

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		

Operational Updates

OPERATIONAL UPDATE

SEN AND INCLUSION CONFERENCE

SENCO AS STRATEGIC LEADER

22ND SEPTEMBER

14TH OCTOBER

Siobhan Price: Assistant Director, School Inclusion

SENCO as Strategic Leader

- SENCO led webinars have been developed over March – July
- Very well received.
- Good quality evaluations which are able to inform future delivery
- Plan to continue that model – SENCOs and Inclusion Leads, delivered by SENCOs for SENCOs.

SENCO Webinar Series

Title	Attendance on the day	Total unique visits	Total visits
Maximising the impact of your CoS: Collaboration, influence and shared priorities	28	4	4
Making the most of Kent's local offer and PRG	49	22	30
SENCO as the strategic leader	18	99	140
Understanding the Continuum of Need and Provision: A shared framework for Kent	29 - AM 29 - PM	39	66
Understanding and strategically using the SEN Notional Budget	65	21	36
Shaping whole school leadership using the NASEN guidance	56	21	29
Writing and presenting requests for advice and financial support for CoS	36		
Navigating the CoS Process: Strengthening consistency across schools	24 th June		
Strategic Leadership for SENCOs: Having effective and difficult conversations	9 th July		

Feedback

What Worked Well

- Strong strategic focus – supports school improvement, audits, and planning
- High satisfaction (mostly 8–10 ratings)
- Particularly valuable for new and developing SENCOs
- Clear frameworks helped translate policy into practical next steps

Areas for Development

- Need more practical examples and case studies
- Some sessions felt too general or repetitive
- Limited differentiation for experience levels
- Improve delivery:
 - Shorter, focused sessions preferred
 - More effective Q&A and interaction
 - Ensure resources/links are accessible

Recommendations for 26/27 Series

Strengthen Practice-Focused Delivery

- Use case studies, model documents, and real examples
- Introduce Learn–Apply–Review structure in each session

Tiered approach

- Core: New SENCOs (role clarity, frameworks)
- Developing: Embedding practice, leading change
- Advanced: Funding, EHCPs, system leadership, strategic leadership

Priority Content Areas

- Funding and budgeting
- EHCP processes
- SEMH support
- External services (PRG, OT, SALT)
- Ofsted and inclusion frameworks

Enhance Engagement

- Build a shared resource bank
- Provide networking and collaboration opportunities
- Add Q&A clinics / interactive elements

SEN and Inclusion Conference

- Two half days – 22nd September and 14th October
- Hybrid model being discussed – no space for everyone
- Face to face on an area basis.
- Key speakers will be on screen – to be ‘broadcast’ countywide
- Workshops will be offered in each area setting – same workshop choices.
- Intended that there are initial workshops which cover the areas highlighted in the webinar feedback series
 - Funding and budgeting
 - EHCP processes
 - SEMH support
 - External services (PRG, OT, SALT)
 - Ofsted and inclusion frameworks

Questions -

- From the areas highlighted below, what would you want to achieve from the proposed workshops below?
- Are there any other areas you would wish to have covered and why?

Conference working group

- Inclusion Champion – Louise Skinner – leading on SENCO webinar series
- Inclusion Champion – Amanda Flaherty – leading on SEN conference.
- If you would like to join Amanda in developing the workshop content (and to assist the delivery), please contact directly on
- aflaherty@sussex-road.kent.sch.uk

QAPD at SENCO Forum

Quality Assurance and Practice Development Team at Kent County Council, SEND

Providing system-wide assurance that EHCPs and the SEND Service are improving in quality, are compliant, and support better outcomes for children and young people with SEND through Practice Development

Clara Green – QAPD Officer and Kent SENCO Link

Clara.green@kent.gov.uk



Audit Feedback

SEND Journey Audit – May 2026

Scope focus:

Group 1: x10 Request and Assessment/ KS1/ Finalised Dec 2025

Group 2: x10 Annual Review/ KS1/ Completed 2025

- Strong practice was evident in general communication, with 100% of audited cases showing up-to-date advice and information across both assessment and annual review pathways.
- Section A – 100% completion rate – huge thank you to SENCOs for your support with this and the beginning of the Golden Thread.
- 100% completion of the digitized form.
- The most significant areas for practice development in data from this audit relate to statutory timeliness – submission to LA must be within 2 weeks of the Annual Review meeting taking place (SEN Code)
- Participation of children and young people in Annual Reviews was weak, with positive evidence in fewer

than one in five cases reviewed. Participation does not just mean attendance to review! (SEN Code)



New/updated Health guidance

www.Kelsi.org.uk

[Home](#) > [Inclusion](#) > [Special Educational Needs and/or Disabilities \(SEND\)](#) > [Education, Health and Care](#) >

Education Health and Care (EHC) Needs
Assessments requests

Scroll down



This will be discussed in more detail at the
next webinars – please sign up via links at
the end of these slides

Appendix 4 (Health)

- [Appendix 4- Guidance \(PDF, 372.0 KB\)](#)
- [Appendix 4 \(DOCX, 101.1 KB\)](#)
- [Health SENCO Guidance \(DOCX, 1.2 MB\)](#)
- [Health parent form \(DOCX, 610.9 KB\)](#)
- [Health contacts for Education Settings \(DOCX, 798.8 KB\)](#)
- [Health guidance for professional advice or information for EHCP Annual review \(DOCX, 1.2 MB\)](#)

EHCP TRANSFER Ins (From outside of Kent into Kent)



Statutory Transfer Responsibilities

The new Local Authority assumes full legal responsibility for the EHCP upon transfer, ensuring legal compliance and provision (provision named in Section F of the current EHCP).

Review and Decision Timeline

The LA must review the EHCP and notify parents within six weeks of transfer with a clear decision letter (adopt/maintain or reassess)

The annual review usually happens within three months from the date of transfer.

Placement and Provision

Immediate arrangement of suitable, like-for-like placement is mandatory, with short-term alternatives provided if needed. The LA do not consult with schools regarding this. The temporary placement is not named on the plan. The setting is decided by following the TYPE of setting currently stated on the plan, or next best fit. Distance to the CYPs home address is also factored in. If the parent is happy with the temporary placement, they can name them as their preference at the first annual review (this is when consultations would take place)

Collaboration and Annual Review

Parents and carers are engaged in decisions, with annual reviews aligning EHCPs to Kent's format and processes.

Huge thank you and well done from QAPD 😊

Some success highlights -

- Appendix One use and personalisation of EHCPs and The Golden Thread
- Webinars – attendance and positive feedback
- The review of the Annual Review Process

Feedback: evaluation form at end of forum -

- Are the webinars useful to you and your practice?
- What are your suggestions for future content?
- Do the times and dates work well for you mostly?

QAPD Webinar dates



7th July @ 10am (45 minutes)

Kent SENCO webinar – HEALTH contribution to Annual Review/ VITA/ Transfer Ins

<https://events.teams.microsoft.com/event/92d895e3-ef71-4cd3-be79-4b2d495ca953@3253a20d-c735-4bfe-a8b7-3e6ab37f5f90>

9th July @ 3.30pm (45 minutes)

REPEAT Kent SENCO webinar – HEALTH contribution to Annual Review/ VITA/ Transfer Ins

<https://events.teams.microsoft.com/event/95b6a76a-eb28-4f4e-b7a0-f68beef7ce3e@3253a20d-c735-4bfe-a8b7-3e6ab37f5f90>

Benedict's Law



Rory McDonnell Head of STLS Sensory and Physical Disabilities
KCC
and
Claire Packman
Deputy Designated Clinical Officer (DDCO) for SEND
Kent and Medway

Background

- Benedict's Law in England is new national legislation that requires every school to put formal allergy-safety measures in place to protect children with serious allergies. It was created after the death of five-year-old Benedict Blythe, who suffered a fatal allergic reaction at school in 2021.
- You can learn more about Benedict at <https://benedictblythe.com/>
- Benedict's family have campaigned with others for this new legislation to be put in place.
- Since 2017 it has been optional for schools to have adrenaline autoinjectors on site within their first aid resources.
- Adrenaline autoinjectors include Epipen and Jext brands.

Why it matters:

- The law aims to create consistent, life-saving protections across all schools so that allergic emergencies are recognised and treated quickly. It replaces a patchwork of voluntary practices with mandatory national standards.
- Allergy is common, serious and potentially life-threatening in school settings.
- Around two children in every classroom have an allergy
- Schools are one of the most common locations for severe allergic reactions outside the home
- Up to 30% of severe reactions occur in children with no prior diagnosis
- Benedict's Law aims to ensure that children with allergies can attend school safely and that staff have the knowledge and tools to respond quickly when emergencies occur.

What Benedict's Law requires

- Schools in England must:
- Create and publish a whole-school allergy policy, reviewed regularly and available on the school website.
- Follow new statutory guidance (“Supporting children and young people with medical conditions and allergy”), which becomes effective in September 2026.
- Provide allergy awareness and anaphylaxis-response **training for all staff**, including non-teaching staff.
- Stock spare adrenaline auto-injectors for emergency use. These are not tied to a specific child and can be used for **anyone** experiencing anaphylaxis. The autoinjectors must not be locked away, they need to be readily accessed.
- Maintain individual healthcare or allergy action plans for pupils with diagnosed allergies.
- Improve incident recording, communication, and reporting of allergic reactions.

Who it applies to

- Benedict's Law applies to **all schools in England**, including:
- Local authority schools
- Academies and free schools
- Independent schools
- Special schools and alternative provision settings

Does it apply to nursery schools?

- Yes — Benedict's Law does apply to nursery schools in England, but only if the nursery is legally classified as a school.

Does apply to:

- Nursery classes within a primary school
- Nursery schools that are registered as maintained schools
- Independent schools with nursery provision
- These settings **must** follow Benedict's Law.

Does not automatically apply to:

- Private, stand-alone early years nurseries (e.g., day nurseries, private nursery chains) are not explicitly listed in the law's scope. Current statutory guidance and legislation refer specifically to schools, not early years providers.

When it comes into force

- The government passed the law in 2026, and the statutory guidance is being finalised.
- Schools must comply from September 2026, with at least one term's notice before full implementation. ***watch:** this may change in the guidance to January 2027.

The Government will:

- Publish final statutory guidance by July 2026
- Introduce legislative provisions to place Benedict's Law into primary legislation
- Implement the new framework in schools
- The protections are expected to come into force from September, giving schools time to prepare and implement the required measures.

**How could you reduce
the risk of a reaction in
your school setting?**

Reducing the risk of a reaction

- Regular cleaning of surfaces and hand washing.
- If meals are provided, then known allergens should be excluded.
- Encourage allergic children and young people to check with the adult before eating or before certain activities if they can.
- “No sharing” policy when food is brought in from home.
- Arts and crafts: check art equipment for any known allergens.
- Outings: Risk assessment of the venue beforehand.

Communication

- School to ask about allergies before children start.
- Parents/guardians to provide child's allergy management plan.
- Parents/guardians to provide in date medication.
- School staff to be aware of children's allergies.
- School staff to reduce risk of allergies.

Recommendations

- Pupils who have prescribed auto-injectors to always have 2 with them at school
- Older primary age pupils can carry auto-injectors themselves if school feel they are responsible enough to do this
- Auto-injectors must be always kept close by and accessible to pupils - not kept locked away in the office for example
- Secondary age pupils should carry auto-injectors themselves

Spare adrenaline auto-injectors in schools

- Mandatory.
- Purchased from pharmacy (template letter available – Anaphylaxis UK website).
- Either EpiPen or Jext.
- Pupils <30kg require 150mcg dose.
- Pupils >30kg require 300mcg dose.
- Kept in central location.

Kent School Health Anaphylaxis awareness

Aim: To raise awareness of anaphylaxis and the emergency administration of medicines.

Learning outcomes:

- Have a basic understanding of anaphylaxis and how to recognise the signs and symptoms of a reaction
- Be able to identify potential triggers for anaphylaxis and understand how to reduce the risk of a reaction
- Develop a basic understanding of how to respond effectively to an allergic or anaphylactic reaction within a school setting, including use of emergency medication according to a management plan
- Develop a basic understanding of why adrenaline auto-injectors are used for anaphylaxis, how to administer them correctly and how they should be stored in a school.

Online booking via: <https://family.kentcht.nhs.uk/education-resource-hub/health-information/> (and click on the anaphylaxis awareness drop down)

Sessions available to book for Anaphylaxis

These sessions are not compatible to view on mobile phones.

- [Anaphylaxis awareness](#) on 17 July at 3.45pm
- [Anaphylaxis awareness](#) on 1 September at 9.30am
- [Anaphylaxis awareness](#) on 2 September at 3.45pm
- [Anaphylaxis awareness](#) on 2 October at 3.45pm

Anaphylaxis awareness

Kent School Health



Signposting resources



<https://allergyschool.org.uk>



<https://www.allergyuk.org>



<https://www.anaphylaxis.org.uk>

Eatsafe

- [EatSafe - Kent Safeguarding Children Multi-Agency Partnership](#)

**Kent Safeguarding Children**
multi-agency partnership

[Worried about a child?](#)

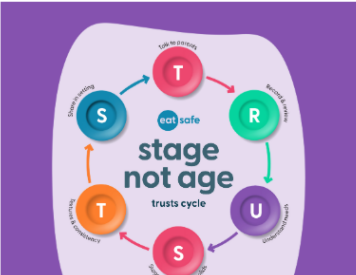
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EatSafe

EatSafe is a campaign designed to support safer eating in early years non-familial settings. The campaign was developed following the tragic death of Oliver Steeper in September 2021.

A child dies in the UK every month from choking and hundreds more require hospital treatment. EatSafe has been designed to support early years settings providers and management to ensure the safeguarding of mealtimes and to reduce the risk of serious harm whilst eating. Whist primarily designed for early years settings, the principles and guidance may also be of use to other settings providing food to children in their care.



EatSafe Resources

[Guidance for Safer Eating in Early Years Settings](#)
(PDF, 3.1 MB)

[Practitioner Resource Pack](#)
(PDF, 1.9 MB)

[Kitchen Crib Sheet](#)
(PDF, 71.4 KB)

[TRUSTS Cycle](#)
(PDF, 246.1 KB)

[What to consider and asking when considering childcare: questions for parents](#) (PDF, 2.7 MB)

Contacts

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