

SEND update: 25th March 2021

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Agenda

- **Welcome and feedback from evaluations**
- **SEND service update – Louise Hickman**
- **Local Offer: Youth SEND participation offer- Sharon McLaughlin**
- **Health- Sue Gibbons, Designated Clinical Officer (DCO) Kent and Medway**
- **Countywide Approach to Inclusive Education (CATIE)- Celia Buxton**
- **Q & A**
- **Session evaluation**

Welcome and Thank you

- Thank you for coming back.
- Your feedback was really valued.
- Keep sharing and getting more SENCOs to register for updates.
- Your feedback is extremely valuable so that we can develop and deliver accordingly.

'Today's briefing was good with the breakout rooms.'

'Really helpful as an information and sharing forum'

You said... we did

Today's briefing was good with the breakout rooms. Still lots of information to process. Would like further training set up to understand better the new changes that Kent are implementing

Useful having the specialists in the different fields there to answer the questions directly

If they were longer it wouldn't feel like lots of information is being crammed into a short time period.

Louise answered lots of questions and session was well managed. Will attend future sessions

It will be good to receive answers to all the questions in the chat written up via email. Thanks

If you would like a copy of evaluation analysis please email me

Conclusions

- We have included updates on the County wide Inclusion Agenda on this update
- We have extended the timing of the session
- We still have professionals in the chat to answer questions
- FAQs will be published on KELSI

SEND Service update

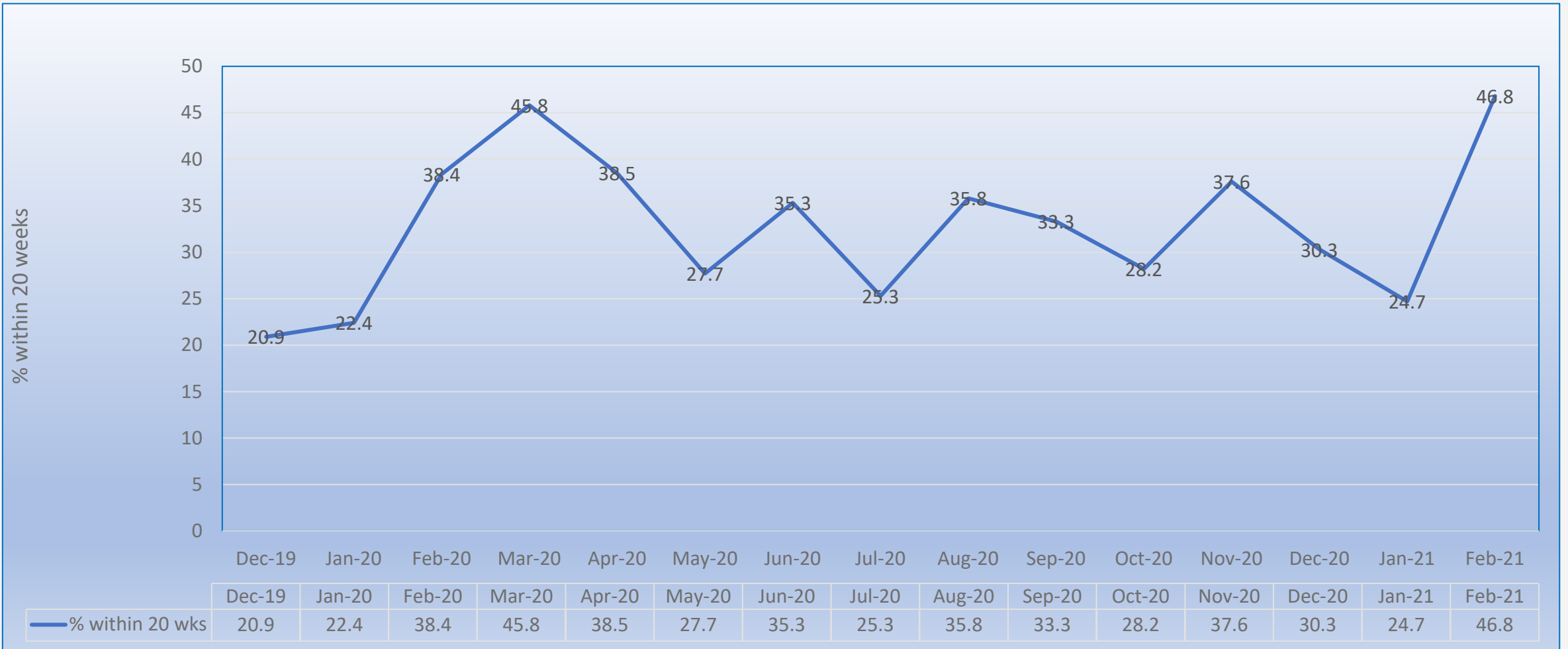
Louise Hickman

- EHC needs assessments
- Educational Psychology capacity update
- Requests for EHC needs assessment
- Local Offer (Sharon McLaughlin, SEND Partnership and Engagement Manager)
- The SEND Provision Evaluation Officer Team

SEN Assessment and Placement Team focus

- Completing assessments and issuing Final EHC plans for cases where we have not met the Statutory 20 week timescale; we have commissioned an EHC plan writing company to draft these plans. *Our* officers issue Draft EHC plans to parents/YP, liaise with parents/YP and issue Final plans.
- Increasing the total number of assessments completed each month – we have recruited an additional 12 experienced interim case officers
- Increasing the total number of EHC plans issued each month
- Focus will then shift to the Annual Review process

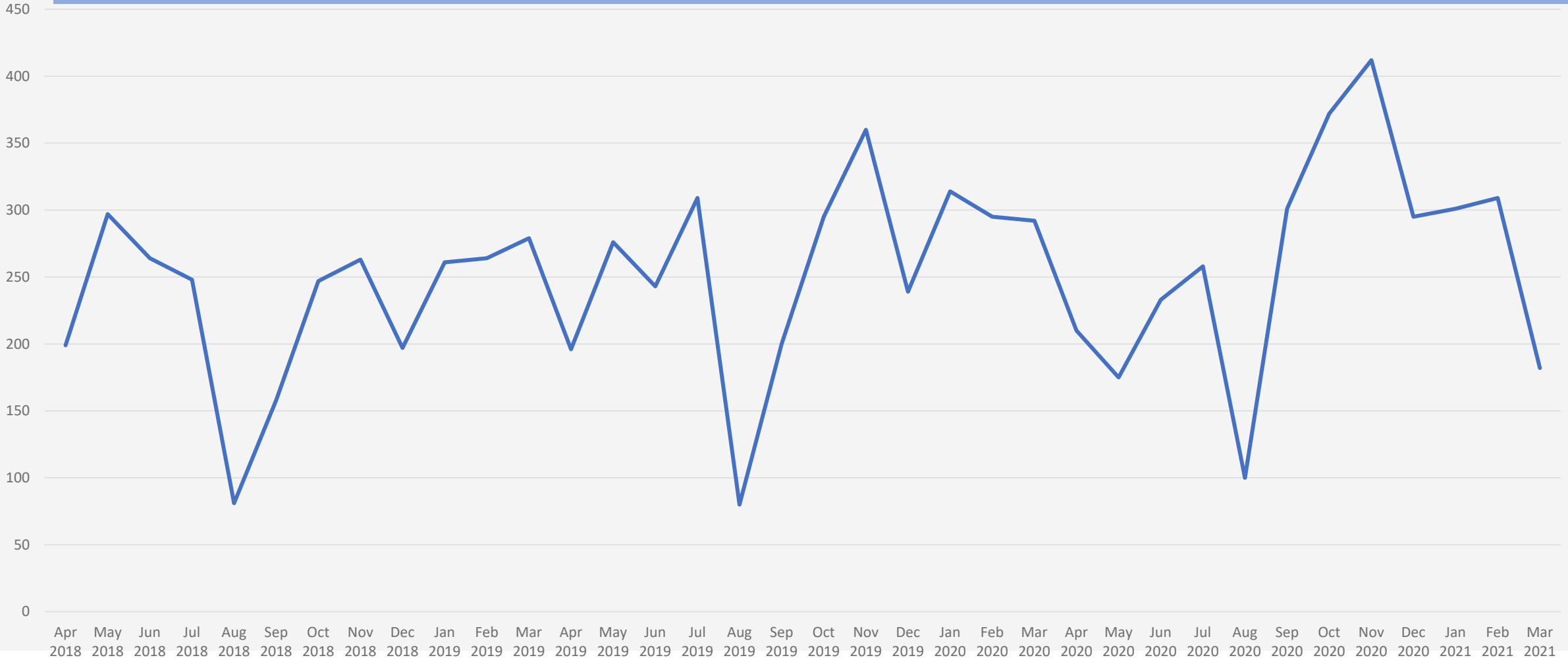
EHCPs issued within 20 weeks



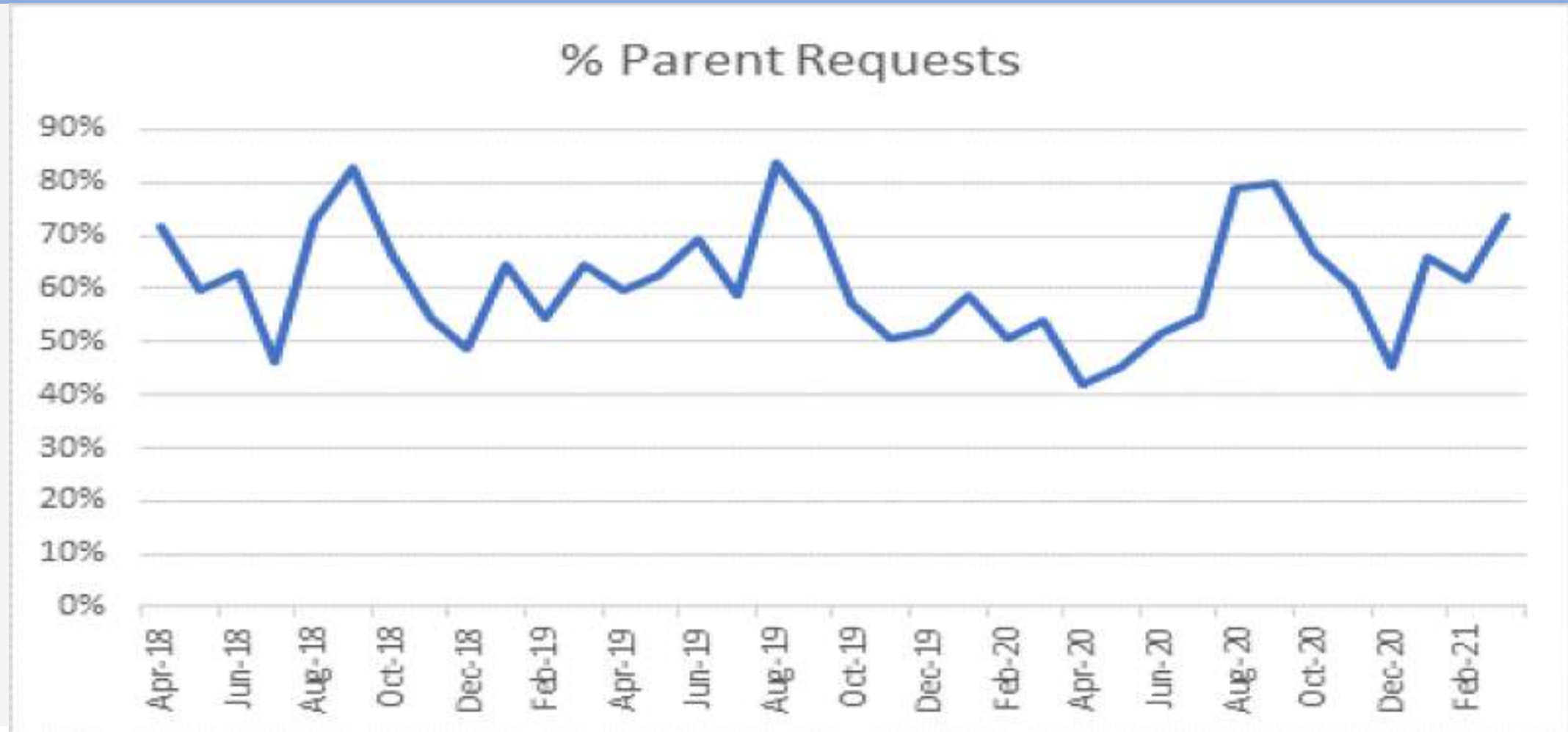
Educational Psychology Capacity

- Within a context of a national increase in the number of EHC needs assessment being undertaken and a shortage of EPs, receipt of timely EP information and advice has been a limiting factor in our ability to complete assessments within timescale.
- The Kent EP Service (KEPS) has now successfully increased the capacity of the team so that they are able to provide, on average, up to 270 assessments each month.
- This capacity is allocated so that we can improve compliance with the 20 week timescale and complete assessments already over this time.

Requests for EHC needs assessment three year trend



Three year trend % parental requests



Requests for EHC needs assessments

The following people have a specific right to ask a local authority to conduct an EHC needs assessment of a child or young person age between 0 and 25:

- The child's parent*
- A YP over the age of 16 but under the age of 25*
- A person acting in behalf of a school or post-16 institution (this should ideally be with the knowledge and agreement of the parent or young person where possible).*

SEND Code of Practice 2015

Nationally, the majority of requests are made by schools/Post -16 providers, in partnership with parents/YP.

The decision whether or not to carry out an assessment is more robust where we have information from education provided. We have 6 weeks from receiving the request to make this decision. Where we have this info, we are more likely to be able to agree to assess (where this is indicated).



Our Local Offer team

Sharon McLaughlin

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Natalie Blower

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Chloe-Elizabeth Mutton

SEND Youth participation Officer
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SEND Information Hub

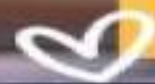
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SEND local offer



we're here to help and support you



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[Working together with parents, children and young people](#)

Learn more about all areas, contact us and getting all the support you need

What is a local offer

A local offer gives children and young people with special educational needs or disabilities and their families information about what support services will be available in their area. We work with children, young people and their families to find out what sort of support and services they need. There will be many different types of services. We will support services to work and provide fresh services.



Strengthening Community resilience

Kent Local Offer Your feedback and getting involved
Your feedback and get involved to shape SEND services.

Parent and carer surgeries

We have special educational needs surgeries for parents/carers to attend. There are staff available to answer any questions and queries that you have about SEN and the provisions for your child.

[Find more >](#)

Information, Advice and Support Team (IASAT)
Access specialist advice, support, information and training, all in one place. We offer a range of services to help you understand and support your child's needs.

Family PACT
A free, confidential, 24-hour helpline, available to all Kent families. We offer support and advice on a range of issues, including mental health, learning difficulties, and other complex needs. Call us on 01843 833333.

High-need behaviour support
A free, confidential, 24-hour helpline, available to all Kent families. We offer support and advice on a range of issues, including mental health, learning difficulties, and other complex needs. Call us on 01843 833333.

Find local SEND services

There are many voluntary organisations, support groups and advice charities active in Kent that can help you, often for free.

[Search for services and activities >](#)



Find services and activities

with

ION

PEOPLE

SUPPORTS
Kent.gov.uk



Next steps

Time for reflection



How to improve the content
of the Local Offer together



How to promote the Local
Offer better together

Take up time

- Please take 2 mins take up time
- Any questions please put into the 'questions' section.

Health Update

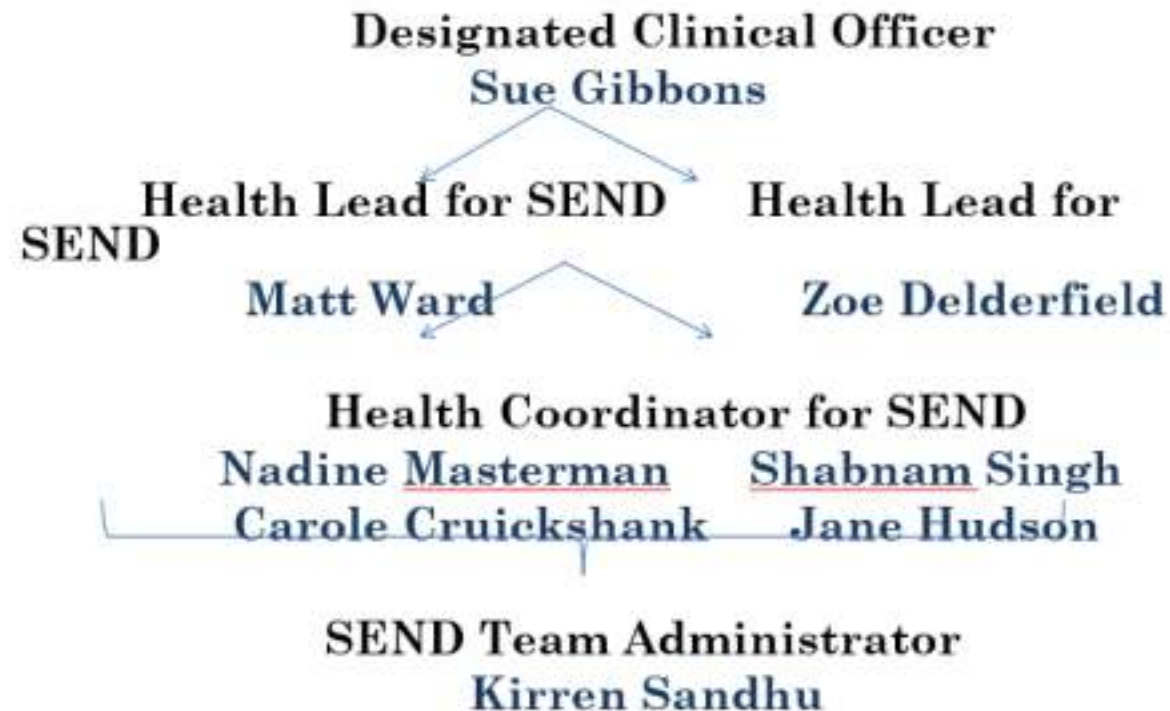
- White Paper by Department of Health and Social Care published Feb 2021 – a focus on collaboration, partnership and integration - integrated care systems – greater flexibility to deliver joined up care
- Children's Wellbeing Navigators

Health Co-ordinators

- Sue Gibbons DCO
- SEND team email : kmccg.kmsend@nhs.net

The SEND Health team

THE SEND HEALTH TEAM



Health Co-ordinator Role

- Gain the voice of the CYP and family regarding their health history to improve coproduction
- Support, Advice and Navigate the LA SEN teams regarding the Health Economy
- Escalation for delayed health advice within statutory timescales during the EHC needs assessment process

Voice of CYP -parents-carers Support and Advice

- Health co-ordinators will make contact with parents or CYP once an EHC needs assessment has been agreed
- They gain health history and discuss which health professionals are involved in their CYP care.
- Support and Guidance given to SEN officer regarding health contacts for the EHC Needs Assessment Process

Parent Feedback

Parents are happy to tell their story again as the HCO focuses on their health needs not education needs

Parental Feedback
'I feel confident that their child's health needs would be included in the plan'

Your Support Please

- Inform CYP and parents that the health co-ordinator will speak to them
- Parent leaflet (coming soon)

HEALTH AND USE OF VIRTUAL PLATFORMS

MARCH 2021

Outline

- What have our experiences been to date? (opportunities and challenges)
- How are Health Providers working in terms of use of digital platforms?
- Q&A

Opportunities

- Ability to include parents in joint sessions with school staff or other professionals
- Secondary pupils more engaged
- Multi-agency working increased
- Increased productive time due to reduced travel

Challenges

- Use of different platforms- Health have to use specifically approved platforms and there are some differences across the providers
- Digital poverty
- Connectivity issues

The Future- Assessments

- Where referral information meets the service criteria an assessment will be offered.
- The first appointments will be carried out virtually unless clinically indicated as this allows for engagement with parent/ carer to
 - gather full case history
 - establish what the child/ young person needs
 - agree outcomes with the family
 - agree with family and school who is providing what support.

The Future- Assessments

- Where a child needs to be seen face to face for a formal assessment this will be arranged in clinic where possible.
- If a school observation is required to fully understand the child/ young persons' needs this will be arranged.

The Future – therapy intervention

- Following the assessment, for children and young people who meet the Service Criteria for therapy a decision will be made on an individual basis as to whether therapy is delivered virtually, face to face or a blended approach.

The Future – therapy intervention

- Therapy to CYP with acute and short term conditions, disabilities and complex conditions
- Specific training to school staff and competency assessment to meet needs of an individual child with complex needs
- Repair, replacement and supply of specialist equipment
- Therapy, assessment and provision to meet high priority clinical need such as:
 - Complex CYP with GMCSF level 4/ 5 for specialist equipment
 - Provision and review of orthotics
 - Postural management (scoliosis) including moving and handling
 - Dysphagia management
 - Limited functional communication with no programme established
 - Changing AAC needs
 - Where functional progress will be lost from non ‘hands-on’ intervention, this needs to be delivered in school as part of 24 hour postural management)

The Future – therapy intervention

- Training and Health Improvement work to support development of whole school approach where it cannot be delivered virtually
- Support to establish priority school based therapy for vulnerable CYP as part of ‘Whole School Approach’, where needs cannot be met virtually.
- Formal assessment as part of a statutory requirement
- Therapy provision as specified in EHCP, where this cannot be met by accessing virtual advice and support, or via a clinic/home appointment.

Waiting List Management

- All services have been impacted by Covid 19 lockdown which has increased pressures on waiting times for therapy
- Previous experiences of long waiting lists indicate that some children and young people will continue to make progress whilst on a waiting list.
- How might we be able to work together to know what children's needs are? e.g. updated information from schools from children previously referred would help services understand children's changing needs and help us to focus on priority children

Questions



Countywide Approach to Inclusive Education

Celia Buxton

Working together to improve outcomes for children and young people with SEND



Outlining standards and expectations

Inclusion Statement

<https://www.kelsi.org.uk/special-education-needs/inclusion/inclusion-statement>

Mainstream core standards for schools

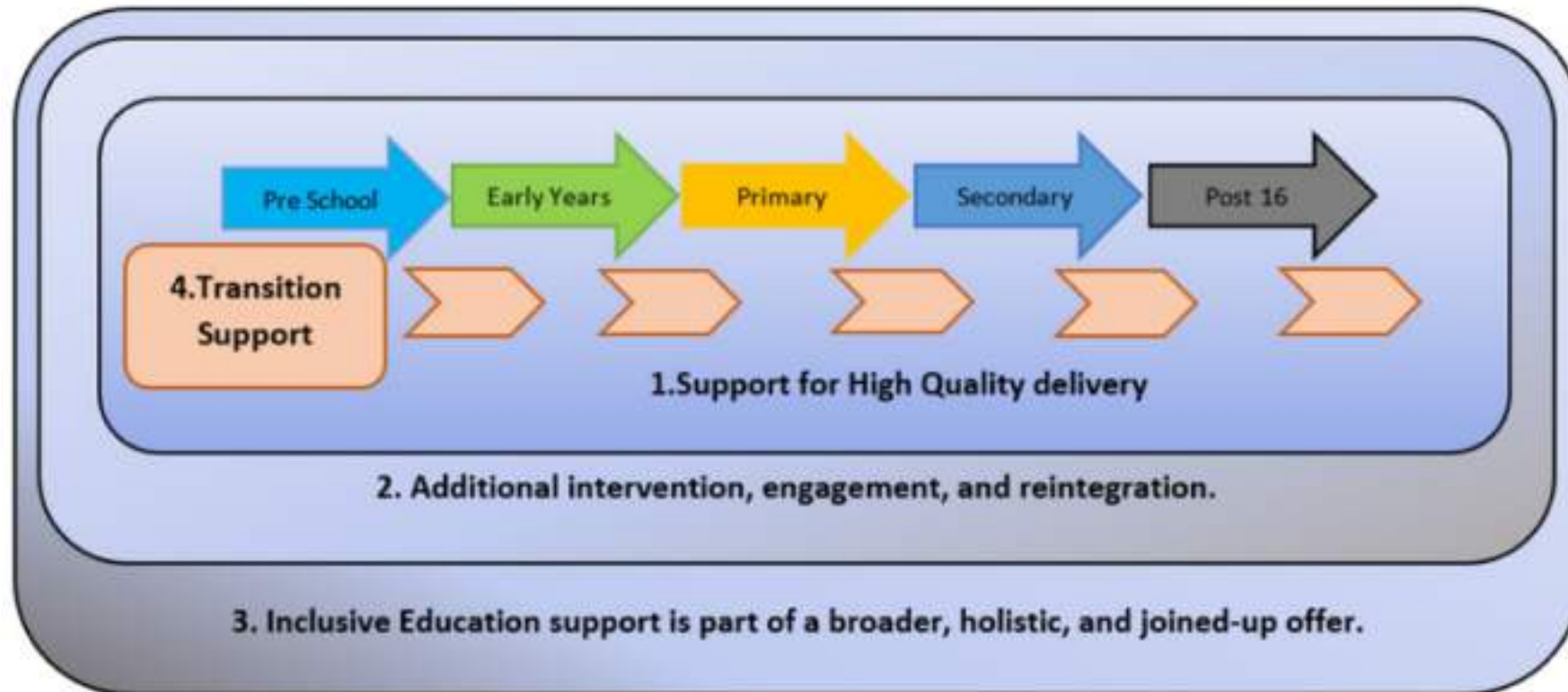
<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>

Early Years Best Practice and Mainstream Core Standards documents

<https://www.kelsi.org.uk/early-years/equality-and-inclusion/best-practice-guidance-for-the-early-years>

Inclusion Framework (currently being edited)

4 core interdependent priorities:



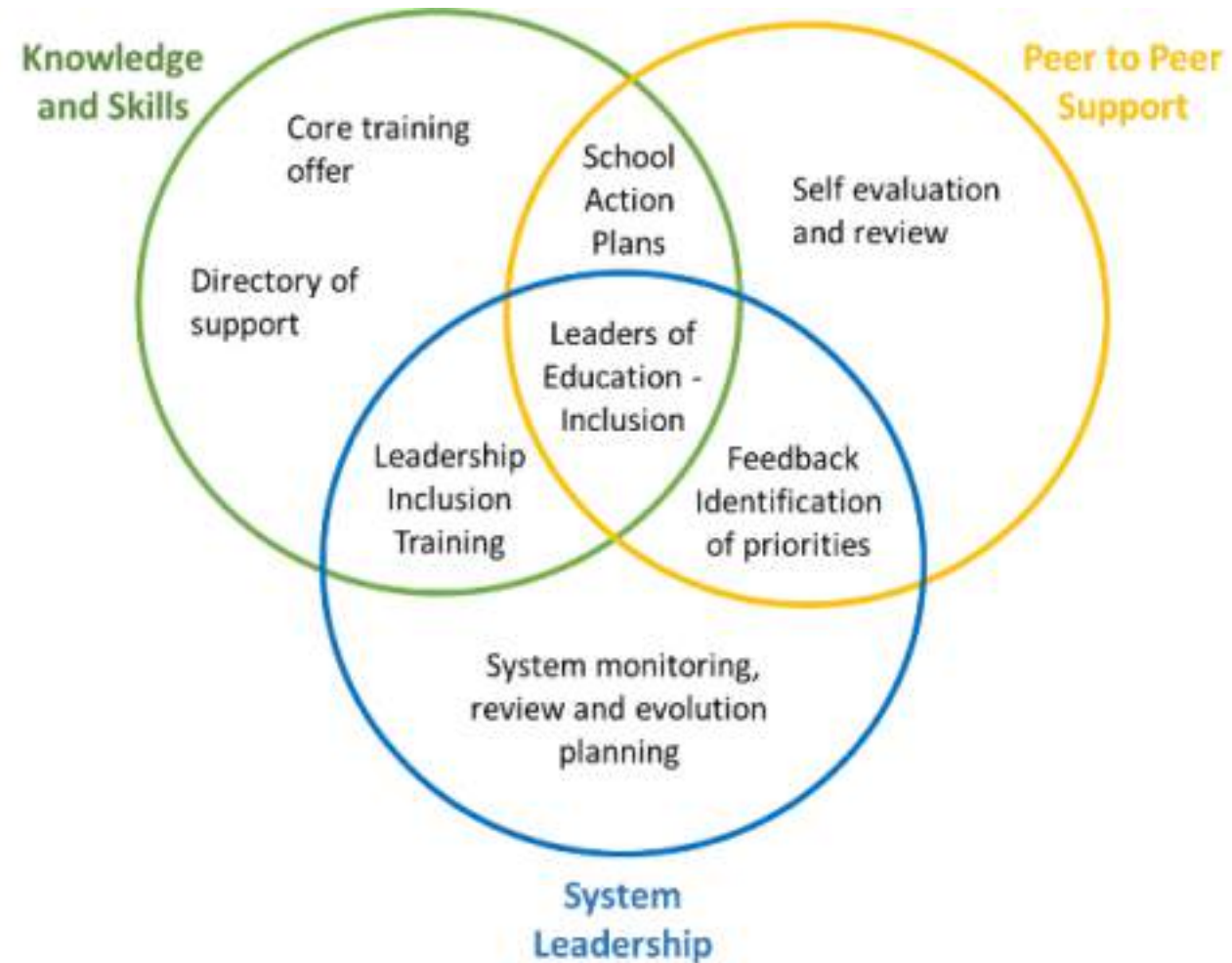
Working together to improve outcomes for children and young people with SEND

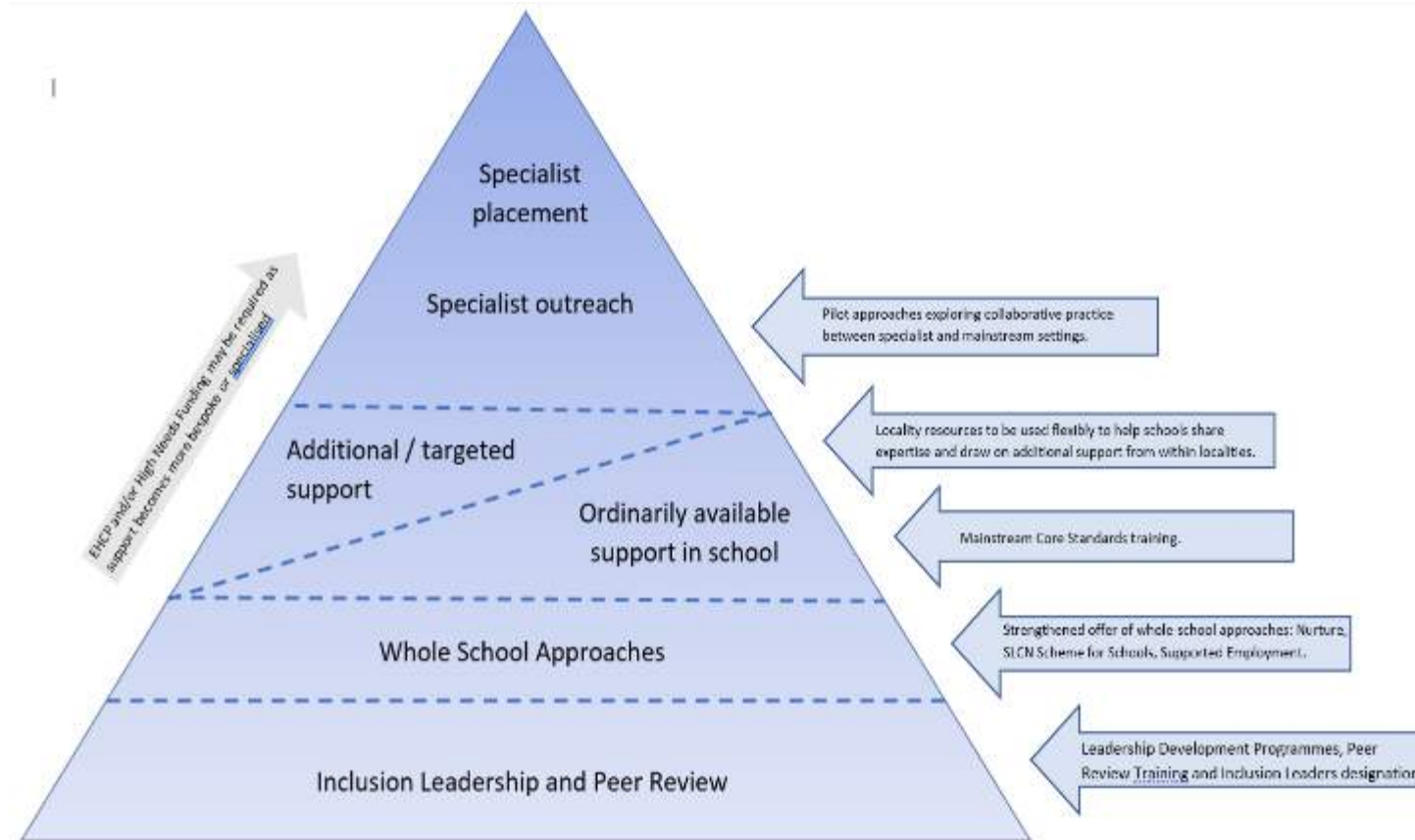
Priority 1. Supporting a school led system to deliver the highest quality inclusive education

We aim to support, challenge, and empower education providers to deliver the highest quality of inclusive education provision for Kent's children and young people such that:

- there is improvement in outcomes, attainment and progress made by all children and young people.
- achievement gaps close for pupils on free school meals, children in care, young offenders, and pupils with SEND.
- all children and young people have equitable access to a challenging and wide-ranging curriculum.

A system approach to supporting Inclusive Education.





Within this structure, we will provide a core offer of training for all schools which will ensure a good understanding of our collective expectations and responsibilities and cover those aspects of methodology or interventions that are deemed core for all schools.

Priority 2. Providing additional intervention and support with engagement and integration.

- Wider community practices and locality working
- Development of Locality Resources
- Support CYP to improve their attendance and engagement in education.
- Reducing Exclusions.
- A Kent approach to whole school nurture.
- Kent Health Needs Education Service

Priority 3: Inclusive Education is part of a broader, holistic, and joined-up offer of support.

- Health Services
- Integrated Children's Services
- Emotional Wellbeing and Mental Health Services:
 - Emotional Wellbeing Teams
 - Kent Children and Young People's Mental Health Services (CYPMHS)
- Kent SEND team
- The Kent & Medway Violence Reduction Unit (VRU)
- Specialist Teaching
- Virtual School Kent (VSK)

Priority 4: Ensuring smooth transition between education phases

- Early Years to Primary
- Primary to Secondary
- Post 16
 - Preparing for Adulthood.
 - Supported Employment programmes embedded in Secondary schools.

Funding for inclusion

As a response to the areas of concern identified in the Local Area Review of SEND provision in 2019 and as a direct result of continued pressures on the High Needs Budget, both schools and the Schools Funding Forum supported KCC's application to the Secretary of State for a 1% transfer of funds from the Schools Block to the High Needs Block as part of setting of the 2020-21 school budget. In contrast to previous years, where this action has been taken to off-set the deficit in High Needs spending, the aim of the 2020/21 transfer was specifically to **“consider a different approach... to support much greater inclusion in mainstream schools.”** (Cabinet Member for Education and Skills, 15.01.20).

Activity in the plan directly funded by this money is identified by:



Funded by schools for schools.

Next Steps

The plan is out for wider feedback from 17th March – 30th April

Expected final publication 21st May

Feedback paperwork details ongoing activity and working groups.

Details can be found at :

<https://www.kelsi.org.uk/special-education-needs/inclusion/countywide-approach-to-inclusive-education-feedback>