

Term 3 Countywide SENCO Forum January 29th & 30th 2025

Post Session Questions and Answers

Post 16

Question/comment	Response
In our response to consultations, we put in some requests to support our students to stay in post 16 from our SRP but have not had any response. Who should we direct this as the deadline is getting closer. We know they will need an SRP approach to stay in our mainstream setting for accessing A levels. A college would not be appropriate.	The Post-16 Team are completing the Amendment Notices and where we have offers for continued SRP placement will be arranging for those cases to be discussed at the SRP Panel Meetings to confirm appropriateness of placement.
What is the name of the post 16 SPI in Margate	It is Liberty Training - https://www.libertygrouppltd.co.uk/
There were discussions regarding Post-16 phased transfer and I am aware that the secondary consultations are now uploaded to a portal for schools in the same way. This week we have been sent a Year3 phased transfer folder link by the LA which we have never had before. What is the expectation around this, is this new? Thanks	If the pupil is attending an Infant only school then they would be part of phase transfer and we would need to consult for the Year 3 placement. The process – ie: consults and responses via SharePoint will be the same as for Years 6 to 7 and Post-16. If you email me the name of the pupil, I will follow up.

Communities of Schools

Question/Comment	Response
The publication of SEN notional budgets for all mainstream schools is set for March. Please can you let me know when figures are being released for special schools.	There will not be any change to Special school budgets until 2026. Therefore, no publication is planned until then. Special schools do not have notional budgets.
Please can you advise a date for sharing with schools the T&Cs for the Community meetings. Please can you advise timings for sharing funding guidance. This is a major issue that will impact schools' budgets that head teachers have responsibility for and need to make	All information will be shared in Term 4 which will include Operating Guidance, ToR, codes of conduct, chairs and updated notional funding guidance etc. it is expected that KCC can share information over Terms 4 & 5. Finance Information Group (FIG) meetings are already in the diary for maintained mainstream schools. Academies are welcome to join and can join through the TEP website.

decisions for now. Thank you.	
There is a lot of uncertainty about how schools will fund the teaching assistant support that is currently acquired through High Needs Funding. There are concerns that staff will leave or schools will be in deficit.	It is expected that schools take their own management action as required.
What overheads for the process come out of the Community pot for SEN children? Will this be transparent when the Community model has been set up?	Yes, all overheads will be transparent, community chair funding, clerking and STLS are the only planned overheads at the moment. This is subject to change, and it is intended for every community to have their own balance sheet.
Not a question... but disappointing info still not available on who our contacts / Chairs will be or STLS updates.	This will be shared in Term 4
When will we know which community we are in	This was published in September 2024. Communities of schools - KELSI
What is that we will be able to ask for in the community meetings - this is still very unclear - and we have meetings coming up?	There will be induction events to support schools in getting used to the process.
With a thought to these meetings replacing the LIFT meeting: The LIFT meeting is an important meeting - it gives a chance for SENCOs to support/suggest and share good practise. Often you go away - try something and then if still need support bring the case back - the HTs leading the meetings will not have the same expertise as the SENCOs in the room - I wonder if we should still have the LIFT Meetings but the next action would be - support from STLS/ take to the Community Meeting - otherwise we have lost a layer of the onion and support. There is less and less support out there - can't access salt/paeds etc any more.	<p>The intention of the Communities meetings is to keep the professional dialogue from LIFT. The Chairs are a mixture of school leaders, inclusion leaders and SENCOs but the school representatives will be SENCOs who are the experts in the fields. The chairs are there to chair the discussion. STLS will still exist, but access will be in a different way.</p> <p>Interested in the comment re not being able to access SALT and Paeds. The Balanced System is the mechanism for SALT countywide and the STLS PD service is also able to provide.</p>
	There will be induction meetings. A financial case is not

Is there going to be any training for SENCOs so that they feel prepared to go in to communities of schools' meetings? The prospect of putting a financial case for your school forward against other more experienced SENCOs is very daunting. Will Headteachers and SENCOs be able to attend communities of schools' meetings together?	necessary, just provision maps. One key principle is minimal bureaucracy. HTs can attend but it is best that SENCOs do.
Will the community chairs come and visit the schools in their communities to get context?	Of course. That would be very beneficial
We work in a school that serves a military community. We have a regiment change coming in September. Last regiment change we had over 50 % of the school leave when year 6 were included. On September we had a range of children arrive. Many with no diagnoses but considerable need. How will we plan for September in this instance and will any contingency funding be available. On a similar vein will the Local Authority recognise SCAN documents as evidence for funding in the absence of EHCPs from abroad where a foreign posting may mean there has been no access to an educational Psychologist to allow an EHCP to be issued?	<p>We have a good relationship with MOD and they are supportive of the change. This context is important when allocating funding as the children should not be disadvantaged. This is a case whereby a sum can be allocated to meet all the need.</p> <p>Re SCAN documents, there may be a legal principle to this which needs to be checked. This will be added to our plan. Thank you for sharing this scenario.</p>
Please provide Community Meeting Dates asap.	Yes. It will be shared in Terms 4 & 5
When can Sencos and HTs see the form that will need to be completed for the communities of schools meeting	Paperwork will be shared in Term 4
How soon will we have dates for this year's community meetings as we already have things in our diaries for the rest of the year eg LIFT, Annual reviews, review meetings with parents etc.	Terms 4 & 5

Is there a list of leads and any vacancies for this communities?	

Health Updates

Question/Comment	Response
Can the links be shared as the word document on her slides is just an image of a screenshot of the flowchart.	Yes, the document is going through final edits and ratification and then it will be shared with all schools.
Please can we request that their reports that they submit and specified and quantified as this is not always the case. Sometimes parents don't always understand which health professionals are involved as they are overwhelmed by the amount of health professionals involved and some struggle to read the letters.	<p>We do ask Health Professionals to consider submitting reports that are specified and quantified when they attend our training, Due the number of Health Professionals within the area it is difficult to reach them all, but we will continue to push this message via other methods.</p> <p>I mentioned that I am developing a template to send to Health Professionals when requesting advice and I will add a comment asking for information to be specified and quantified.</p> <p>We understand that some parents don't always understand, and the health landscape is complex with different Trusts covering different areas and specialities, unfortunately there is not a central database that holds all this information. Often if a pupil is under Community Paediatricians or therapists their reports contain a list of other Health Professionals that the pupil is open to.</p>
Please can we request that their reports that they submit and specified and quantified as this is not always the case. Sometimes parents don't always understand which health professionals are involved as they are overwhelmed by the amount of health professionals involved and some struggle to read the letters.	As above.
Why do schools have to refer children with an EHCP for therapy. If it is written in Section F then health have a statutory duty to provide that provision. Schools are faced with more paperwork to refer the child to local SALT but the child must have it. It seems an unnecessary workload for SENCOs and delays therapy for	<p>Schools make the referrals as they are the professionals that know the pupil, they can give a clear picture of their needs and the difficulties that the pupil faces and can identify when the pupil may need extra support. SALT may not be aware of a pupil unless they are referred.</p> <p>If Provision is within Section F, although it may be delivered by an NHS/health service, it is the statutory duty of Education to deliver as it is related to Special Educational Provision.</p>

<p>the child. We have children who are waiting over 2 years for therapy. Very useful.</p> <p>If a child has a diagnosis of autism, ADHD or is on the pathway can health be invited to the annual review. Particularly if they are struggling with reviews and medication?</p>	<p>The Local Authority commissions the NHS or other providers to deliver provision that is related to Special Educational Needs such as SLT and OT, therefore the NHS deliver what has been agreed through the commissioning process.</p> <p>The Balanced System, which is being rolled out across the county aims to address the issues of long waiting lists.</p> <p>If a child is open to a Health Service or professional, they can be invited to contribute to the Annual Review. If a pupil is on a waiting list, it is unlikely that the Health Professional will have any information to submit as they won't have seen the pupil.</p> <p>If a pupil has been diagnosed with Autism, it is likely that following the diagnosis they are signposted to support services and then closed as there is not routine follow up if ASD is the only condition that the child has.</p> <p>The same usually applies for ADHD, although if the pupil is prescribed medication for their ADHD, they will have follow up appointments to manage the medication. If there are issues with the medication or a pupil is not receiving reviews, this should be addressed directly with the service, usually by the parent, but parents can be supported by school/SENCOs or a letter can be submitted expressing your concerns.</p> <p>It would be unusual for a Community Paediatrician to have capacity to attend an Annual Review in person.</p>
<p>Because of the Balance System within SALT and the OT blocks of work, children are often opened and then closed to external support quite quickly. Is there any way to still incorporate these professionals into Annual Reviews as currently I will be told 'they're closed' but actually the work is still very much ongoing (just in school) and parents would appreciate external agency views</p>	<p>We are working with the SLT team to identify some wording that can be added that reflects this, we recognise that a child being closed, does not indicate that pupil does not have needs and that they may be receiving support at a Universal or Targeted level through provision within school.</p> <p>I am unsure, but do you mean SLT/OT when you mention external agencies, if so there is ongoing work to manage parental expectation that a pupil should have traditional face to face input from a therapist, and that The Balanced System framework enables a whole system approach, where the pupil is supported through out their day to day play and learning to develop their skills.</p>
<p>When will the template be available to use for annual reviews?</p>	<p>I am hoping to get it out before the next SENCO forum, it is going through final edits and the ratification process.</p>
<p>Please can we have a section that allows us to upload more documents</p>	<p>I will work with KCC to address this and understand what is possible.</p>
<p>We struggle to get reports to us in a timely manner for the review We appreciate the frustration for them</p>	<p>That's very useful and good to hear that you have found a way that has helped a bit, I can see that it would be frustrating for a parent/carer if their CYP has had their annual Health appointment 10/11 months ago, it is very difficult for Health</p>

<p>that their reviews / reports are annually, but the EHCP review cycle does not synch with this and often their reports arrives just weeks after the review. To try to mitigate this we send KCHFT our annual review calendar for the coming academic year, and every term an update of the outcomes for each student. This has helped but it is still frustrating for a parent when they feel we are using last years report, this is even more challenging for the first annual review for a student who has just transitioned to us - so this is not really a question just an observation and a possible solution that has helped us.</p>	<p>Professionals to bring forward appointment dates unless there is a clear clinical need.</p>
<p>How will this work under the new Balanced System where children are not really 'open' to SALT? Can they still be invited to Annual reviews if the child has a high level of need?</p>	<p>You will be able to discuss the pupil with your link therapist who will determine how they should contribute to the Annual Review.</p>
<p>Claire- Is it possible to consider as part of the clinical training clarity around the needs that can be met in a school and MSCS so that we receive less clinical letters that actually write in recommendations that parents ask their schools to apply for an EHCP. A change in wording around asking for a meeting to share the findings and discuss how these will be met in schools might drive down the parental anxiety and avoid some of the pressure in the system.</p>	<p>Yes, we do recognise this as a problem and we do address this in our training, we explain to the Health Professionals that they should direct parents/carers to you the SENCOs to understand what is already being put into place within the school, we explain about The Graduated Approach and that there are other levels of support available within school without the need for an EHCP. We explain to them that they would not expect you as Educators to tell them that a pupil needs a blood test or investigations.</p> <p>We explain that as per the SEND Code of Practice that recommendations regarding specific education settings or specific levels of SEND support, are not within the remit of the health professional to make.</p> <p>We will continue to push this message, and we do address it directly with the Health Professionals when it is brought to our attention.</p>
<p>Will the pack be in the material sent out after this session?</p> <p>Need to reinforce the need for schools to plan dates of AR meetings for the year ahead so that all participants have plenty of notice.</p>	<p>Once the details have been ratified it will be shared.</p> <p>As much notice as possible is always appreciated by Health Professionals and Services.</p>

<p>In regards to health I find the biggest frustration comes from the health professionals stating that it is up to school to make the referral. They also keep stating the need for an EHCP but then offer no evidence or support in writing the EHCP.</p> <p>Sometimes parents don't always understand which health professionals are involved as they are overwhelmed by the amount of health professionals involved and some struggle to read the letters.</p>	<p>I feel I have addressed this above, but please come back if I can add anymore.</p>
<p>Please can we request that their reports that they submit and specified and quantified as this is not always the case.</p>	<p>As above.</p>
<p>Please can we request that their reports that they submit and specified and quantified as this is not always the case.</p>	<p>As above.</p>
<p>A negative feature of the new annual review document online is that you can only upload one agency report for each area of need. We often have multiple reports. I gave this as feedback, but it has not been amended. I had to email the other reports which is not ideal.</p>	<p>I will work with KCC to address this and understand what is possible.</p>
<p>I had reports for those sections too (and they all only allow one report each so I had more reports than uploads allowed) and there wasn't an area where you could just add additional reports.</p>	<p>As above.</p>
<p>An area where you can upload as many agency reports as needed would be helpful</p>	<p>As above.</p>

Tribunal

More information and all Q&A re tribunals will be shared after the Term 4 briefing.