

Kent County Council Headteacher Briefings Summer Term 2023

Welcome & Introductions

Christine McInnes

Update

- SEN in new Education and SEN division; Assistant Directors Alice Gleave, Alison Farmer, Craig Chapman and Elise McQueen
- RAAC
- Kent SEF and the annual conversation with Ofsted
- Developing a sustainable school system
 - TEP SLA review
 - EEFective Kent and the KEEHub www.kee-hub.org.uk
- School budgets
 - Maintenance threshold
 - School services review

Kent Headteacher Briefings June 2023

Lee Selby, Senior His Majesty's Inspector

Scott Reece, His Majesty's Inspector

Zoe Harris, His Majesty's Inspector



Recent school inspections in Kent



Kent inspection overview 2022-2023

- 116 Kent schools have been inspected this academic year (and have a published report).
- 12% of schools were graded as outstanding or remains outstanding.
- 77% of schools were graded as good or remains good.
- 11% were graded requires improvement.
- 0% were graded an inadequate.
- Overall inspections so far this year have seen 89% of schools graded as good or outstanding. (6 June)

Inspection Grade for all schools	For Kent	For South East
Outstanding	17%	16%
Good	74%	75%
Requires Improvement	8%	7%
Inadequate	1%	3%

Common areas of improvement for schools judged to be good (primary)



- Generally, areas for improvement identified for schools judged to be good relate to the quality of education. Common themes identified include:
 - Curriculum thinking, typically in some or a small number of foundation subjects is not well developed.
 - There may be aspects of the reading curriculum that need refining (for example, books matching sounds for, sufficient practice reading decodable books, catch up for older struggling readers), or the reading curriculum beyond phonics is less coherently planned.
 - The implementation of some areas of the curriculum may be inconsistent across subjects or year groups, or not (yet) having the impact that leaders intend.
 - Pupils with SEND are not achieving the best possible outcomes because staff do not have the knowledge and expertise to successfully adapt the curriculum for them or because the support they receive is not effectively building their independence or enabling them to apply what they know.

- In the foundation subjects, assessment might be in development, or not yet used effectively to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps.
- Less frequently, there is an area for improvement for early years. Most often, these relate to inconsistencies in how well staff are implementing the intended early years curriculum, though some are around curriculum thinking, the sequencing of the early years curriculum and how well the early years curriculum has been sequenced to prepare children for Year 1.

Common areas for improvement for schools judged to require improvement (primary)



- As we would expect, when schools are judged to require improvement, the areas for improvement are generally broader. For example, there might be more areas of the curriculum to improve, but also dimensions of behaviour and attitudes or leadership and management. Very rarely, a school is judged to require improvement solely because of minor weaknesses in safeguarding arrangements.

- Common themes for areas for improvement include:
 - An inconsistent approach to the teaching of reading, including early reading. Pupils might not be developing the fluency they need to learn to read successfully.
 - There may be weakness in the mathematics curriculum, though mathematics is identified less frequently as an area needing specific improvement.
 - Curriculum thinking, particularly in the foundation subjects, may be underdeveloped, which then impacts upon implementation. Reports generally make reference to 'subjects outside of English and mathematics' or 'in most foundation subjects'.

- Without a clear curriculum, teachers and leaders cannot check how well pupils are progressing through the curriculum, so assessment is also likely to be area for improvement.
- Frequently, the curriculum has not been planned or adapted to ensure that all learners, including learners with SEND, achieve well. Teachers do not always have the requisite knowledge and expertise to do this effectively. There may be a lack of ambition for pupils with SEND.
- More frequently with an RI judgement, there is an area for improvement around behaviour and attitudes. Most often, leaders are not taking sufficiently effective action to address low attendance or high levels of persistent absence. Sometimes, expectations for positive behaviour may not be consistently maintained. There may be a lack of clear follow up when behaviour incidents are reported.
- We also see more areas identified specifically around leadership and management. This may relate to leader or governor oversight of the quality of education that pupils receive or to minor weaknesses in safeguarding.

Common areas of improvement for schools judged to be good (secondary)



- Inconsistency in the implementation of the curriculum, including checking of pupils' knowledge
- In some subjects, the sequencing and progression of the curriculum is not coherently planned
- Teachers are not always adapting the curriculum successfully to enable pupils with SEND to achieve the best possible outcomes.
- High absence and/or persistent absence not addressed successfully
- Lack of ambitious curriculum, sometimes linked to EBACC uptake

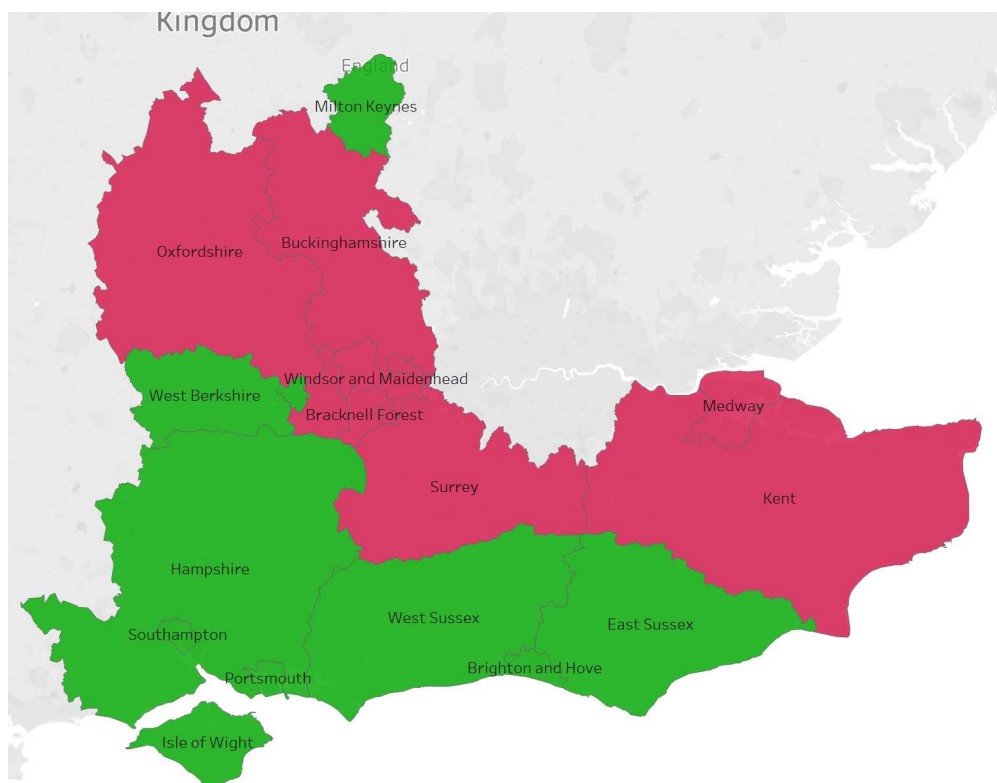
Common areas for improvement for schools judged to require improvement (secondary)

- Variability in curriculum implementation, leading to misconceptions or gaps in pupil knowledge.
- A lack of consistency in implementing behaviour policies within the school. This often leads to disruption in lessons and poor behaviour choices in social times.
- Variability in the support for pupils with SEND and the impact on outcomes for these pupils.

Special education needs and/or disabilities (SEND) and the education inspection framework (EIF)



53% of LAs in the South East required a WSOA, compared with 55% nationally



- 60 significant weaknesses were identified in the LAs requiring a WSOA. **Kent** had 9 - the equal highest in the South East
- The revisit in September 2022 found that the area had not made sufficient progress in addressing any of the significant weaknesses

Children with SEND have poorer attainment and are more likely to be excluded than those without SEND



- Similar to national, pupils with SEND have poorer progress scores at KS2 and KS4 than those without SEND
- The South East has **lower progress scores** than national at KS2, particularly for maths (-1.8 compared with -1.0 nationally)
- Suspension, permanent exclusion and absence/persistent absence rates are either in line with or below national in the South East for all pupils
- But rates are **much higher** for pupils with SEND compared with those without SEND
- Suspension rate for pupils with a SEND statement is **4 times higher** than for those without SEND (around 2.5 times higher nationally)

Children who are “out of sight” of authorities



100
investigations into potential illegal schools



We found unsuitable, even dangerous buildings, very poor teaching and serious safeguarding concerns.

There are believed to be over 6,000 children in unregistered alternative provision in England.



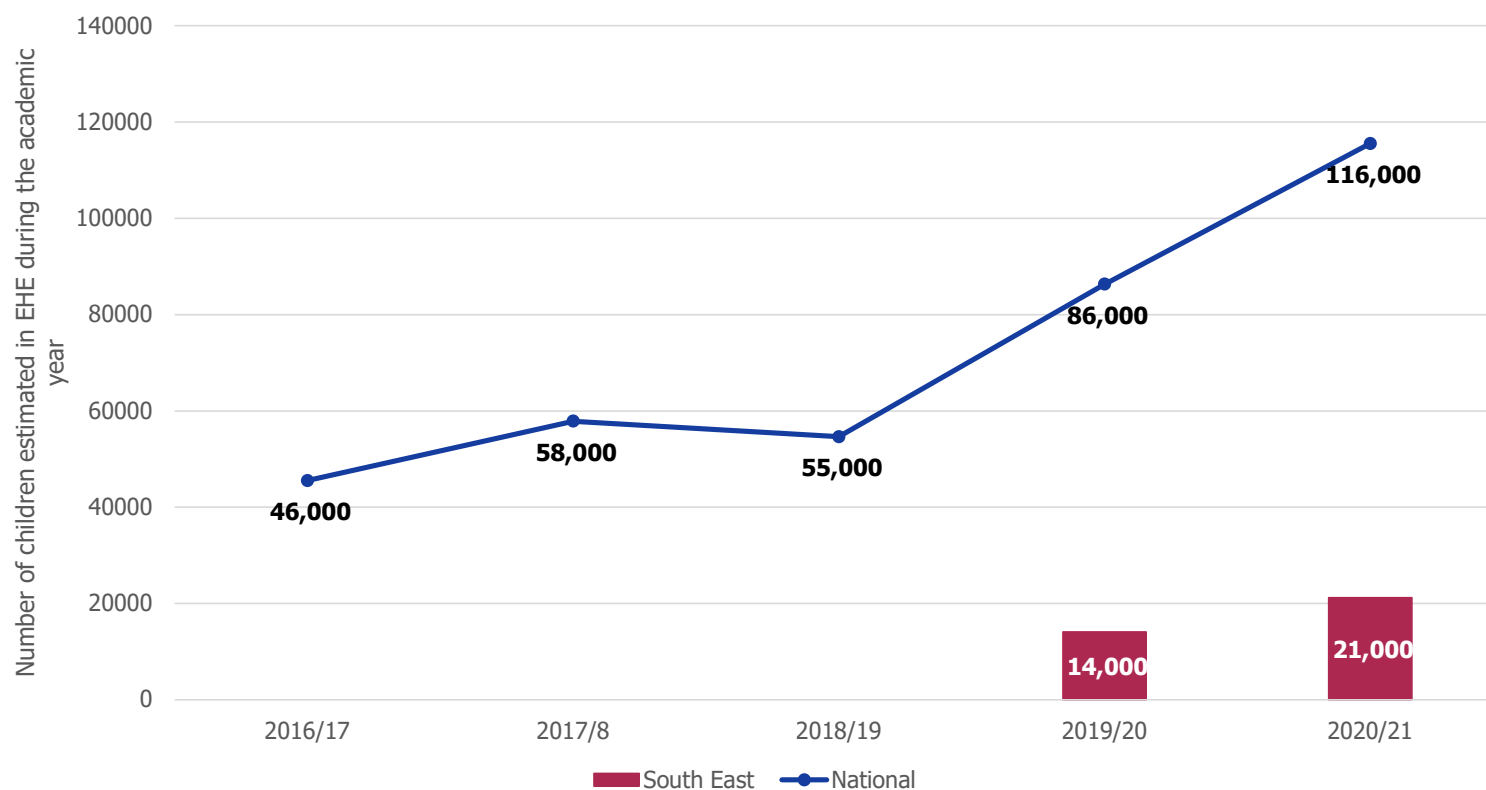
300
investigations of institutions that we believe to be illegal.

595
possible unregistered children’s homes looked at



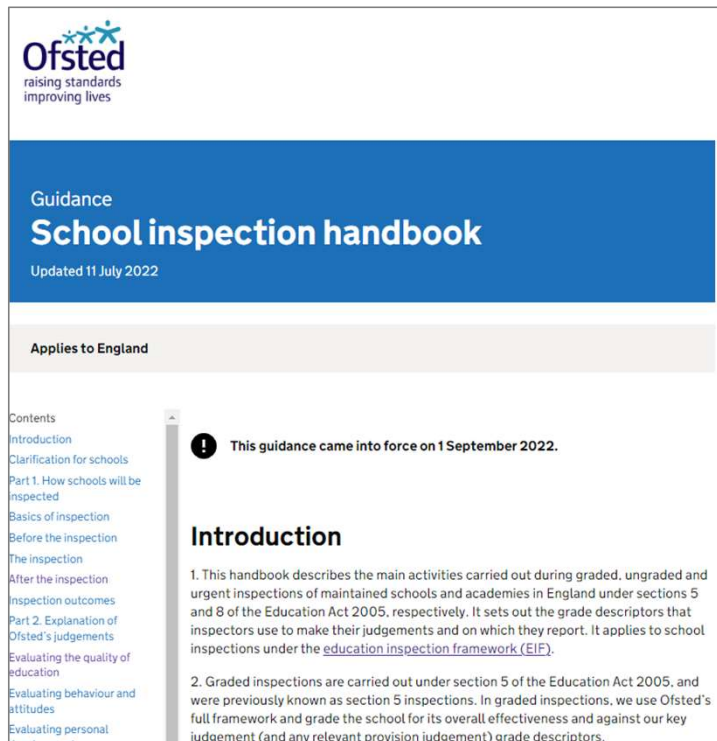
We found 90% of them were operating unlawfully and should have been registered with Ofsted.

Estimated numbers of children in elective home education (EHE) are high in the South East



- Numbers of pupils in EHE rose sharply during the pandemic and remain high
- The South East reported the highest numbers of any region over the past two years
- 21,000 were estimated as EHE in 2020/21, up 50% from the previous year

Key documents



Special educational needs and disability code of practice: 0 to 25 years

Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities

January 2015

**Special educational
needs and disability
code of practice:
0 to 25 years**

Statutory guidance for organisations
which work with and support children
and young people who have special
educational needs or disabilities

January 2015

6.2 Every school is required to identify
and address the SEN of the pupils that
they support.

**Special educational
needs and disability
code of practice:
0 to 25 years**

Statutory guidance for organisations
which work with and support children
and young people who have special
educational needs or disabilities

January 2015

6.4 The quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

Overall effectiveness



427. Before making the final judgement on overall effectiveness, inspectors will always consider the spiritual, moral, social and cultural development of pupils at the school, and evaluate the extent to which the school's education provision meets different pupils' needs, including pupils with SEND.

It all starts with leadership

SEND-specific dimensions of leadership:

- Is there a focus on inclusion?
- Is the provision effective in meeting all needs?
- Is there real ambition for all children and young people?
- Is there effective co-production in place?
- How do you know?

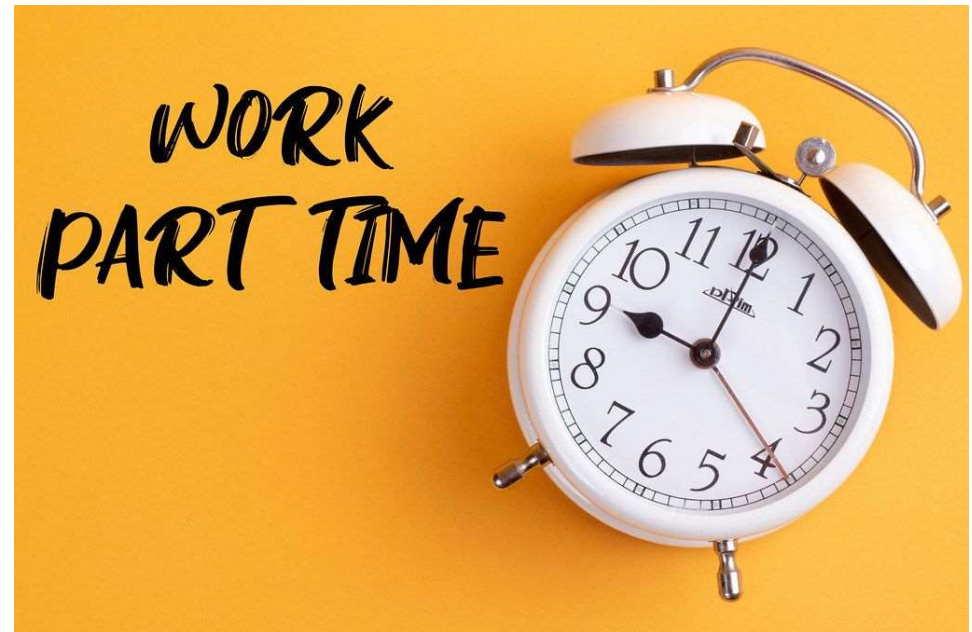
Key points

- SEND support and EHCPs
- Co-production
- SENCo or inclusion manager
- The local authority
- The EHCP process



Part-time timetables

- Exceptional?
- Temporary?
- Time limited?
- Authorised absence?





- It is essential that all schools and settings:
 - Focus on inclusion
 - Ensure the provision is effective
 - Have real ambition for children and young people
 - And develop effective co-production.

Is everyone included?

- School clubs? Breaktimes? Dinnertimes?
- Is there a lack of provision or too much provision?
- In order to 'fill gaps', do pupils with SEND miss out?



Inspection updates, including around the inspection of safeguarding



When will schools be inspected?

- Ofsted has recently provided additional guidance to help leaders determine when their school is likely to be inspected.
- You can read about this here: [When will my school be inspected? - Ofsted: schools and further education & skills \(FES\) \(blog.gov.uk\)](#)



Information for schools

- Normally, a school judged outstanding or good will usually be inspected within the 4 academic years following its last inspection. A school judged requires improvement or inadequate will usually be inspected within two and a half years.
- The picture is currently a bit more complicated, for several reasons, including:
 - the pause to inspections during the pandemic meant that we have extended the period for many schools
 - the government lifted the inspection exemption for outstanding schools; this added 3,000 schools to our schedule, many of which have not been inspected for a decade or more
 - the government has also asked us to inspect every school at least once before August 2025

Schools with a good or outstanding judgement who have had an ungraded inspection that recommended a follow-up graded inspection



If your school's most recent grade was good or outstanding, but you have since had an ungraded inspection that recommended a follow-up graded inspection, your next inspection will be:

Date of ungraded inspection	Likely date of next inspection
Before September 2021	Before September 2023
After September 2021	Within 1 to 2 years of the ungraded inspection

Schools with a good or outstanding judgement

If your school's most recent grade was good or outstanding, and you either:

- Haven't had an ungraded inspection
- Or your ungraded inspection didn't recommend that your next inspection be graded

Then your next inspection will be:

Date of last inspection	Likely date of next inspection
Before September 2018	Before July 2024
Before April 2020	Before September 2025
After April 2021	Around 4 years after your last inspection

Schools with a requires improvement judgement



Date of last inspection	Likely date of next inspection
Before January 2020	Before January 2024
Before April 2020	Before January 2025
After April 2021	Within 2.5 years after your last inspection

Schools with an inadequate judgement

This does not include schools that receive a new URN because they convert to an academy or move to a trust. We treat these as new schools.

Date of last inspection	Likely date of next inspection
Before April 2020	Before July 2024
After April 2021	Within 2.5 years after your last inspection

Previously exempt schools

If your school was previously exempt from routine inspection, due to an outstanding grade, the timings will be different. Your next inspection will depend on when the inspection was that graded your school outstanding. In some cases, this may be the date its predecessor school was inspected. Date of last inspection

Date of last inspection	Likely date of next inspection	Type of next inspection
Before September 2011	Before January 2024	Graded
September 2011 – July 2013	Before January 2025	Graded
September 2013 – July 2015	Before September 2025	Graded

Previously exempt schools

Date of last inspection	Likely date of next inspection	Type of next inspection
Before September 2011	Before January 2024	Graded
September 2011 – July 2013	Before January 2025	Graded
September 2013 – July 2015	Before September 2025	Graded

Previously exempt schools

Date of last inspection	Likely date of next inspection	Type of next inspection
September 2015 – July 2016	Before January 2024	Ungraded
September 2016 – July 2018	Before January 2025	Ungraded
September 2018 – March 2020	By July 2025	Ungraded
Since April 2021	Refer to tables based on your most recent inspection grade	N/A

New schools awaiting their first inspection

If you are a new school, your timings will also be different. This includes schools that have closed and opened with a new unique reference number (URN) but doesn't include schools that were exempt because of a predecessor's outstanding grade.

Date of school opening	Likely date of next inspection
Before September 2020	By the end of your 5 th academic year
After September 2020	By the end of your 3 rd academic year

Schools that have undergone a significant change

All schools that have recently undergone a significant change (for example, having a new key stage added) may be inspected later than these timescales, to give time for these changes to bed in. However, the preceding guides may give you an indication.

Information for schools

- We will continue to engage with all outstanding schools that were last inspected before September 2015 through face-to-face seminars with inspectors.
- Inspectors will be clear that it is up to a headteacher to decide which colleagues, or others, they share their inspection outcome with - being aware that judgements are provisional until the report is finalised. Provisional outcomes can sometimes change and shouldn't be published or shared with parents until finalised. This will also now be set out in the covering letter that accompanies draft inspection reports.
- From September, when discussing areas of weakness, inspection reports will refer to 'the school' by default, rather than individuals. The contextual information at the end of reports will also be amended to list all those with responsibility for the school.

Complaints



- There is currently a formal consultation on significant changes to the complaints system, aimed at resolving complaints more quickly through improved dialogue between Ofsted and providers, reducing the administrative burden on those making a complaint, and increasing transparency in the process.
- You can read more, and respond here: [Changes to Ofsted's post-inspection arrangements and complaints handling: proposals 2023 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/changes-to-ofsted-s-post-inspection-arrangements-and-complaints-handling-proposals-2023)

Inspecting safeguarding



Inspectors will now return more quickly to schools graded inadequate overall due to ineffective safeguarding, but where all other judgements were good or better. We will return within three months of an inspection report being published, and parents will be informed of this intention in the report. If the school has been able to resolve the safeguarding concerns it is likely to see its overall grade improve.



From September 2023, we will offer schools greater clarity about the threshold for effective versus ineffective safeguarding through our inspection handbook, as well as regular blogs and webinars. We will also describe ineffective safeguarding more clearly in inspection reports, to help reassure parents and others that these judgements are not made lightly.

Relationships and Sex Education (RSE) and inspection



- Inspectors will consider how relationships and sex education contribute to pupils personal development. They will also consider if leaders have created an inclusive environment that meets the needs of all pupils.
- Inspectors will expect the school's RSHE curriculum (and wider curriculum) to specially address sexual harassment, online abuse and sexual violence. The curriculum should also address safeguarding risks (including online risks), issues of consent, and what constitutes a healthy relationship both online and offline. We will also expect schools to provide effective pastoral support.
- If a school is failing to provide relationships education (primary) or relationships and sex education (secondary), inspectors will consider this when reaching the personal development and the leadership and management judgements.

What will inspectors focus on?

- whether the school has had due regard to the statutory guidance on RHSE (see 'Relationships, sex and health education on graded inspections' section) and so:
 - has formed a policy following consultation with parents
 - has staff trained to assess and deliver the RHSE curriculum
 - appropriately supports children with SEND to learn RHSE
 - whether pupils have sufficient age-appropriate awareness and understanding of the protected characteristics
 - whether pupils have sufficient knowledge about how to stay safe, including online

- Inspectors will expect schools to assume that sexual harassment, online sexual abuse and sexual violence are happening in and around the school, even when there are no specific reports. They will expect schools to work to prevent sexual harassment, online sexual abuse and sexual violence through a whole-school approach that includes an effective behaviour policy with appropriate sanctions, pastoral support and a carefully planned RSHE curriculum that includes addressing issues of consent.

Keeping children safe in education (2023)



- 34. It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Opportunities to teach safeguarding (KCSIE) Ofsted

130. In schools, relevant topics will be included within Relationships Education (for all primary pupils), and Relationships and Sex Education (for all secondary pupils) and Health Education (for all primary and secondary pupils). In teaching these subjects schools must have regard to the statutory guidance.

131. Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The school/college will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life. These will be underpinned by the school/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities)

Equality Act 2010



- Schools and colleges must not unlawfully discriminate against pupils or students because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).
- Governing bodies and proprietors should carefully consider how they are supporting their pupils and students with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race.
- Provisions within the Equality Act allow schools and colleges to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or students with certain protected characteristics in order to meet their specific need.
- [Equality Act guidance | Equality and Human Rights Commission \(equalityhumanrights.com\)](https://www.equalityhumanrights.com/guidance/equality-act-guidance)

Public Sector Equality Duty (within the Equality Act)

- The PSED places a general duty on schools and colleges to have, in the exercise of their functions, due regard to the need to **eliminate unlawful discrimination**, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not.
- Whenever significant decisions are being made or policies developed, specific consideration must be given to the equality implications of these such as, for example, the need to eliminate unlawful behaviours that relate to them, such as sexual violence and sexual harassment, misogyny/misandry and racism. **This is one reason why good record-keeping and monitoring of all forms of abuse and harassment is essential.**
- The PSED helps schools and colleges (which are subject to it) to focus on key issues of concern and how to improve pupil and student outcomes. **Some pupils or students may be more at risk of harm from specific issues** such as sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination.
- [Technical Guidance on the Public Sector Equality Duty: England | Equality and Human Rights Commission \(equalityhumanrights.com\)](https://www.equalityhumanrights.com/en/technical-legal-guidance/technical-guidance-on-the-public-sector-equality-duty-england)

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SEND Key Developments

Christine McInnes

SEND Key Developments

Reporting

- Safety Valve monitoring report and Inspection/Accelerated Progress Plan submitted
- Children and Young People's Cabinet Committee; Scrutiny SEND Subcommittee, SEND Improvement and Assurance Board; Partnership Delivery Group; 5 Task and Finish Groups; SEND Transformation Strategic Board; TOGs; Governance and Audit

Development work with SEND system staff

- Vision
- General recruitment continuing and in addition backlog teams being recruited – EHCPs, Complaints, Annual Reviews
- Quality assurance, mandatory training for staff , Standard Operating Procedures, PM

SEND Key Developments

Schools-related development work

- Special schools review re-phased, now completing next academic year
- SRP SLA finalised, increased consistency and clarity, management oversight
- Recruitment of education leaders to work with the LA – interviews have started
- Inclusive Leadership- Embedding Inclusive Education; Launch of the Inclusion Microsite inclusion@lse.org.uk for login details- curated evidence base with core research, case studies and tools for and by Kent schools
- Integrating Inclusive Leaders into Localities to develop school-led decision-making about use of specialist teams and resources.

Sufficiency Planning

Desktop Research Undertaken

Current Provision:

- Patterns across maintained special, mainstream with SRP, mainstream and independent special (by need type, phase & geography)
- Physical capacity & current position against capacity
- Travel patterns (including distance travelled by locality)
- Transition patterns (particularly at key points of transition)

Overview of data sets:

- Number of EHCPs by age group & need
- Demand in placement types by age and need
- Number of new EHCPs by age group and need
- Movement of CYP with an EHCP between placements

Updating:

- Checking of last year's forecasts against actuals
- Updated population forecast data, aligned with Kent Commissioning Plan forecasts
- Overlaid with Safety Valve targets

Review and Next Steps

Timescales

- **May 2023:** Review of previous year forecasts against actuals
- **Late June/early July 2023** – New revised and updated forecasts
- **July/August 2023** – Gap analysis and early draft of Sufficiency Plan
- **August/early September 2023** – Further revisions
- **Late September/October** – Draft out for consultation in parallel with Kent Commissioning Plan consultation
- **November/December 2023** – Cabinet Committee

The first Sufficiency Plan will be based around current provisions e.g. SRPs, Special Schools, looking at obvious geographical, phase and need type gaps whilst giving an indication of direction of travel required to meet medium and longer-term needs coming through. It will be an evidence base for joint exploration and planning (with all schools, provisions and with families and students) of what will be required to meet future need and how we develop provision to meet that need as it comes through. The plan will support the development of a more detailed 10-year plan to inform phased change, support and investment with joint regular reviews to ensure any plans remain fit for purpose.

Interdependencies

These interdependencies are at various stages of development:

- Special School Review (underway)
- SRP Review (underway)
- Pathways for All, 16-19 Review (recommendation implementation groups)
- Work with Kent Further Education Colleges (KCC and Post-16 in FE Collaboration)
- 2023 EHCP Forecast
- Annual School Capacity Survey/Special School Capacity (SCAP23)
- Safety Valve requirements (and its relation to the EHCP forecast)
- Accelerated Project Plan (re-Ofsted inspection).

Outline Phase Transfer Timeline 2024

Craig Chapman

**Kent
County
Council**



Principles of Approach

- Focus on making good on plans agreed for 2023 intake
 - Build and deliver 2024 intake process while mapping refinements/improvements for 2025 process
 - Workshopped with school and Post 16 representatives
 - Aligns with Transition Charter and Mainstream Admissions Scheme for coherent annual timeline
 - Phased training as the year progresses
 - Will require further refinements and post process reviews/feedback will feature prominently.
-

Principles of Approach

- Complete tasks as early as possible to increase time available to parents and schools/settings
 - Focus on data from the start of the process, mapping what will be need throughout by all services and partners
 - Similarly, parents advised to consider all stages and supported to understand implications of their decision making
 - Targeted training of staff and monitoring of engagement
 - Reduction of double handling of data and “links in the chain”
 - Streamlining of Synergy workflows and automation of data entry
 - Consistent recording of decision making.
-

Potential Timeline

April/May 23 (after Easter break)

Pre/ Post 16:

- Ensure cohorts identified for each phase and clean data. Focus on high quality Annual Reviews for all, completed by September

June 23 (around summer half term)

Pre 16:

- Improved parental preference process with automated data input into Synergy. Advise parents of nearest school for transport. Parents given 6 weeks to reply with active chasing from LA.
- School capacity reviewed considering both PT and BAU requirements

July/ August 23 (summer holidays)

Pre 16:

- Preparation for consultations to be ready for September
 - Post 16 process advice to Secondaries in preparation for new academic year
-

Potential Timeline

September 23

Pre 16:

- Consultations sent to schools with a response deadline of October half term. Development of more robust monitoring of responses and rationale.

Post 16:

- Preference letters sent – same principles as Pre 16.
- October 23 (half term – end of the month):

Pre 16

- Area teams collate responses to determine which cases need to be discussed at panels. Panel bundles are created.

Post 16:

- Consultations sent to schools/providers with a response deadline of the week before the Christmas break. Timelines still being reviewed
-

Potential Timeline

November 23

Pre 16:

- Mainstream and special school panels with a focus on placing more complex children first. Potential for more creative decision making for placement of groups
- Focus on high quality recording of decision making

December 23

Post 16:

- Chase any outstanding consultations, create lists of cases where a placement has not been offered.

January 24

Pre 16:

- Finalise remaining EHCPs through direct school interaction.
- Send out amendment notices with proposed named settings trying to get them out as far as possible near the same time to avoid any complaints.

Post 16:

- Discussions/ meetings to be carried out.
-

Potential Timeline

February 24

Pre 16:

- Finalise all cases where amendment notices have been sent after the 15 days giving families their right to appeal by February 15th deadline.

Post 16:

- Send out amendment notices with proposed named settings.

March 24

Post 16:

- Finalise all cases where amendment notices have been sent after the 15 days giving families their right to appeal by March 31st deadline.
-

Attendance

Simon Smith

ATTEND TODAY
ACHIEVE TOMORROW



Working together to improve school attendance

Guidance for maintained schools,
academies, independent schools, and
local authorities



*'Improving attendance is
everyone's business'*





Isle of Sheppey

- Year 8 attendance project.
- Project presented at the Island Network meeting and presented to schools
- Year 6 transition discussed, several schools signed up and those projects are currently live
- Primary school x
 - Staff training to all staff (teachers/TAs/wellbeing staff), about how attendance is 'everyone's responsibility'
 - The school reports that it had a positive impact and improving attendance is now seen as a 'whole school approach' rather than that of just the Attendance Officer
 - PA pupil project – run by TAs who 'check in' weekly with the PA pupils to discuss attendance in an age-appropriate way and identify support
 - Uncovered lots of issues such as literacy anxiety/spelling test worry/PE concerns and support now identified
- Future projects such as 'getting ready for school' are currently being discussed.



Holy Family Catholic Primary School

Rewards and incentives

- Parent Association bought 2 bikes, 1 for each key stage.
- Full week = 1 raffle ticket entered into the draw at the end of the year.



Positive rewards for improved attendance

- Targeted pupils.
- Achieve targets, child gets to choose from the 'prize box' e.g. bubbles, rubber.

Challenging Poor Attendance:

listen,
understand,
empathise and
support...
but do not
tolerate.

Projects this academic year

- Punctuality project.
- Critical attendance.
- PA attendance.
- During the halfway point of the project, those children with improved attendance get a congratulatory letter home.
- Penalty notice warning letters used with great success, all but one family improved.

Whole school

- Punctuality Charlie and Attendance Tigger go to the class with best attendance and punctuality.
- Class gets a certificate and a reward chosen by the teacher such as extra playtime.

Break and Networking

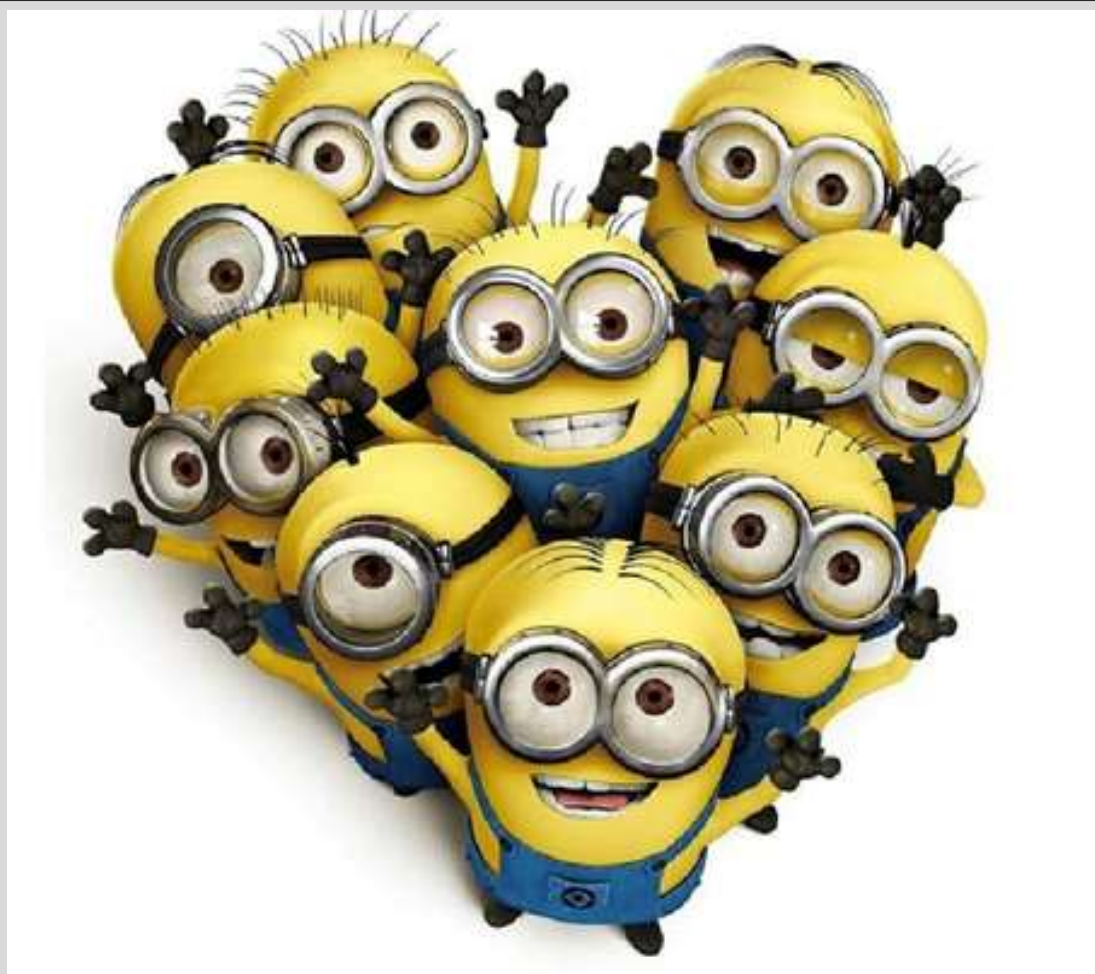


Data Meeting with Secondary Reps and Wendy Murray



MANAGEMENT INFORMATION

Wendy Murray
Service Manager



THANK YOU!

**Key Stage 4 Results Day
24th August 2023**

NEW Pupil level

Results files from examination
boards

Submit via Perspective lite



Incentives

Free access to Reports (Nova)

Free access to Analysis (Insight)



Post 16 Results Day 17th August 2023

School level

Complete MI pro-forma

Submit via email

MIEducation&WiderEH@kent.gov.uk

Appendix A - Post-16 Pro-Forma

Post-16 Results 2023		
CPE: School Name:		
Name of person completing form:		
Mobile phone number of person completing form:		
Post-16 Attainment		
Number of pupils at the end of KS5 in Summer 2022		
	Number	Score / Percentage
A Level		
Number of A Level students at the end of 16-18 study		
Number of Entries		
Average Point Score per A Level Entry		
Academic		
Number of Academic students at the end of 16-18 study		
Number of Entries		
Average Point Score per Academic Entry		
Applied General		
Number of Applied General students at the end of 16-18 study		
Number of Entries		
Average Point Score per Applied General Entry		
Tech Level		
Number of Tech level students at the end of 16-18 study		
Number of Entries		
Average Point Score per Tech Level Entry		
Number of students achieving the Tech Bacc		

An electronic copy of this form is available online via the link below.
See '16-18 Secondary School Results Collection' section on MI's Absentees and Progress page:
<http://www.kent.gov.uk/running-a-school/data-and-reporting/management-of-forms/absentees-and-progress>

Please fill in this form by 12 noon on 18th August 2023 and return to:
Email: MIEducation@kent.gov.uk

If you have any queries about completing the form, please phone: 0200 417012 or 0200 40740



Additional services

Year 7 transfers

School Summary Sheet

Data Sharing Agreement



Any questions?

$$\text{Banana} + \text{Minion} = 12$$

$$\text{Minion} - \text{Banana} = \text{Minion}$$

$$\text{Minion} - \text{Banana} * \text{Banana} = \text{Banana}$$

Contacts

MIEducation&WiderEH@kent.gov.uk

kelsi

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

Celebrating Good Practice



Swale Inclusion Partnership

Kent Inclusion Leadership Programme



Why the partnership engaged with the programme

- We have particular concerns about our local context - in relation to numbers of EHCPs in Swale.
- We wanted to address behaviour and the increasing pressures of the number of EHCPs is having on schools.
- We wanted to address disadvantage and parental engagement to support young people in Swale.
- We created partnership that allows schools to work together in Swale to ensure the most appropriate practices are in place to allow all students to feel a sense of belonging.



Partnership individual reasoning

- **Borden Grammar School** - Consistency of approach - all of us doing the same thing, behaviour and cultural capital in particular.
- **South Avenue Primary** - giving the children the opportunity to see consistency from primary school to secondary, that the students can take the support they have had from primary into their next setting.
- **Fulston Manor School**- ensuring we raise aspirations to allow all to feel they can reach potential. Improving consistency of approach for young people across Swale.
- **The Sittingbourne School**- Consistency of approach between primary and secondary and understanding of changes to level of support available.
- Parental engagement in their child's education and how to get parents inspired about education.



Our aim of the collaboration

- To share our practise with the schools within our partnership.
- Develop our policies and procedures to improve outcomes for all pupils
- Formulate an audit of our own inclusion practise and identify a foci for our peer reviews in order improve/develop or maintain
- Work collaboratively with each other and with other agencies and partners to meet the needs of all pupils in a non-judgemental way.
- Confidently commit to sharing expertise between schools and providing peer to peer support in the area of inclusion.
- Create a collaborative peer review process that can in turn be applied to other key areas of school development



Focus moving forward

Borden Grammar School:

Staff received training on the local context around EHCPs and Making Every lesson count. SLT re-designed the learning walk proforma to have an inclusion focus and began to investigate Nurture and Thrive programmes.

South Avenue Primary School:

To ensure seating plans were being utilised at all times and that children were using all resources in place for them i.e. Task management board, wobble seats etc.

Fulston Manor School:

Cemented our focus in relation to SEND and inclusion moving into September. It confirmed that our areas of what we needed to do, but the feedback helped us in sharing that vision with staff. Our focus is to ensure the classrooms environment is ASD user friendly

The Sittingbourne School:




Impact of Peer Review

- Forged closer network and connections and dialogue between the settings
- Professional development for all involved
- Deeper understanding of our cohorts needs in the local area
- Non judgemental support and sharing of good practice from each setting
- Expansion of the peer review into other areas such as learning, wellbeing , safeguarding and behaviour
- Inclusion is now part of the school vocabulary and is becoming the thread woven through the fabric of our school culture and not an add on
- Improve the systems and processes that enable quality assurance in each setting



Professional Development for Senior and Middle Leaders

- Professional Networking
- Developing and sharing knowledge (Peer Reviewers, Inclusion Champions)
- Benchmarking and self-reflection
- Problem solving and innovation
- Continual learning and professional growth
- Enhance leadership skills

Making it Work 

Kent and Medway's transformation of neurodiversity support

This Is Me - Our Journey

Introduction

Making it Work is a pilot programme testing new and innovative approaches to supporting neurodiverse children, young people and their families in Kent & Medway. The current pilot projects under **Making it Work** are:

1. **DoIT:** Working with the primary care network children's navigators to trial an evidence-based profiling tool for 7 to 11 year olds – signposting to support accessible resources without a diagnosis
2. **This Is Me:** Working with school-based school nursing teams to trial a profiling tool for primary age children – providing individual profile and low-level interventions at home and at school
3. **MDT Assessment:** Testing a new multi-disciplinary diagnostic model focusing on 0-5 year olds - potentially allowing faster access to children while also providing a more detailed diagnosis, and delivering specialist interventions
4. **Co-produced support offers:** Offers of support/system improvements co-produced with families, health professionals, and other partners. The two areas identified are **peer-to-peer support** and **wider workforce training**



Why? 'The Problem'

- Long diagnostic waitlists with a belief this will 'unlock' support. Demand outstrips supply
- No clear and equitable pre or post diagnostic support as we focus funding on diagnostics and not support
- Parental dissatisfaction 'I have a diagnosis for my child, now what?'
- Often a 'one size fits all' approach to support – limited personalisation in support
- Lack of parental trust with multiple agencies (Health/School)
- Potential driver to increased EHCP



This is Me

School Health pre-diagnostic profiling
and support



What is the Portsmouth Profile Tool?

The profile looks to set up a mechanism by which parents can seek assistance and support if they feel their child's needs are not being met, because the child either "has" or "doesn't have" a diagnosis.

This approach requires a conversation between caregivers and professionals who know the child, to share perspectives and coproduce an understanding of the child's temperament to "map out" the differences that make this child unique.

*This is **NOT** a diagnostic tool to identify diagnosable conditions like ADHD and ASC; its main function is to describe observable behaviours using agreed upon terms from the community to enable interventions or adjustments for the individual to be implemented if necessary. Therefore, it can be seen as a more of an educational tool.*



The Strategy

Four paradigm shifts:

- From disability to **diversity**
 - From diagnosis led to **needs led** – how do we meet need earlier and better
 - From clinical pathway to **identifying need alongside those that know me best**
 - From a mental health agenda to a **SEND agenda**
-
- ❖ Conceptualising an ‘early help’ response to neurodiversity
 - ❖ A genuine system wide response’ – NHS, local authority, care providers, education settings
 - ❖ ‘Things that help’ –enabling easy access to evidence based resources to help make life easier

“Something along these lines at the start would have been good. Not putting all my energy into whether she had something rather than actually working out how to help with her challenges regardless of what diagnosis she may or may not have.”

Parent after completing *This Is Me*

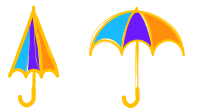
“We all know and understand that it is not a diagnosis that makes a difference, but the provision that is in place to play to a child's strengths and support their challenges”

Head Teacher – The Wells School



Profile areas

- Speech and Language
- Energy Levels
- Attention and impulse control
- Emotional regulation ability
- Motor skills
- Sensory skills
- Adaptability and flexibility
- Empathising and systemising
- Cognitive abilities



This is Me

This is Me pilot ran from January to December 2022 and supported **56 families**, and delivered Autism Awareness training to **35 individuals** to increase their knowledge and understanding of ASC.

Due to positive outcomes and some underspend from the initial project funding the pilot was extended to March 2023, to date we have supported a total of **80** families

5 schools are part of the pilot:

- The Wells Free School
- Hawkhurst Primary
- St Matthews
- Benenden CEP School
- Broadwater Down

These schools were chosen from 33 expressions of interest via a needs-led selection process.

The School Health, Whole School Approach Team, have worked with the schools that were not chosen for the pilot to ensure they remain supported.



Learning

Interventions

After the profiling session is complete, families were offered a package of interventions by the Family Practitioners. **All bar 2** of the families profiled so far have **taken up the offer of intervention**.

6 sessions were offered for the child within the school and 6 sessions for parents via MS Teams.

Support has also been offered to the school to teach them strategies to help the child.

- All families have been happy with the support they have received, and think that it will help in the future.
- All families felt the sessions they were offered were appropriate in content and time provided.
- All families said it's the combination of both the profile and the tailored support that makes the difference. Together they are more than the sum of their parts.
- One family would like to revisit the profile for their child as they feel they had missed things before and are more aware of her individual challenges now.

Family case study: We did not understand 'heavy work' at first but now understand it and see how it helps. S was trying to do homework and getting really irritated. He went into the garden and did some gardening, including digging with his Dad and he was then able to come back into the house and do his homework.



This Is Me

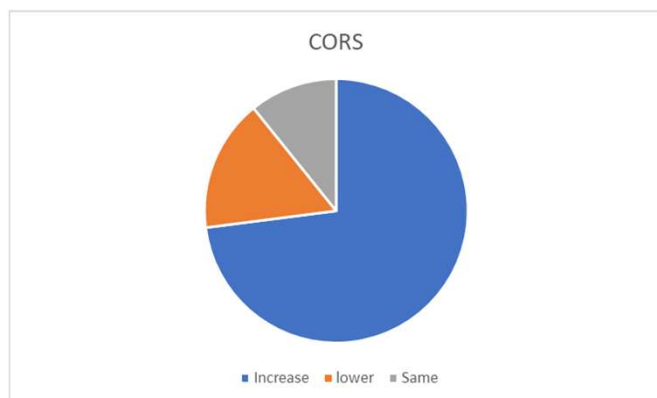
Evaluation

Impact for children



Wellbeing

To date, 37 children (those children old enough to complete) have completed a **Child Outcome Rating Scale** measure (CORS) after the profiling and interventions. Of these, **84%** have scored the same or higher for their emotional health and wellbeing at the end of this intervention.



Family case study 1

I didn't expect him to open up as much as he has with Michelle and this has led to him opening up more with me. T has grown in confidence.

Family case study 2

W is thriving – he loves it. His confidence has grown. He is happier. Not saying he doesn't want to go to school anymore.

Family case study 3

On Monday he was not quite ready to go back to school and had some tears. He was more able to self-soothe and went into school ok. When he finished the day he told me he had the best day and was very excited.



Family case study 4

His confidence has improved, he says he doesn't need all the TA help anymore and will put his hand up in class now.

He has friends in his class now and he understands more about friendships

Family case study 5

He is more confident, doesn't put himself down as much. He is much better at dealing with things that are not perfect or do not go exactly as he had planned. He always wanted to get everything right but is now a lot calmer when things don't go his way

Family case study 6

C has used the diary a lot. He can write all his feelings in there and this has been a safe space for him, which has been great. He uses it almost as a cuddle toy. It shows he is growing up

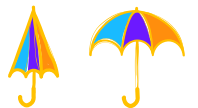
Family case study 7

F is much more comfortable in his own skin. Very confident with how he relates to people and the world – better appreciation now and he has more confidence.

F has spoken with the community paediatrician and was really confident in explaining things. Don't think he would have been that confident before this.

Family case study 8

Although he still has worries around the bathroom he is now able to shower using the step plan.



Behaviour

To date, 30 parents have completed a **Strengths and Difficulties Questionnaire** (SDQ) after the profiling and interventions.

Of these, **50%** recorded that their child's challenges had decreased.

However, **27%** recorded that their child's challenges had increased.

However, this may be due to parents becoming more aware of their child's individual needs and challenges. As described by a parent whose score had got worse: *"I would like to redo P's profile as I think I know her a lot better now and have really noticed her challenges"*.

Family case study 1

His behaviour in school has improved and this is because the school is more aware of C's needs.

He is being told off less and this means he is happier and he is loving the praise he is now getting.

Family case study 2

O has done really well and seen definite differences. He has got a lot better in controlling his impulsive behaviour.

Family case study 3

Behaviour hasn't changed but we have noticed he is more articulate. More able to share his feelings and he is learning it's ok to talk about things and more able to show appropriate emotions



Family case study 4

He deals much better with confrontation – much more able to walk away. He used to hit out if confronted by another child now he will step back, even if the other child hits him first. He doesn't 'launch' into things anymore. This has meant he is overall much less frustrated, especially around things like rule breaking.

Family case study 5

E is more vocal in class, the class is not static anymore and I think this has helped. She is also more confident. She said that Kerry made her 'feel more normal'

Family case study 6

I understand D and his brother more now. Michelle has been amazing. She has shared so much with me. She taught me to put things in a different way, my words change their behaviour. Wording can totally change the outcome, I'm aware my approach has played a part in this.

Family case study 7

I had high anxiety about taking K out to places, but yesterday I took him to a party with all his school friends. I was able to relax and just watch him enjoy himself, rather than be worried and embarrassed. This is due to us putting in a number of strategies suggested for leaving the house etc.

It was the best school holiday we have ever had, I was able to take him out on my own with the twins and he was the best behaved. This is not something I would have done before.

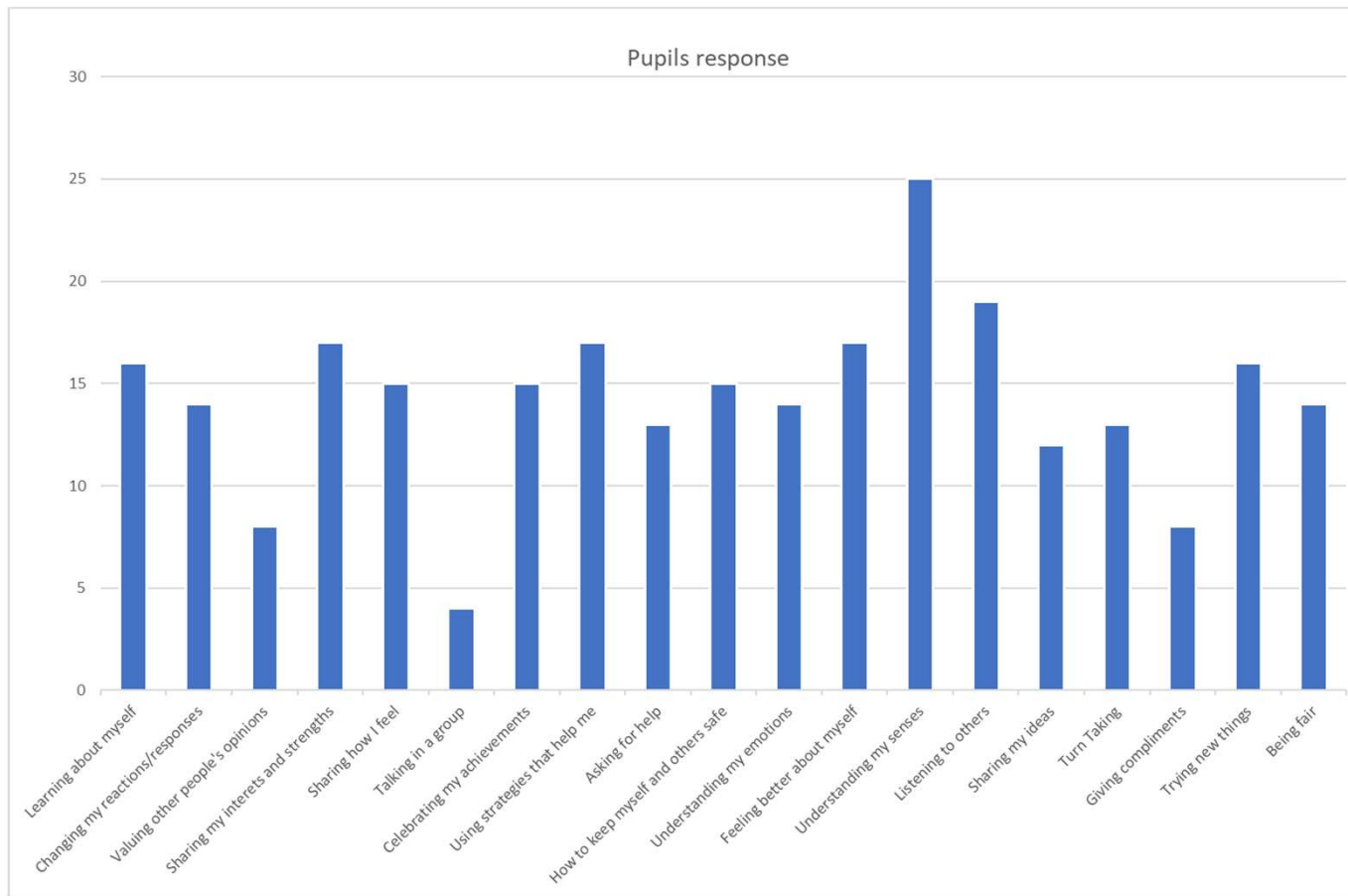
Family case study 8

Although he still has worries around the bathroom, he is now able to shower using the step plan.



Children's response:

Which of these do you feel more confident in following your sessions?



Top 5 (3-5 all equal score)

1. Understanding my senses
2. Listening to others
3. Feeling better about myself
4. Sharing my interests & strengths
5. Using strategies to help me

I feel sad I won't see Michele anymore

I enjoyed the sessions, I think I understand my emotions much better now



This Is Me

Evaluation

Impact for Parents



Parental confidence

As part of the pilot, parents are offered up to 6 sessions of training and advice, offering strategies tailored to the needs of their child as identified by the profiling tool.

- **85%** of families reported they knew more about their child's neurodiversity after the pilot.
- **100%** of families felt confident using the strategies provided

Family case study 1

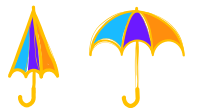
We are much more able to notice when S is in the Red Zone and I give him the space now to work through it. If he storms off I let him go now and he is much more able to self-soothe.

Family case study 2

It has given me ways to deal with behaviour. Kerry has taught me better ways of speaking to M and this has been really helpful.

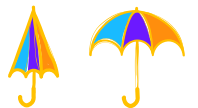
Family case study 2

Kerry was really nice, never judgemental, listening and gave us really good strategies and advice. We will be using the NVR skills moving forward as these really reframe things.



Overall outcomes for parents were

- *I have a better understanding of my child's differences*
- *My child's teacher has a better understanding of my child's differences*
- *My child is more confident*
- *My child's needs are being met at school*
- *I'm meeting my child's needs at home*



This Is Me

Evaluation

Impact for Education



Educational system challenges

- Kent has high levels of children in special schools in comparison to other areas
- High level of ASD within our special needs schools
- We know children are likely to have better outcomes in mainstream schools

So how do we.....

Build capacity and confidence in mainstream schools to support young people with additional needs

Build confidence in families that our mainstream schools can successfully support their child/ren



Educational Outcomes

Increase in attendance	✓
Increase in child confidences at school	✓
Evidence of inclusive practice	✓
Build capacity to support Neurodiversity in mainstream settings	✓
Improved relationship between school and family	✓
Improved parental confidence in school	✓



What went well

- *'We notice high anxiety in parents, especially those on the waitlist, this intervention really lessened that'*
- *'Some of the interventions offered by us in school weren't really understood by parents until they had the profile – we then saw an increase in parental confidence in us'*
- *'it has offered another way to approach behaviour without looking straight to diagnosis'*
- *'profile is proactive, not waiting for a crisis - a good way to share information with parents as well which aids a helpful conversation'*
- *'One parent at our school changed her mind about seeking an EHCP following the profile as she realised it wasn't needed, she could see what we were putting in place and felt less anxious about how her child would be supported in the future'*
- *'Value of having the profile led by NHS gave confidence to both parents and school, it helped give a sense of trust, validity and collaborative care'*



What didn't go so well/learning

- The time element, especially if we (schools) had to lead this. Having a lead agency deliver this was helpful
- Some frustration with parents who perhaps didn't follow through with attending appointments or the strategies suggested
- Feel anxious about what are the next steps? This has been so positive we worry about it not continuing
- Would have wanted more time to develop and think about embedding in the school, pilot to continue!

Learning

- Could be part of the Senco assessment as this will limit the impact of an additional meeting.



Parental confidence

- Families have reported **better behaviour** and **improvements in attendance**
- Families can see the school strategies being put in place and **feel more involved**, this is **driving up confidence** including confidence in **transition to secondary**

Biggest change is his school work. The school are putting in lots more Forest School activities and this has really helped him.

He has written more in the last 3 months than in the previous 2 years.

School being involved in the profile was excellent as they had not really listened to me before.

I 100% think the profile helped the school understand C and they have put in more strategies that are really helping.

School are using resources that Michelle has suggested and we are doing so at home.



Parents, school and health as partners

The profiling process was undertaken by the Neurodevelopment Manager, with family practitioners undertaking the post-profiling interventions.

This had the benefit of ensuring there was a consistent approach to completing the profiles in the pilot.

Families and schools have reported on the helpfulness of a triad conversation between health, family and school

In the second pilot phase (Dec 22-March 23) we are testing a schools led profile model, similar to the model delivered in Portsmouth

Family case study 1

It was helpful having the meeting to discuss things all together, it would have been hard just doing it on our own with the school.

Family case study 2

Kerry helped me with my relationship with school by, at times, being 'the middle man'

Family case study 3

School being involved in the profile was excellent as they had not really listened to me before.



What does inclusion mean at Westmeads Community Infant School?

- **Everyone has a right to be able to experience success.**
- **Everyone has a right to be able to express themselves.**
- **Everyone has a right to feel a sense belonging.**

Everyone is welcome

Separating understanding of 'Inclusion' and 'SEND', often used interchangeably or closely linked.

What we define these terms as.

Inclusion: Inclusive practice refers to our set of principles, strategies, and actions that aim to create an environment where *all* students, regardless of their background, abilities, or circumstances, feel valued, supported, and actively included in the learning process.

SEND: Special Educational Needs and Difficulties. Supporting children with additional educational needs or barriers our school setting.

Get '*Inclusion*' right, and '*SEND*' support will follow.

Power of language

Some vital terms we use often

- **Underserved** instead of vulnerable.
- **Interfering and interrupting** - proactive, in the moment intervening.
- **Equity** and understanding of different context for different children mean they need different experiences
- **‘What is vital for one, is viable for all.’**

- **Parents as partners** - Understanding parents are vital parts in our communities and have direct influence on their children's success.
- **Team around the child** - Understanding all adults working with the children in our school are responsible and accountable. All staff attend staff meetings, including TA's. All TA's receive training and support every Tuesday as part of ongoing CPD.
- **1 to 1 support. Not 1 to 1 adult.**

An inclusive curriculum and Cultural Capital
Front loading to create level playing fields.
Showcases to celebrate learning.

Reception	Year 1	Year 2
<ul style="list-style-type: none">• What can you tell me about yourself?• What can we discover outside?	<ul style="list-style-type: none">• What are stereotypes and how can we challenge them?• How and where do we come together as a community?	<ul style="list-style-type: none">• Is the world fair?• How can art promote positive change?• How do we take responsibility for preserving our natural world?

A success story, one of many-



Thank you for attending

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