

Countywide SENCO Forum- 6th and 7th December 2023

Siobhan Price- Education Officer, Mainstream Inclusion (KCC)

Ruth Gately- SEND Specialist Adviser (The Education People)

Dr Alison Ekins- Director of SEND (VIAT) and KCC Inclusion Champion

Samantha Avison-Williams- SEND Quality Assurance and Practice
Development Officer (KCC)

Alice Gleave- Interim Assistant Director, SEN Operations (KCC)

Sharon McLaughlin SEND- Engagement Operations and Assurance Manager
(KCC)

Tora Gubbins- Programme Manager, Children's Neurodevelopment (NHS Kent
and Medway)

Rory Abbott- Project Lead (The Education People)

Housekeeping

- Rory Abbott- Project Lead
 - Please change your name via the Participant tab so that we can see who is present;
 - You will be muted but if you have questions then please type them in the chat box using full sentences. If we can answer your question during the session we will but if not we will take a note of your question and send out a response in the Q+A document post-session;
 - If there are any issues with your session within the main body of the presentation or within a breakout room, then please close the session and click on the link to start again. One of us will let you back in and get you connected back up to your session;
 - If you registered for the session using CPD Online then you should have a copy of these slides, the agenda and any other materials you need for these sessions. If you cannot see the slides that we are sharing then please refer to those instead. If you haven't received the pre-session materials then please email rory.abbott@theeducationpeople.org so the issue can be investigated.

Agenda

Item	Topic	Lead/Time
1	Welcome/Housekeeping (Rory Abbott- Project Lead, TEP)	5 mins
2	SEND Reform Paper (Ruth Gately- Specialist SEND Lead Adviser, TEP)	5 mins
3	Countywide Localities HNF Developments and Frequently Asked Questions (Siobhan Price- Education Officer, Mainstream Inclusion, KCC)	20 mins
4	Thresholds- Predictable and Exceptional Needs (Alison Ekins, Director of SEND, VIAT and KCC Inclusion Champion)	20 mins
5	SEND Quality Assurance and Practice Development (Samantha Avison-Williams, SEND Quality Assurance and Practice Development Officer, KCC)	15 mins
6	Operational Updates including Early Year's Phased Transfer (Teri Rutherford, Interim Specialist Services Manager and Alice Gleave, Interim Assistant Director, SEN Operations, KCC)	5 mins
7	SEND Family Roadshows Update (Sharon McLaughlin, SEND Partnership and Engagement Manager, KCC)	5 mins
8	The Role of the Children's Care Navigators (Tora Gubbins, NHS Kent and Medway)	10 mins
9	Evaluation (Rory Abbott- Project Lead, TEP)	5 mins

Headteacher's briefing

National SEND update: Andre Imich (DfE)

Portsmouth City Council's Ordinary Available Provision = KCC MCS

Moving forward from SEND review:

- National Standards
- Standardisation of EHCP templates
- Improving mainstream provision through HQT and SEND training – build teacher expertise
- Co-production
- Improving outcomes for CYP
- Pupil and parent voice
- KCC District Transition Plans will be on Kelsi – SEN IAs will take the lead and contact secondary schools

Localities Update

Countywide SENCO Forum
6th and 7th December 2023
Siobhán Price

Consultation

- Consultation on the Localities model for SEN Inclusion went live on Wednesday 29th November 2023
- Consultation closes on **24th January 2024.**
- Link to consultation is www.kent.gov.uk/localitymodel
- Take some time to read the consultation document and discuss with colleagues.
- Easy read and more detailed document available.
- Full public consultation for parents, schools, stakeholders, charities, other services

Why consult?

- Full public consultation raises the profile of SEN Inclusion and the benefits of children with SEN being educated with their peers.
- Ensures parents, schools and other stakeholders have an opportunity to have their voices heard in a level playing field.
- Gives a good evidence base for further decision making.

Inclusion Strategy - CATIE

- Children with SEN who are educated in mainstream achieve better outcomes, our SEN support data shows a smaller gap than the national average.
- Direction of travel from central government.
- Better value for money.
- What are good outcomes?

Outcomes!

- Decreasing gap between children with SEN V non SEN.
- Attendance
- Exclusions/suspensions.
- Destinations – where are children moving on to?
- % of children with SEN being educated in mainstream – Nat ave = 44.5%. Kent = 34%
- Student voice demonstrating that children are happy where they are.
- Parent voice demonstrating that they are confident in the provision.
- EHCP outcomes

District Dashboard

<https://www.kelsi.org.uk/school-management/data-and-reporting/management-information/district-dashboard/district-dashboard>

What are we consulting on?

- To what extent do you agree or disagree that the proposed Locality Model for SEN Inclusion will drive improvements to mainstream education and inclusion for children and young people with SEN in Kent?
- Mainstream schools being grouped into clusters of 8 – 14 schools.
- Clusters are aligned to NHS primary care networks
- Team Around the Cluster to provide Specialist Services to improve SEN support and reduce reliance on EHCPs
- Decisions for children to be based on the concept of ‘predictable’ and ‘exceptional’ need.
- Allocation of resource to each Cluster to improve inclusion and provision for pupils with “predictable” needs.
- Utilising the expertise and collaborative professionalism of mainstream colleagues to moderate decision making
- Transparent, fair and proportionate allocation of HNF which is needs led.
- Improved parental confidence that this model will achieve better outcomes.
- SEN Information Report template to assist schools in providing clarity for parents about how schools support children and young people with SEN which includes greater transparency about SEN notional budgets.

School Leader Inclusion Team

- Alison Ekins - VIAT
- Charlie Guthrie – Endeavour AT
- Tanya Artmann – Endeavour AT
- John Vennart – The Malling School
- Stephen Cartwright – The Marsh Academy
- Kate Middleton – The Judd School
- Kristina Yates – Turner AT
- Kayleigh Hales – The Rosewood School
- Paul Owen – EKC
- Amanda Jewell – KCSP
- Alistair Williams - LAT
- Anne Marie Godden – Joy Lane Primary
- Amanda Flaherty – Sussex Road Primary
- Becky Biddlescombe – Jubilee Primary
- Kate Le Page – Wells Free School
- Emma Law – EKC AT
- Cheryl Chalkley – Mersham Primary
- Angie Cox – Herne Infants
- Neerasha Singh – Northfleet Nursery School

Activity

- 10th – 18th October 2023 – pre consultation activity with schools.
- Jan – parental engagement activity.
- 24th Jan 2024– consultation closes
- March 2024 – cabinet decision
- March 2024 – publish a timeline and a full implementation plan.

Have a good Christmas break.

Thank you for everything and see you in 2024

SEND Thresholds-

Dr Alison Ekins



SEND Thresholds

- Inclusion Champion work
- Information and clarity about current levels of need and provision, and expectations for settings
- Support decision-making process
- Open and transparent
- Link to National Standards
- Grounded in our particular context
- Online questionnaire



SEND Threshold Questionnaire (1)

Kent SEND Thresholds Questionnaire (Schools)

Questionnaire

* Required

Information about participant and setting details

1. Please tick to indicate your setting *

Mainstream

Specialist Resourced Provision (SRP)

Special School

2. Please tick to indicate your role *

Kent SEND Thresholds Questionnaire (Schools)

* Required

Thresholds Information

For the following questions, based on your experiences within your current role, please provide clear examples of the levels of functioning of pupils with more complex needs in your school/setting.
For example, for learning needs, give clear details about the level of cognitive functioning of pupils with more complex needs.

If any areas do not apply, please indicate N/A

9. Learning needs *

Enter your answer

10. Social skills/development *

Enter your answer

SEND Threshold Questionnaire (2)

Kent SEND Thresholds Questionnaire (Schools)

* Required

Provision and strategies for children with SEND

For the following questions, please provide details of the range of provision/strategies that you currently provide to meet the needs of pupil with more complex needs in your school/setting.
If any areas do not apply please indicate N/A

15. Learning needs *

Enter your answer

16. Social skills/development *

Enter your answer

Kent SEND Thresholds Questionnaire (Schools)

* Required

Factors impacting on current practices

21. For mainstream school staff, what are the current factors influencing statutory assessment requests for pupils in your school/setting? SRP/Special school staff please indicate N/A *

Enter your answer

22. What are the current factors influencing requests for a change of placement for pupils with an EHCP in your school/setting? *

Enter your answer

<https://forms.office.com/e/suXWKnvfMw> To be completed by 21.12.2023



SEND Quality Assurance & Practice Development:

Sharing Multi-Agency Audit Learning

Samantha Avison-Williams
SEND Quality Assurance &
Feedback Officer

Overview:

- Who are the QAPD team & what do they do?
- What is a Multi-Agency audit & why is it relevant to me/my role?
- What do the audit findings tell us about improving outcomes & experiences for children, young people & their families? What role can I play in these improvements?

SEND Quality Assurance & Practice Development (QAPD) Service



The QAPD Service is part of Kent's wider SEND Engagement, Operations & Assurance Team.

The service contributes to the wider SEND service via:

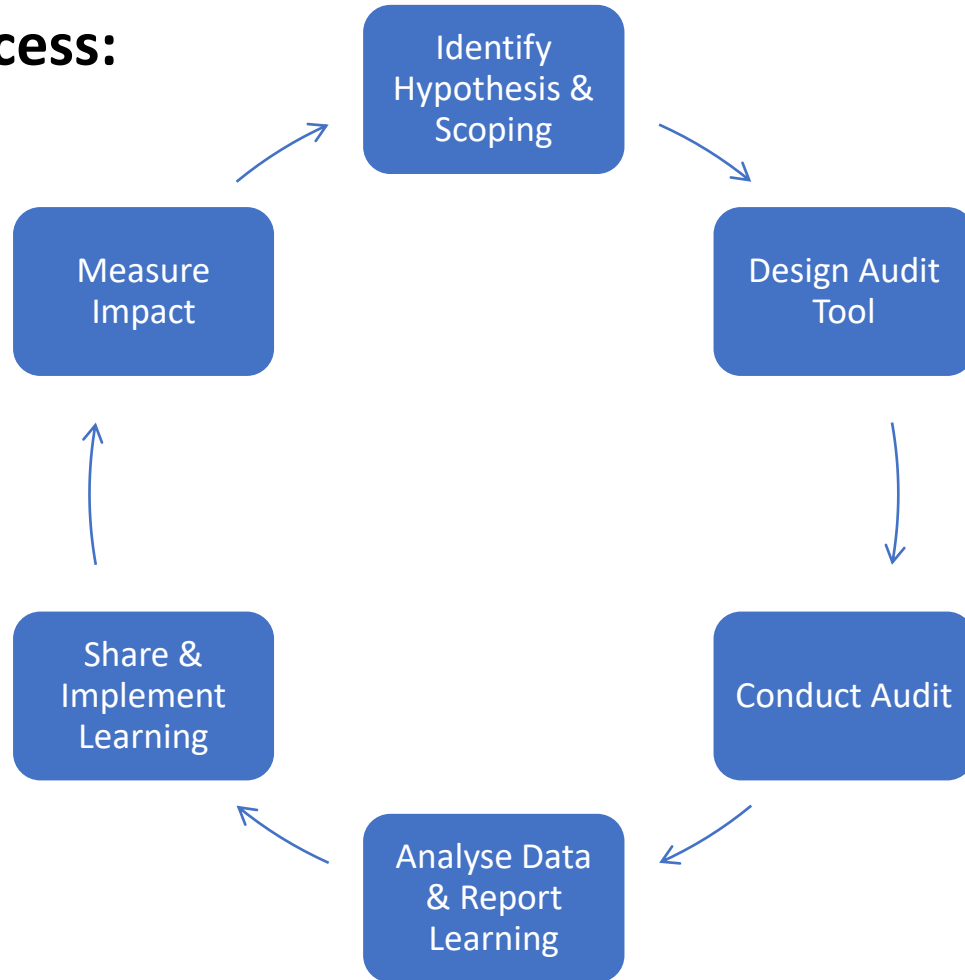
- facilitating professional development & training for SEND service staff
- assuring policies & procedures across a wide range of teams & service partners
- auditing & moderating draft & final EHCP documents
- analysing feedback & information from service users
- conducting Multi-Agency audits

Most members of the QAPD service have a background in education.



Multi-Agency Audits

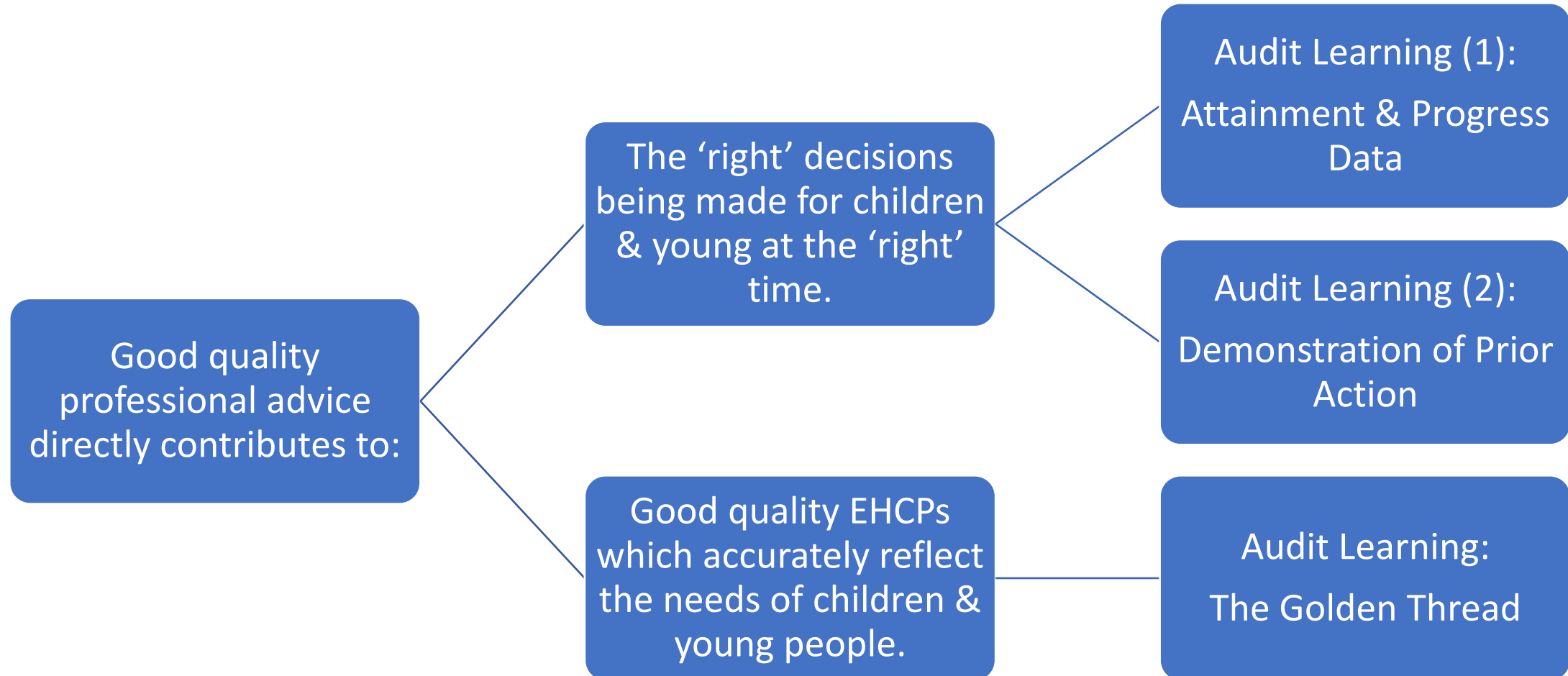
Audit Process:



Timeline & Audit Focus:

Month	Audit Focus
April 23	Health
May 23	Social Care
June 23	Education
July 23	Educational Psychology
October 23	Decision-Making

Audit Findings



Improving Decision-Making (1)

Attainment & Progress Data:

6b. Attainment and Progress – School Age

Attainment by subject	End of Previous KS	Current Attainment (at time of request)
English:		
Reading:		
Writing:		
Mathematics:		

- ‘Life after Levels’ = schools use a range of ‘in-house’ measures & descriptors which can be difficult for an assessment officer to interpret.
- Where boxes/sections are incomplete or left blank, it is difficult for an assessment officer to form an accurate picture of the child or young person’s attainment or progress.
- A combination of quantitative data & qualitative narrative are most effective at providing a clear picture.

Improving Decision-Making (2)

Demonstrating Prior Action:

The Education Advice, Appendix 2 form asks schools:

Is there a personalised plan in place for the child/young person, and has it been reviewed across a minimum of three cycles of Assess Plan Do Review?

The October 2023, Decision-Making Audit found that for 45% of the children or young people sampled, either no personalised plan was provided, or a plan was provided which demonstrated no evidence of review.

The October 2023, Decision-Making Audit found that the majority of requests for assessment were supported by more than one source of professional advice or information.

Where assessment officers were able to form a clear understanding of a child or young person's needs, accurate & timely decision-making followed.

Number of Sources of Professional Advice	Percentage of Children & Young People
1	20%
2	25%
3	35%
4	20%

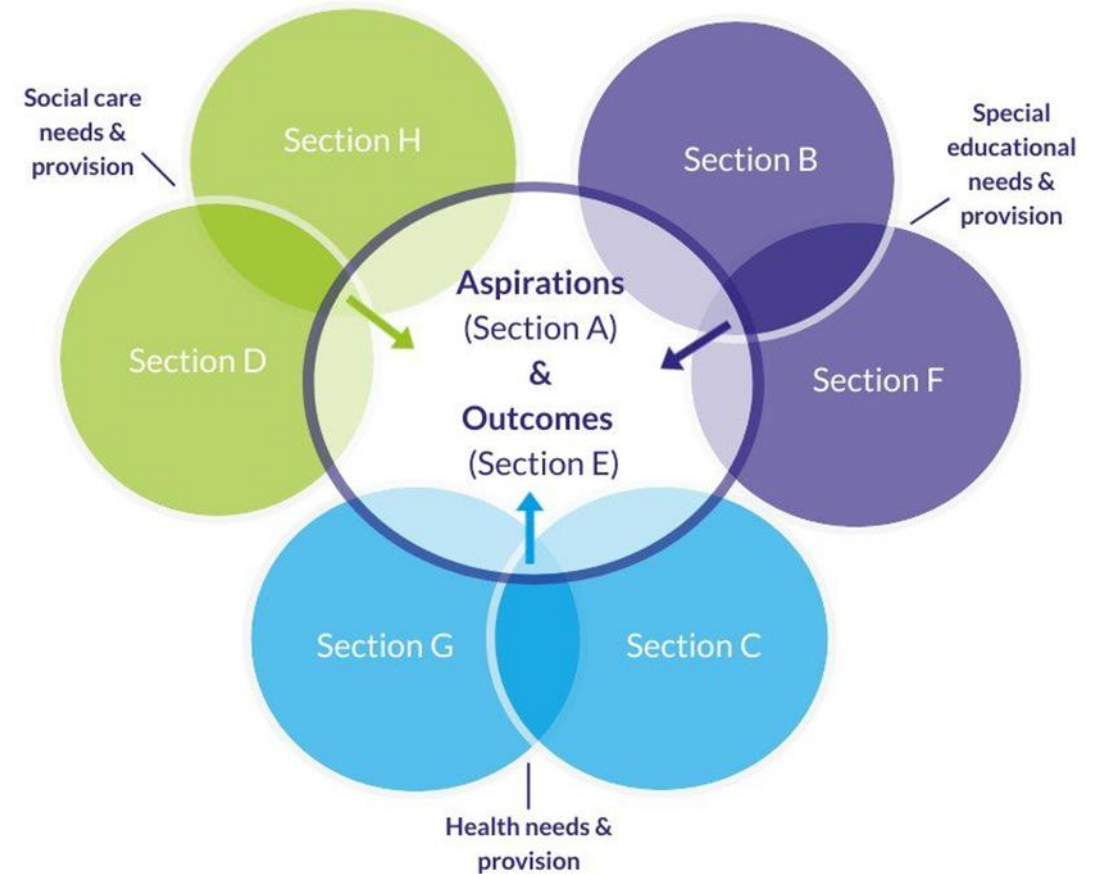
Improving the Quality of EHCP's

The Golden Thread = the connection between aspirations, needs, outcomes and provision.

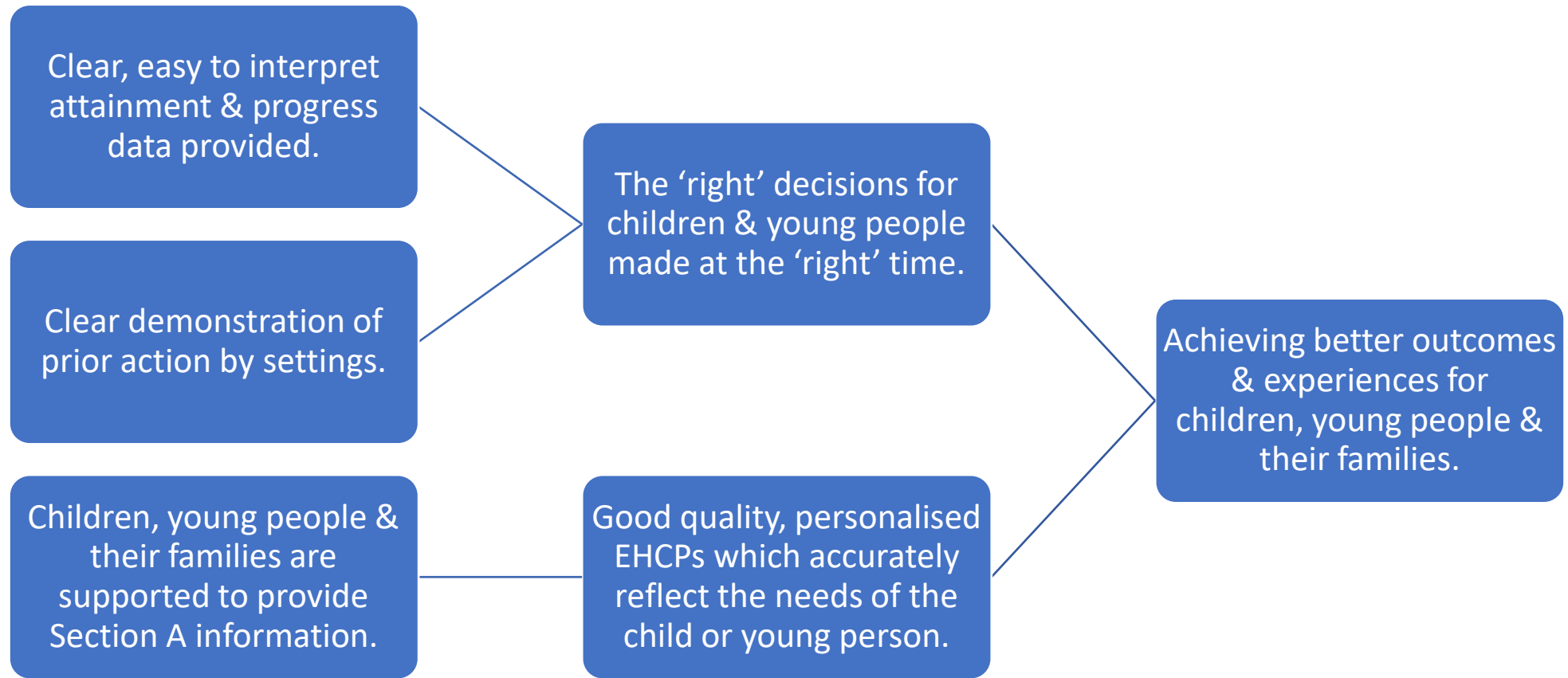
Where Section A is blank or insufficiently complete, there can be no credible golden thread

School-based professionals often have:

- the most holistic view & experience of a child or young person in comparison to other professionals.
- valuable insight into a child or young person's lived experience over a prolonged period of time.
- Secure & established relationships with families.



Impact



SEN Operational updates

Alice Gleave and Teri Rutherford

Tribunals, Assessment and Placement Team

Communication with families

'Talk Tuesday'

As you know a consistent complaint received last year from parents was around the lack of response from KCC despite them contacting us numerous times. This has resulted in complaints and even escalation to Tribunals. It is for this reason that communication is key to our improvement and why we have introduced '**Talk Tuesday**', which started last week. We aim for this to be a positive, proactive way to talk with parents about assessments, annual reviews and develop a closer relationship.

SEN Support & Inclusion Teams Early Years to Primary Phase Transfer support

- Countywide offer for pre-school children with identified SEN including those with EHC Plans
- In addition to the Transition Charter and the transition advice in the Mainstream Core Standards and Best Practice Guidance
- Autumn 23 to early Spring Term 24
- SEN Support and Inclusion Teams a gathering information about EY children in their link district
- **April - May '24** – District planning meetings taking place with Early Years and School SEN Support & Inclusion Team with STLS and Specialist Nursery Managers
- **June – July '24** - transition planning meetings with individual schools to consider individuals and cohorts of children starting in September and what schools themselves feel they need for a successful transition
- **June – September '24** – training for schools expected to be delivered as required
- School feedback will be gathered in Autumn 24 and then throughout academic year in order to improve our offer of support.

Annual review forms

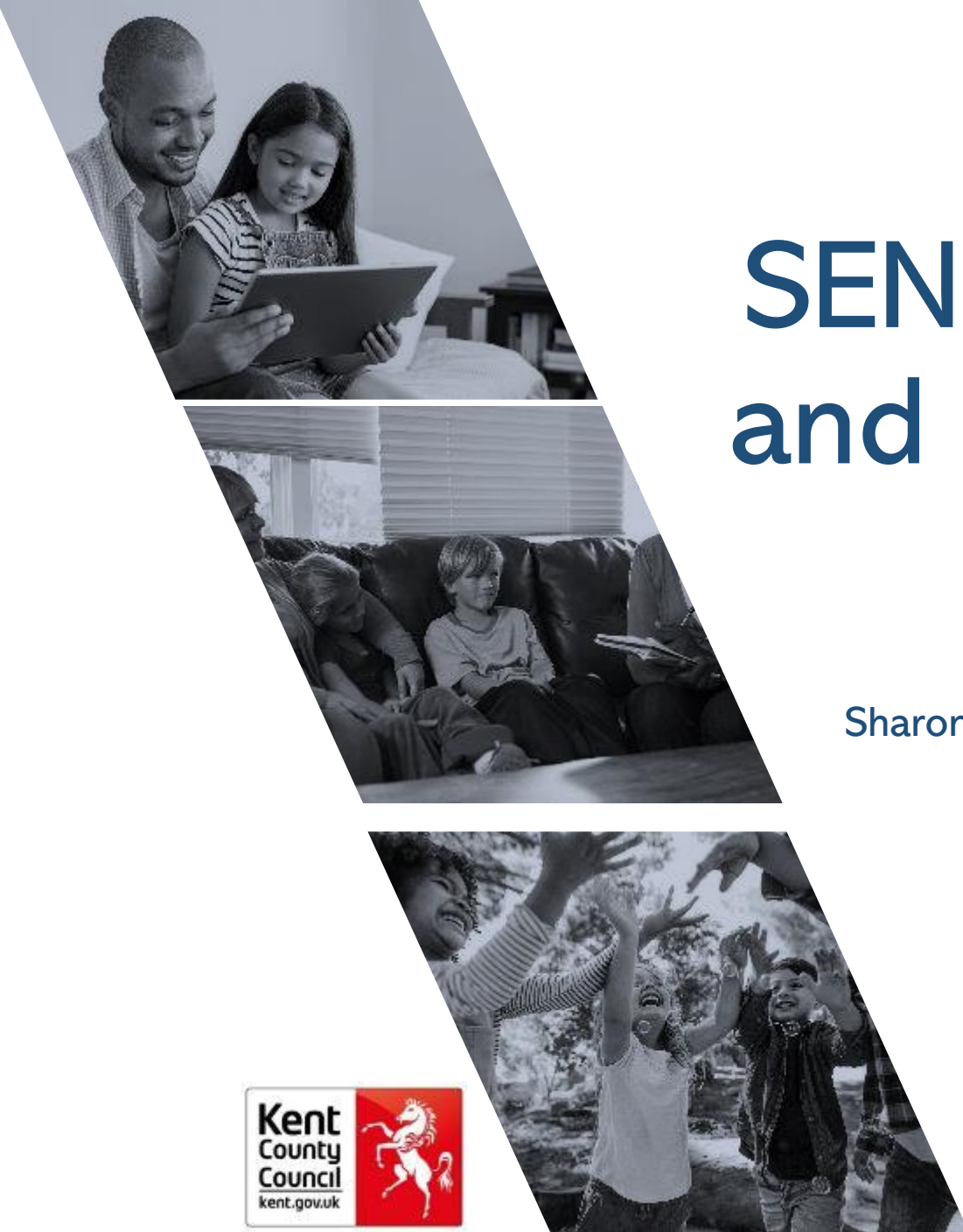
- Reminder:

New Annual Review forms on Kelsi and can be found here:

[Annual Review of Education Health Care Plans - KELSI](#)

SEND Information Advice and Guidance Roadshows

Sharon McLaughlin SEND Engagement, Operations and Assurance
Manager
November 2023



Supporting the Early Help and prevention approach to SEND support

Parental confidence

Right information at the right time to the right people

Information Advice and Guidance

The early help and support approach a three-way approach



Digital Offer

SEND
Information
Hub
website

[special educational
needs and
disabilities](#)

Helpline Offer

SEND
Enquiries
Hub

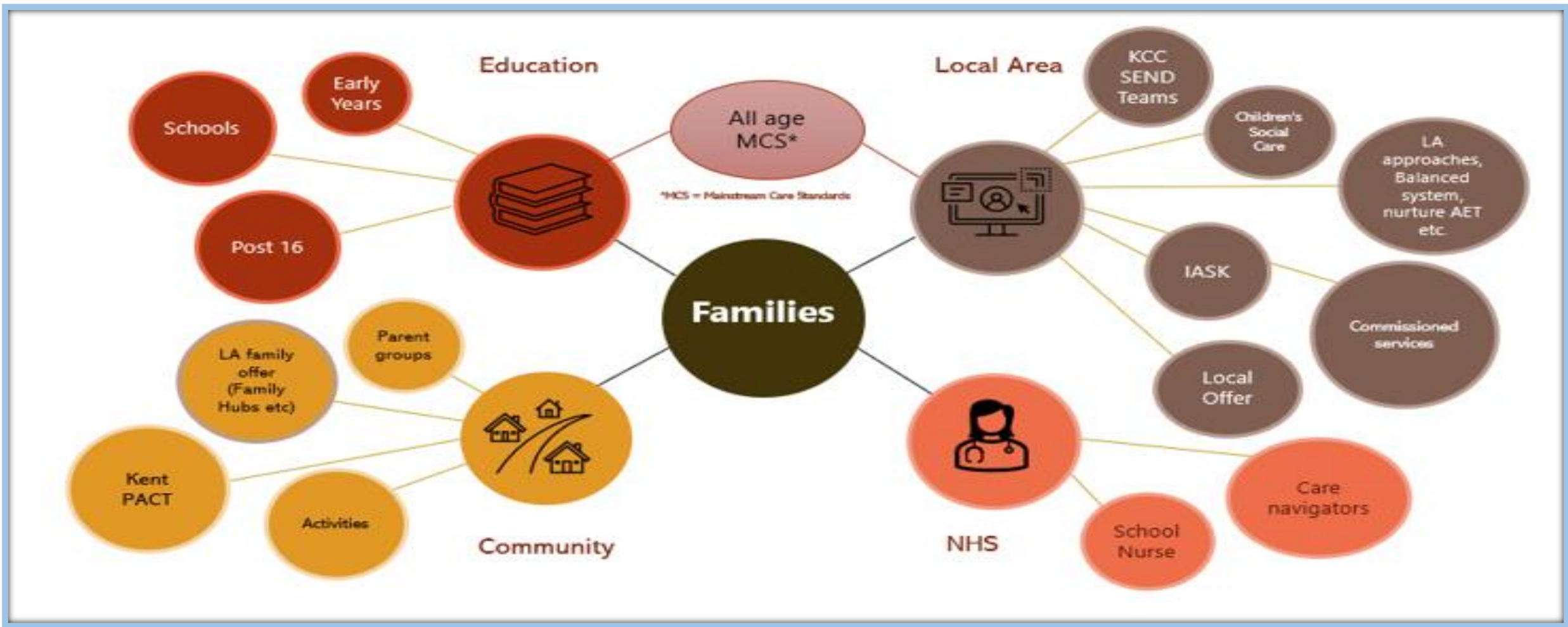
[Contact the SEND
enquiries hub](#)
Or call [03000 41 99 94](tel:03000419994)

In person Offer

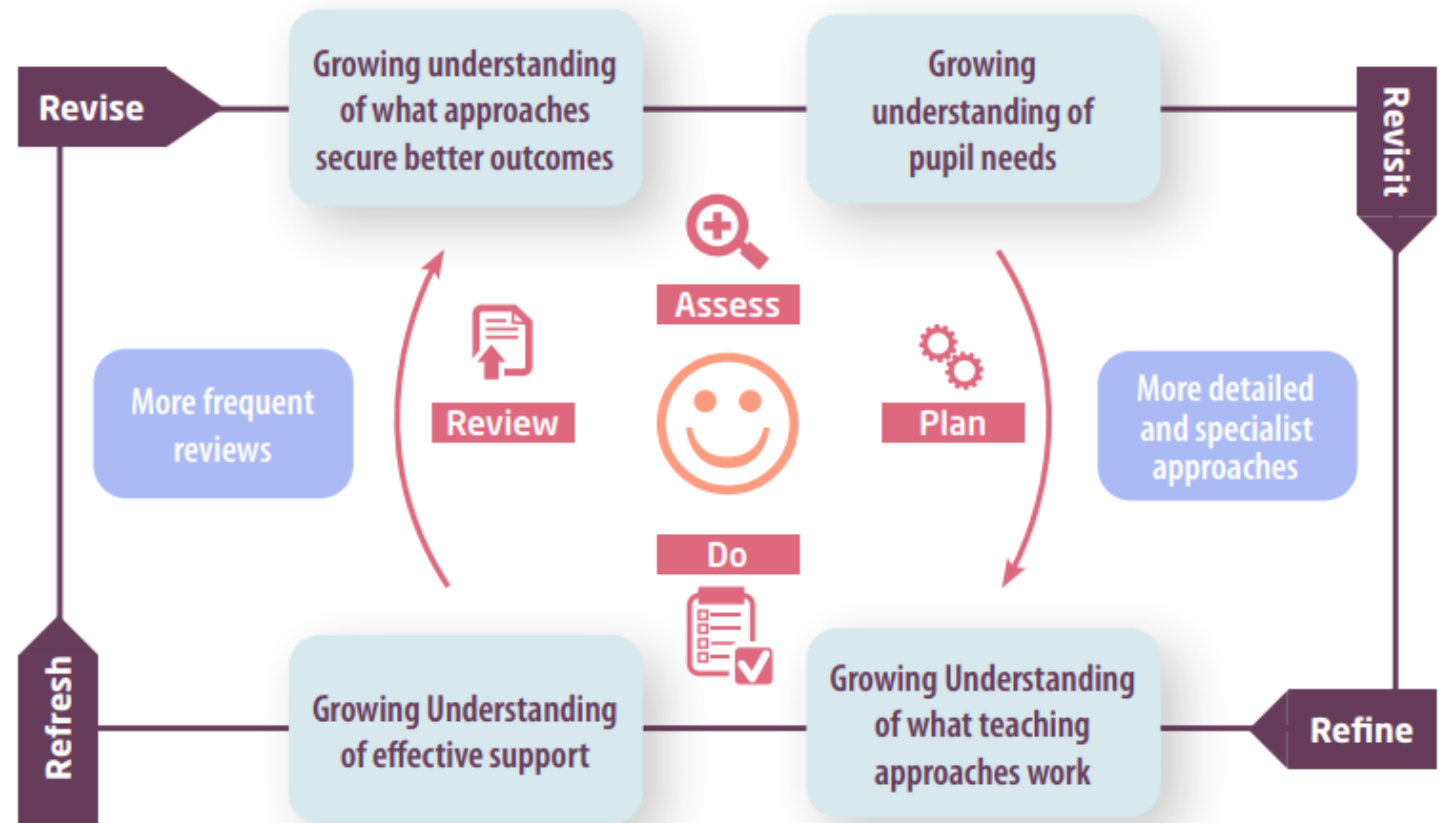
SEND IAG
Roadshow

The Place Based Offer

SEND Roadshow partnership



Promoting Mainstream Core Standards for families



What families think (of the first Roadshows)

Great event, could be longer,
not shorter.

Good info very happy with
details given

A lot of speakers and a lot of
information to hear. Thank you for
the pack which I can go through in
my own time. A helpful event, I look
forward to future events

Great morning. Thank
you to all.

more local events in this area. Was
lovely to see all the services together.

Role of the Children's Care Navigators

Tora Gubbins- Programme Manager (Children's Neurodevelopment)

Children's Care navigators background

NHS Kent and Medway have been working with system partners to improve the Children's Neurodevelopment pathway.

As part of this work, we have been communicating with children, young people, families and carers to finding out what some of the main challenges are for them while waiting for a neurodevelopmental assessment.

Across Kent and Medway, there are several Primary Care Networks (clusters of GP practice in a geographical area) that have care navigators (also known as social prescribers) in place.

Practices have identified a reduced number of doctors appointments being taken as a result of the Children's care navigators directly supporting families with referrals, signposting and guidance.

Families had feedback that the PCNs with Children's care navigators in post feel they have a professional to advocate for them whilst they are experiencing a variety of difficulties with their children and wider family as a result of the time they are waiting for an assessment.

Role of the Children's Care navigators



Kent and Medway

Improve support for children with mental health, neurodevelopmental and other health conditions, and their families, by navigating them through processes (eg diagnosis) services and structures and linking them to local groups and initiatives to improve wellbeing. Working with colleagues from across several services in developing a multi-disciplinary approach to a child's care, ensuring a holistic approach is taken. Bringing services together to provide a seamless journey which adds both financial and patient value, reduces unnecessary duplication and builds relationships between services. Using risk stratification tools to identify at risk client groups; conducting audits and producing reports at a strategic level that will guide developments. Advocating for clients, and able to negotiate with both clients and providers, to achieve best outcomes for children and their families.

Key Tasks and responsibilities:

- To provide excellent customer care, acting as the client advocate; taking and receiving referrals; prioritising need and ensuring a smooth delivery of appropriate services
- To understand the principle of assessment for vulnerable patients who are under 18, particularly those with mental health needs and long-term conditions, and to maintain awareness of safeguarding issues
- Work to Involve Kent's safeguarding policy and procedures and take appropriate actions to ensure adults or children at risk of abuse are safeguarded appropriately. Discuss patient related concerns and be supported to follow appropriate safeguarding procedures (e.g. abuse, domestic violence and support with mental health) with management and if appropriate GPs
- To have a sound and up-to-date knowledge of health and social care policy, at national and local level, and of available local services, in order to be able to advise within the organisation and signpost clients to access services or manage their own care (e.g. personal budgets)
- To proactively embed and develop the service to ensure it is successful in adding value to the Primary Care Network and wider support services
- To be able to contribute to multi-professional meetings and case reviews, producing summaries for senior management and clinicians
- Develop partnership working with schools, community and social care settings, as appropriate

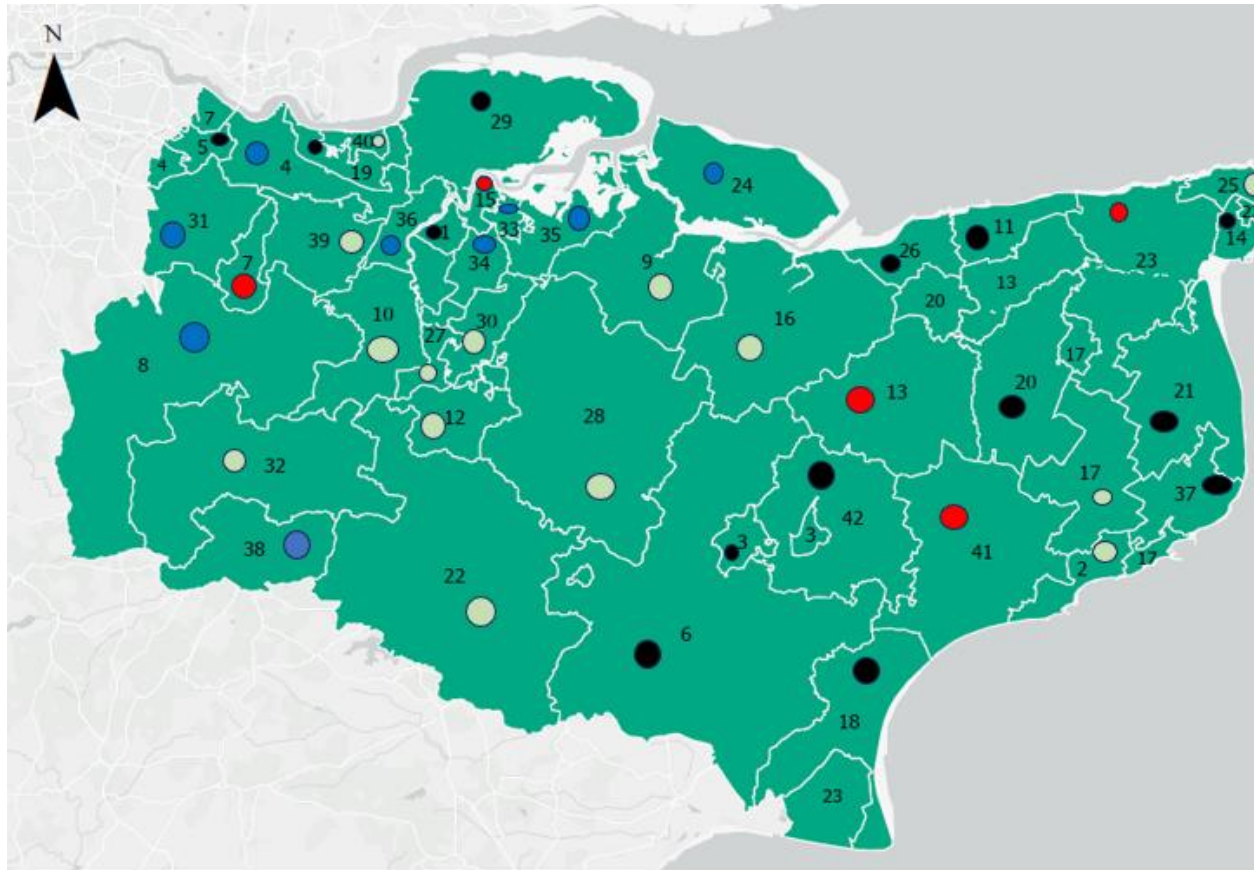
Together, we can



Kent and Medway PCN Children's workforce



Kent and Medway



1. Rochester
2. Total Health Excellence West
3. Ashford Medical Partnership
4. Garden City
5. Dartford Model
6. Ashford Rural
7. Dartford Central
8. Sevenoaks
9. Sittingbourne
10. Malling
11. Herne Bay
12. South Maidstone
13. Canterbury North
14. Ramsgate
15. Medway Central
16. Faversham
17. Total Health Excellence East
18. The Marsh
19. Gravesend Alliance
20. Canterbury South
21. Deal & Sandwich
22. Weald
23. Care Kent
24. Sheppey
25. Margate
26. Whitstable
27. ABC
28. The Ridge
29. Medway Peninsula
30. Maidstone Central
31. Swanley & Rural
32. Tonbridge
33. Gillingham South
34. Medway South
35. Medway Rainham
36. Strood
37. Dover Town
38. Tunbridge Wells
39. LMN
40. Gravesend Central
41. Folkestone Hythe & Rural
42. Ashford Stour

Key

- PCN employs directly
- Involve employed
- Imago employed
- None

Together, we can



Session Feedback and Evaluation

- Please take the time to complete the evaluation- the link is below
<https://forms.office.com/e/UHth6kjgKC>
- The link for the evaluation will be posted in the chat by either Rory Abbott or Ruth Gately. Please click on it now or scan the QR Code and give us your feedback.



Thank You for listening and taking part

If you have any questions then please email
rory.abbott@theeducationpeople.org with the
subject title of Countywide SENCO Forum
Query