & Jill Weatherston

**Marsh Green Primary is in the top 3% of schools nationally for attainment progress**

# Next Steps



This programme is open to all mainstream Primary and Secondary schools across Kent County Council.

To find out more, or to register your interest in taking part in the programme, take a look on our website and sign up to one of our upcoming briefing sessions on the <https://www.nurtureuk.org/nurturingkent>

or

Email us at [nurturingkentcc@nurtureuk.org](mailto:nurturingkentcc@nurtureuk.org)



**If you have any questions then can you please write them in the chat box.**

# Thank you



@nurtureuktweets



Page: /nurtureuk  
Group: /nurtureuk  
professionals network



/nurtureuk



@nurtureuk

Visit our website at [www.nurtureuk.org](http://www.nurtureuk.org)

Specialist Employment Service

# Supported Employment in Schools

David Stenning – Supported Employment Manager  
Charlotte Burford – Supported Employment Education Lead



# Specialist Employment Service— Who We Are and What we Do

- Specialist Employment Service part of The Education People
- Over 30 years experience of supporting people to find and maintain employment
- We work with over 400 SEND students and adults with disabilities per year
- 2018 received national recognition for Team of the year and Practitioner of the year (Mitch Mitchell) from BASE
- 100% in our SEQF audit “Excellent” provider status
- Over 10 years experience of delivering training to education providers
- Provide advice and support for employers with their business needs
- Deliver a range of training packages to employers and other organisations,





# Programme Overview

- There is a need for education providers in Kent to support their SEND students to understand and prepare for the world of work
- The Specialist Employment Service will provide professional and structured expertise to embed the Supported Employment model into Kent mainstream schools
- The whole school staff team and Governors will be trained and mentored to support SEND students from year 9 using all aspects of Supported Employment
- This is in line with the governments Preparing for Adulthood guidance, Ofsted guidance, Gatsby Benchmarks, Written Statement of Action, Supported Employment Quality Framework and EHCP provision.
- This programme will raise aspirations and support successful transition for SEND students to progress successfully into the world of work.



# Aims of the Programme

- To support SEND students to successfully transition into the next stages of their lives
- This could be - Traineeships, Supported Internships, Apprenticeships or paid employment
- Or staying on in education to gain relevant qualifications in order to pursue their chosen career pathway
- To reduce the number of NEET (Not in Employment, Education or Training) young people
- To create a more diverse and inclusive workforce.



# Programme Objectives

- Create higher aspirations for SEND students
- Supported Employment named in students EHCP from year 9
- Support students to become self-aware in terms of skills, qualities and progression routes to employment via experience of work
- Opportunity aware of the labour market, employer expectations, career pathways
- Confident decision makers, understanding transition to work.



# Outcomes for schools

Schools will be able to

- Understand the value of the Supported Employment model and embed it into their existing careers strategy
- Recognise how to support a student and prepare them for sustainable employment that meets the individuals needs
- Facilitate appropriate engagement with employers to gain trust and build lasting relationships.
- Maximise results with employers whilst minimising time spent on the task
- Job coach efficiently in the work placement to successfully fade support from both the employer and the student.



# Delivery Model – Stage One

## Identifying Need

- Identify and communicate with a main senior lead for each school
- SLT and Governor awareness sessions via video conferencing (Multiple schools/whole locality)
- Build relationships within school with key personnel at all levels
- Support SLT to Identify staff and matching them to the required roles
- Review current practice in each setting and support all staff to embed the model whilst considering the schools restrictions with staff resources and curriculum need
- Discuss current careers education/guidance and employability in each school using Compass/Compass+ data.



# Delivery Model – Stage Two

## Training and Staff Development

Identify training needs for each setting in all aspects of Supported Employment and how to blend it with in a school curriculum.

Formal Training consists of the following

- Overview of Supported Employment
- Vocational Profiling
- Employer Engagement
- Introduction to Job Coaching
- Independent Travel Training
- TSI (Training in Systematic Instruction)



# Delivery Model – Stage Three

## Embedding the Practice

- Support school staff to carry out Vocational Profiling from year 9
- Further implementation of The Supported Employment Model would see students benefit from a person-centred approach to pre-work support including work experience and mock interviews
- Staff observations, monitoring and feedback of relevant student meetings, vocational profiling and job coaching
- Access to an Employment Support Officer Mentor (ESOM) would be available at each school to offer ongoing staff support and guidance
- Each school would also benefit from the professional broad-brush approach to Employer Engagement training given
- Email and phone call support throughout.



**For further information about the model of support used, we have an online module that can be accessed here:**

<https://elearning.theeducationpeople.org/elearning/Course/Detail?CourseId=28>

Contact details: [charlotte.burford@theeducationpeople.org](mailto:charlotte.burford@theeducationpeople.org)





# STLS Review: Timeline

Presented by Celia Buxton

# Five Minute Comfort Break

On behalf of...

THE EDUCATION  
PEOPLE

Kent  
County  
Council  
kent.gov.uk



THE EDUCATION  
PEOPLE

# Neuro Diversity Project

Presented by Simon Storey

# Making it work

Kent and Medway's transformation of neurodiversity support

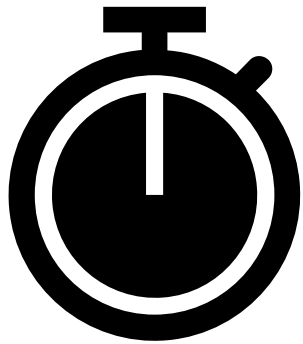
---

# The problem

## The system shows:

Long waiting times for children and young people to be assessed for diagnosis

High rate of referrals for diagnosis and EHCPs



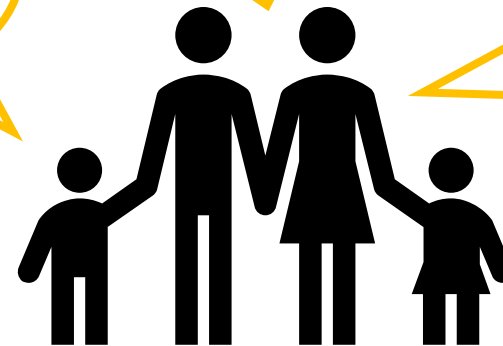
## Families and carers tell us:

We don't feel supported

System of support is difficult to navigate

We don't feel listened to

I have to repeat my story



# Coming together to Make it work



**The problem is system-wide, so as a system we are coming together.**

## **What:**

Explore and implement a programme of early interventions to help neurodiverse children and their families/carers get the support as early as possible.

## **Aim:**

Provide appropriate, compassionate, and timely support to children and their families where neurodevelopmental conditions are suspected across health, social care and education in Kent and Medway

# Our opportunity to **Make it work**

Test  
Learn  
Adapt



- Partners across the system are coming together to help create, test and implement a transformed support network for neurodiverse children, young people, and their families and carers.
- We are looking to improve existing support, and co-produce new offers of support to transform the whole system into one that works.
- We are testing our potential solutions in west Kent, measuring and evaluating, and learning from what families/carers and professionals tell us.
- This will ensure that what we will implement across Kent & Medway is tested, and we will be confident it answers the needs of children, young people and their families/carers.

# Exploring how to Make it work

We are taking the approach of piloting multiple different offers of support in one area to explore how a transformed system functions.

Currently, four offers of support are being developed for testing:

1. Working with the primary care network children's navigators to trial an evidence-based profiling tool for 7 to 11 year olds – signposting to support accessible without a diagnosis
2. Working with school-based school nursing teams to trial a profiling tool for primary age children – providing signposting to support accessible without diagnosis as well as low-level interventions
3. Testing a new multi-disciplinary diagnostic model focusing on 0-5 year olds - potentially allowing faster access to children while also providing a more detailed diagnosis, and delivering specialist interventions
4. A range of support offers and system improvements co-produced with families, health professionals, and other partners tackling areas of the system that don't work well



# Want to stay updated?

Send an email to [MakingIt.Work@nhs.net](mailto:MakingIt.Work@nhs.net) and receive future newsletters and invitations to future events

# Educational Psychology Service- Plans and Hopes

Presented by Alison Farmer- Assistant Director of EP

# Review of Kelsi

Presented by Celia Buxton on behalf of Sharon McLaughlin

- SEND Information HUB
- Kelsi

# SEND Information HUB

## Headline data and information

### ANALITICAL FEEDBACK

Parental satisfaction with the SEND Information Hub website has gone from 19% to 60%

### WORFORCE FEEDBACK

A new employee who had worked at lots of other Local Authorities had researched Kent's Local Offer, the SEND Information HUB and fed back that they were *“impressed ...with our Local Offer, how easy it was to navigate and how easy it was to find advice and guidance....Kent's Local Offer is the best (they) has seen.”*

### COMMUNITY FEEDBACK

A service user told us that they *“had all the information required about DISK (Disability Support Services Kent). All within seconds”*

On behalf of...



THE EDUCATION  
PEOPLE

# kelsi

Early Years and  
Childcare

Primary

Secondary

14 to 25

Integrated Children's  
Services

News and events

Term dates

Admissions

Education provision

Child protection and  
safeguarding

PRU, Inclusion and  
Attendance Service (PIAS)

Special educational needs

Support for children and  
young people

Secondary School  
Improvement, Skills and  
Employability

Curriculum

School Management

## SEND Code of Practice

- Up-to-date
- Accessible
- Comprehensive
- Transparent
- Collaborative

kelsi

Early Years and  
Childcare

Primary

Secondary

14 to 25

Integrated Children's  
Services

News and events

Term dates

Admissions

Education provision

Child protection and  
safeguarding

PRU, Inclusion and  
Attendance Service (PIAS)

Special educational needs

Support for children and  
young people

Secondary School  
Improvement, Skills and  
Employability

Curriculum

School Management

## KELSI Improvement Plan SEN Information

### What is working

Good range of information and guidance

### What is not working

Illogical lay out

### What needs to improve

SENCO views to inform tone, content and functionality

# Session Feedback and Evaluation

- Your opportunity to tell us what you think
- We want to use your feedback to make these sessions as useful as possible for you all
- Link for evaluation has been posted in the chat by Andie- please click on it now and complete!

# Thank You for listening and taking part

If you have any questions then please email [rory.abbott@theeducationpeople.org](mailto:rory.abbott@theeducationpeople.org) with the subject title of SENCO Forum Query