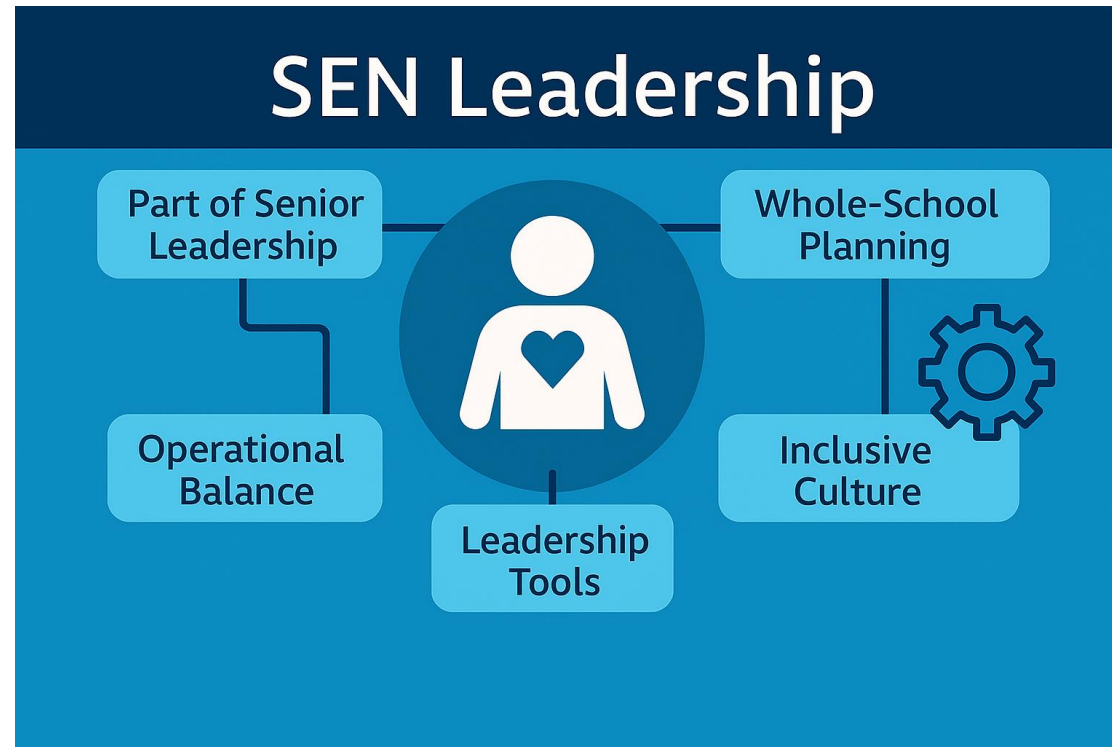


The SENCO as a Strategic Leader

Strengthening Strategic SEN Leadership across Kent

Navigating the CoS Process – strengthening consistency across schools



Emma Law

Wednesday 24th June at 8.15am

If you have any questions about today or ideas for additional webinars to support you, please put them on the Q&A as we go

Welcome & Purpose

Strengthening consistency, quality & equity in SEND across Kent



Understanding the CoS model

A shared framework for inclusion across Kent.



Collaboration & QA

How shared practice drives improvement.



Role of CoS Chairs

Shaping strategic direction together.

SCHOOL INCLUSION FUNDING POT

Working together to deliver inclusion by design and earlier support for all pupils



NOTIONAL SEND (core expectation)

Core funding to meet the needs of pupils requiring SEND support as part of everyday inclusive practice.

Examples of use (not limited to):

- Adaptive teaching and differentiation
- Interventions and support groups
- Classroom resources
- CPD for SENCo
- Universal behaviour approaches
- Early identification and monitoring

Funding primarily from:

Notional SEND | IMF | CoS Top-Up



EHCP Funding (statutory need)

Funding to deliver the provision set out in a pupil's Education, Health and Care Plan.

Examples of use (not limited to):

- Individualised adult support
- Therapy and specialist interventions
- Specialist equipment and resources
- Personalised curriculum and approaches
- Provision specified in EHCP

Funding primarily from:

EHCP Funding | IMF | CoS Top-Up



IMF Funding (capacity building)

Additional funding to strengthen inclusive practice, build staff expertise and improve systems and environments.

Examples of use (not limited to):

- Staff training in inclusive practice
- Evidence-informed interventions
- Improving inclusive environments
- Developing inclusive systems and processes
- Building staff expertise

Funding primarily from:

IMF | CoS Top-Up



CoS Top-Up (flexible add-on)

Additional top-up funding from the Community of Schools to enhance provision, respond to emerging needs and support collaboration.

Examples of use (not limited to):

- Transition support (YR, Y7, in-year admissions)
- Short-term additional staffing for the academic year funding requested
- Shared training and expertise
- Joint projects across schools
- Rapid response to emerging need

Funding primarily from:

CoS Top-Up

THE WHITE PAPER GRADUATED APPROACH: *The right support, at the right time, in the right place*



UNIVERSAL

Inclusion by design: high-quality teaching and environments for all pupils.

Inclusive classrooms and environments that meet the needs of the majority of pupils.

Examples of use (not limited to):

- High quality adaptive teaching for all
- Inclusive curriculum and pedagogy
- Universal behaviour approaches
- Reasonable adjustments
- Early identification and monitoring
- Staff wellbeing and inclusive culture

Funding primarily from:

Notional SEND | IMF | CoS Top-Up



TARGETED

Additional, time-limited support for some pupils to address identified barriers to learning.

Short-term (6–7 weeks / one cycle of APDR) support to help pupils overcome barriers and close gaps.

Examples of use (not limited to):

- Small group interventions (e.g. literacy, numeracy, social skills)
- Speech, language and communication support
- Nurture and pastoral support
- Targeted academic support
- Behaviour support plans

Funding primarily from:

Notional SEND | IMF | CoS Top-Up



TARGETED+

More intensive and/or sustained support for some pupils with more complex or persistent needs.

More sustained and personalised support where needs are more complex or barriers are significant.

Examples of use (not limited to):

- Individualised intervention programmes
- Increased adult support at key times
- Personalised learning approaches
- Therapeutic or specialist interventions
- Support to re-engage or rebuild confidence

Funding primarily from:

EHCP Funding | IMF | CoS Top-Up



SPECIALIST

Highly personalised support for a small number of pupils with the most complex needs, often supported through an EHCP.

For pupils with the most complex needs where specialist provision is required.

Examples of use (not limited to):

- Provision set out in an EHCP
- Specialist teaching and therapeutic support
- Highly tailored curriculum and approaches
- Specialist equipment and environments
- Multi-agency and external specialist support

Funding primarily from:

EHCP Funding | IMF

CoS TOP-UP SUPPORT ACROSS THE CONTINUUM



Shared training across schools



Joint development of inclusive practice



Shared resources developed collaboratively



Transition support (YR, Y7, in-year admissions)



Early support to reduce escalation of need

CoS funding is a top-up to strengthen capacity, support collaboration and respond flexibly to emerging needs.



All pupils, including those with EHCPs, are supported through high-quality universal provision, with targeted, targeted+ and specialist support layered according to need.

The right support, at the right time, in the right place.

EXPECTED IMPACT

- ✓ Improved attainment and progress
- ✓ Better attendance and engagement
- ✓ Stronger wellbeing and inclusion
- ✓ Reduced need for more intensive support



IMF and CoS funding are intended to strengthen inclusion in mainstream settings, build capacity and prevent escalation to specialist provision wherever possible.

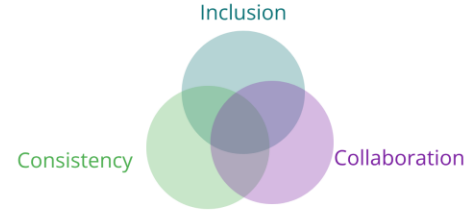
Kent Continuum of Need and Provision – In a Nutshell

A shared framework for all Kent education settings

Principles

- Inclusive practice and high expectations for all pupils.
- Needs met through a graduated approach.
- Provision based on individual need, not diagnosis.
- Universal offer is the foundation for all support.
- Builds on the Mainstream Core Standards.

KEY PRINCIPLES



Practice

- Co-production with families, pupils and professionals.
- Consistent communication and shared understanding.
- Adaptations embedded in everyday planning.
- All settings follow the same expectations.
- Transparent, equitable and evidence-informed practice.

THE CONTINUUM: BANDS A TO J

A - Universal	B - Emerging	C - Mild-Moderate	D - Moderate	E - Moderate-Complex
Need: Minor differences from age expectations. Provision: High-quality teaching, adaptive practice, universal offer.	Need: Emerging or specific needs requiring early support. Provision: Targeted interventions, small-group support, minor adaptations.	Need: Moderate or multiple mild difficulties. Provision: Tailored interventions, personalised support.	Need: Persistent moderate difficulties affecting curriculum access. Provision: Coordinated interventions, ongoing differentiation.	Need: Challenges across multiple areas. Provision: Targeted interventions, curriculum/environment adaptations.
F - Significant & Complex	G - Severe & Complex	H - Severe & Multiple	I - Profound	J - Exceptional
Need: Significant, persistent challenges across several domains. Provision: Long-term, highly tailored curriculum adaptations.	Need: Severe, persistent challenges; cognitive and independence needs. Provision: Adapted curriculum, intensive individualised support.	Need: Severe and complex learning difficulties. Provision: Structured curriculum, alternative communication.	Need: Profound and multiple disabilities requiring full adult support. Provision: Highly specialised provision, coordinated medical/behavioural plans.	Need: Exceptionally complex needs requiring bespoke packages. Provision: Multidisciplinary, bespoke, intensive adaptations.

Increasing Level of Need → Increasing Level of Provision

EXPECTATIONS ACROSS ALL SETTINGS



- Strong, regular communication with parents, carers and professionals.
- Co-constructed strategies and personalised planning.
- Clear key points of contact for each child.
- Child/young person's voice actively included.

- Consistent adaptations embedded in everyday planning.
- Trauma-informed, relational, inclusive practice.
- Mainstream Core Standards used before moving up the continuum.
- Shared expectations across mainstream, PRU, SRP and special settings.

FUNDING ALIGNMENT

A-C: Notional SEN	D-E: EHCP Funding	F-G: IMF	H-J: Specialist / CoS Top-Up
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Funding aligns with level of need, not diagnosis.

The right support, at the right time, in the right place.

Why Consistency Matters



Predictability and fairness — not uniformity.

Every child and family should experience the same quality of SEND support — regardless of postcode or school.

1

Reduces variation in SEND pathways

2

Builds predictability for children & families

3

Ensures fairness in access to support

4

Creates shared expectations across settings

The Challenge in Kent:



Variable offer, thresholds and approaches



Families and schools report confusion navigating the system



Schools working in isolation



Reactive rather than preventative responses

Toward connected local systems



Collaboration as the Driver for Improvement



No school left isolated.

Collaboration reduces duplication and builds capacity across every locality.

- ✓ SENCo networks
- ✓ Joint problem-solving
- ✓ Peer support & challenge
- ✓ Shared specialist expertise
- ✓ Co-designed resources

Quality Assurance & Accountability

Collective improvement and shared responsibility.



Moderation of SEN Support

Peer review of each others' practice

Accountable to your peers for the provision across your schools



Shared evaluation tools

Shared resources

Solution focused discussion and approaches



Data review:
attendance, exclusions, progress

Challenging conversations within the CoS group

An understanding of each others' context



Access to expertise:

- Expertise within schools
- Experts in specialist/SRP
- Experts from the PRG



Locality patterns of need identified

PRG responds accordingly to offer support

The right support and advice in the right place at the right time

The Role of CoS Chairs



Strategic anchor

Local intelligence shapes county-wide direction.



Facilitate robust support and challenge at a local level



Identify and highlight issues & patterns to the community



Escalate recurring themes or concerns to the Local Authority

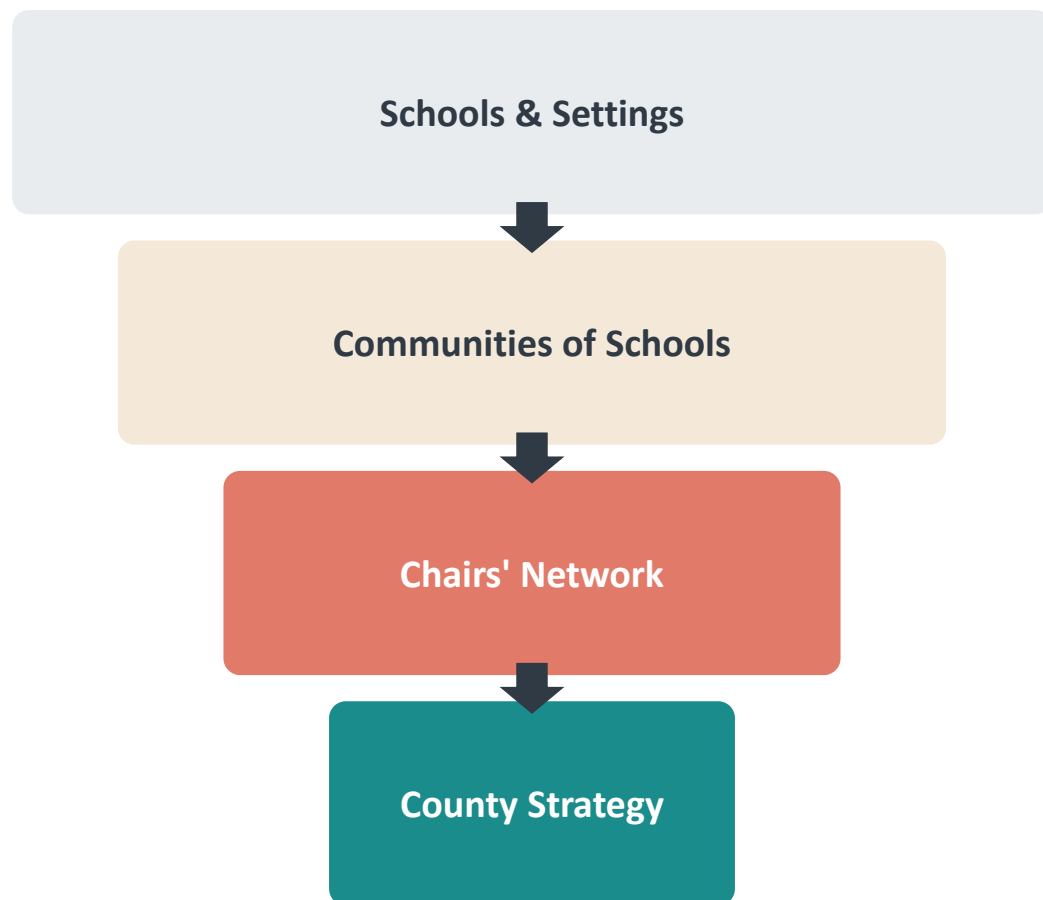


Coordinate local practices with LA expectations



Strengthen links between schools who are geographically linked

Feeding Into a Strategic Approach



Facilitating accountability for provision



Thematic reporting and review



QA and governance



Identifying wider training needs



Highlighting gaps in provision/schools/the system



Aligning practice with the SEND Improvement Plan

What Success Looks Like



A coherent, joined-up SEND system where every child receives the support they need.

Inclusion: Everyone Belongs, Everyone Thrives.



Our Shared Vision for Inclusion

Belonging & Safety

Every child feels welcome, valued, and safe in their school community.

Early Identification

Needs recognised early through strong culture and graduated response.

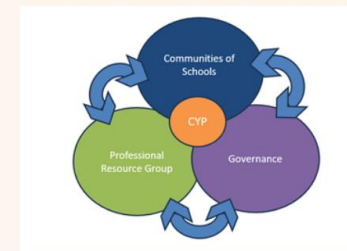
High-Quality Teaching

Inclusive practice as the foundation, with high expectations for all.

Partnership with Families

Working alongside families as equal partners in every child's journey.

Working Together as One Inclusive System



Working together to embed inclusion through early support and shared responsibility.

Thank you for your participation. The evaluation of this session is key to support further development and monitoring the effectiveness of these webinars.



[Strengthening Strategic SEND Leadership Across Kent: SENCO as a Strategic Leader – Fill in form](#)