



Countywide SENCO Forum 13th and 14th July 2022



Lisa McDonald- SSI SEN Specialist (TEP)

Siobhan Price- Countywide Inclusion Lead (KCC)

Alison Farmer- Assistant Director, Educational Psychology (KCC)

Sharon McLaughlin- SEND Partnership and Engagement
Manager (KCC)

Elizabeth Pole- Professional Lead Speech & Language Therapist
for the Balanced System (KCC)

Rory Abbott- Project Lead and Countywide SENCO Forum
Coordinator (TEP)- not in attendance



Welcome and housekeeping



Please change your name on Zoom 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 it 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 which

were sent to you earlier this week. If you haven't received the pre-session materials then can you email rory.abbott@theeducationpeople.org so the issue can be investigated.

Agenda

| Item | Topic | Lead/Time |
|------|---|-----------|
| 1 | Welcome and Thank You | 5 mins |
| 2 | We Need To Talk About Speech and Language- Lisa McDonald | 5 mins |
| | The Balanced System- Elizabeth Pole | 20 mins |
| | Summary- Lisa McDonald | 5 mins |
| 3 | Locality Based Resources- Siobhan Price | 20 mins |
| | Question/Answer Session- using Chat | 10 mins |
| 4 | Ofsted and CQC Consultation- Lisa McDonald | 5 mins |
| 5 | Ofsted Review of SEND Information- Sharon McLaughlin | 10 mins |
| | Information for Parents- Summer Activities and Preparing for the new school year- Sharon McLaughlin | |
| 6 | 'You Said, We Did,' Summary and Evaluation- Lisa McDonald | 5 mins |

We need to talk about speech and language



White & Green Paper: 90 per cent literacy and numeracy target and a shift to a virtuous national system

1.5 million children are at risk of not being able to speak or understand language at an age-appropriate level.

four times less likely to get good GCSEs in maths and English

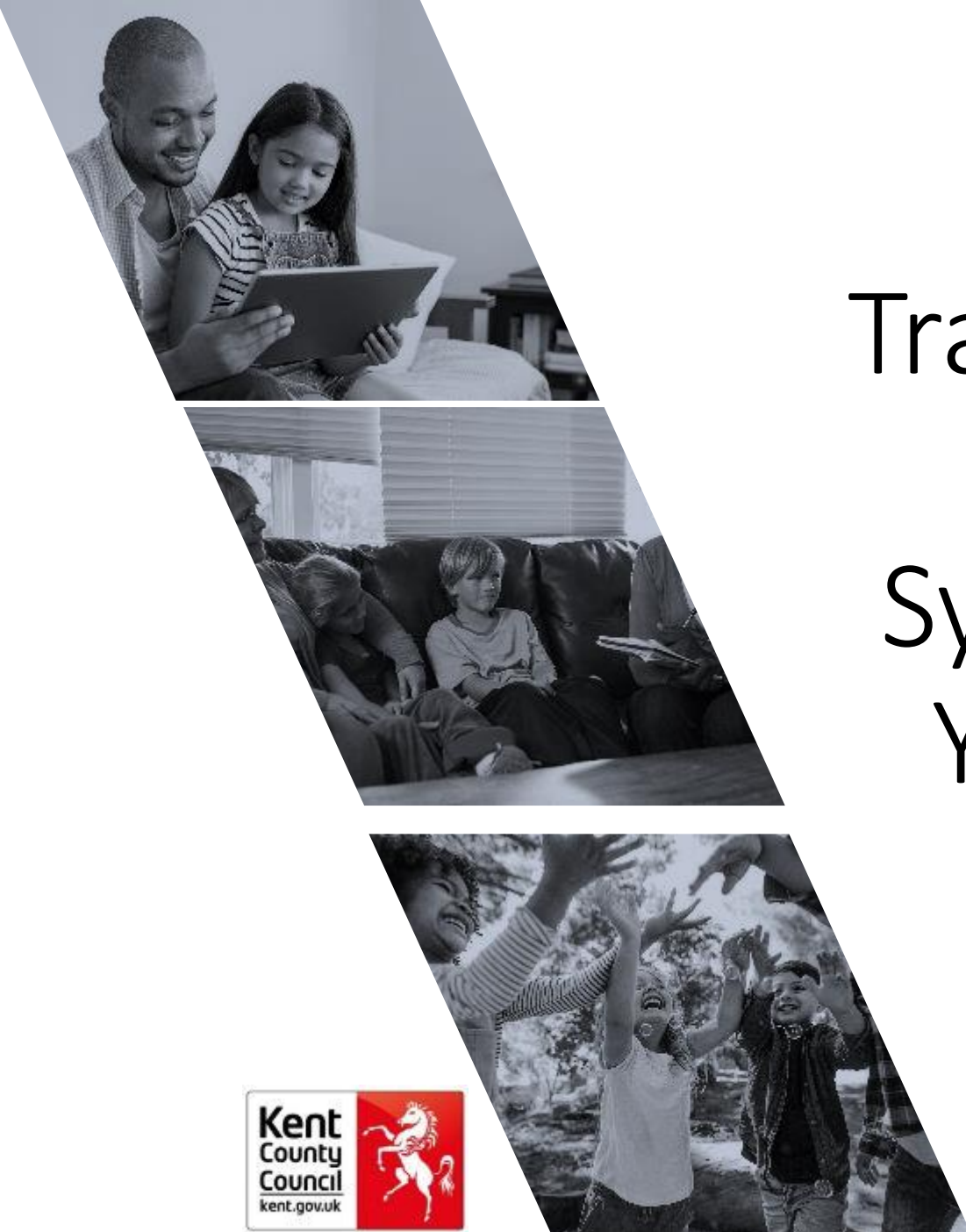
Largest area of need in primary schools

in most classrooms at least three children will have a long-term language issue.

we need more training on speech and language for teachers at all levels.

“children who are able to talk, using words or alternative communication methods, are far more likely to achieve the green paper’s aspirations of a good education, good friends, good mental health and a good social life.”

<https://schoolsweek.co.uk/2030-vision-we-need-to-talk-about-speech-and-language/>



Transformation for SLCN towards a Balanced System[®] for Children & Young People in Kent

Elizabeth Pole

Lead Speech & Language Therapist for the Balanced System in
Kent elizabeth.pole@kent.gov.uk



Delivering the balanced system principles in practice



PRINCIPLES OF BALANCED SYSTEM[®] SERVICE DELIVERY



The **system** is the focus to ensure that for **every child or young person** the most **facilitating** stepping stones are available

Functional outcomes are key • Simplest **and easiest access and journey** through the system

- Delivered in **most relevant place** for child or young person development and learning
- **Outcomes** continually appraised for delivery of **impact**
- Development of strong **universal and targeted** provision is key
- This facilitates access to **specialist** as and when **needed** for a **finite** time
- Working across Balanced System[®] **Five Strands** to effect sustainable **whole system change**

Delivering Principles in practice

Delivery Principle 1: Focus on **functional outcomes** and **measures of impact**

The whole delivery model is underpinned by a focus on delivering **functional outcomes** – the ‘**so what?**’ and measuring **impact not inputs** rising to the ‘**Prove It!**’ challenge

- Child and young person outcomes
- Family outcomes
- School, setting, class or group outcomes
- Area cohort outcomes
- Population outcomes

Delivering Principles in practice continued

Delivery Principle 2: Access

Simple and easy access to the right **information, assessment** and **support** for children, young people and their families

- Early identification – meaning not only early in life but early in the emergence of need at any age
- Easy access – simplest route to support at the lowest level even if further progression through the system required
- Appropriate assessment - enquiry based process, not standard ‘battery’, with the option to signpost to appropriate support that may be part of the whole even if further assessment becomes indicated

Delivering Principles in practice continued part 3

Support is delivered in the most **functionally appropriate** and **relevant place** for the child or young person, their development and learning.

- Resources are allocated based on **need – differential** in either or both the **nature of the offer** or the **volume of the offer** based on evidence of need
- **Link therapist** – meaning a **school or setting** based key therapist whose **time is consolidated** into their schools and settings and who work regularly as **part of the school or setting team**
- Intervention focused on **functional outcomes** – the therapeutic offer must be focused on functional, ideally child and family or young person led, outcomes

Delivering Principles in practice continued part 4



Development of strong **universal and targeted** provision is key to facilitating access to **specialist** support as and when **needed** for a **finite** time

- Targeted offer – building a **robust targeted offer** across **all five strands** is key activity for all: SLT team and wider workforce

Delivery Principle 5: Information

High quality, accessible and consistent information and advice are available in a **range of media** and **culturally appropriate** forms to **enable** parents and carers and professionals to be **well informed**. These typically have been **quality assured** by the appropriate therapy professionals

Case Studies



- Emma Jordan sharing Worcestershire's journey with the Balanced System (from point of view of a speech and language therapy service) <https://youtu.be/ENwo2uUIINc>
- Nikki Gray from Foreland Fields School speaks about the Balanced System journey and impact on learning for their children and young people <https://www.youtube.com/watch?v=ioeofYDX3vE&t=182s>
- Schools I mentor – common theme has been around Family Support, and developing communication enabling environments – developing understanding that SLC(N) is everyone's responsibility

Scheme for Schools and settings



- Opportunity to gain Balanced System® accreditation
- Last funded cohort to begin September 2022 – up to 22 licenses (only 2 remain unallocated)
- Scheme takes approx. 18 months
- Local mentor support and access to local networks

Online Tool – Scheme for Schools and Settings

FAMILY SUPPORT
ENVIRONMENT
WORKFORCE
IDENTIFICATION
INTERVENTION
UNCATEGORISED PROVISION

Appropriate and timely interventions which may include direct or indirect work with individuals or groups

UNIVERSAL
TARGETED
SPECIALIST

UNIVERSAL INTERVENTION OUTCOME

Scheme Outcome:

IN1. The setting develops the language and communication skills of all children through language enrichment activities in all areas of the curriculum

Provide examples of existing provision/training and any gaps.

Add provision / gap

ACTIVITIES THAT HAPPEN TO SUPPORT ALL CHILDREN

| What happens? | Outcomes? | Who benefits? | Where? | Who delivers? | Who funds? | Action |
|---|--|--|----------------|----------------------|----------------|--|
| Class teachers pre-teach key vocabulary to the whole class prior to new topics. | Opportunities to expand the vocabulary of the children are maximised. At the start of each new topic the children are introduced to the subject specific vocabulary. This is then referred to on a regular basis so that the children become familiar with using the new vocabulary. | all children Other Studies have linked vocabulary levels at a younger age to reading ability at sixteen. | Primary school | primary school staff | School/Setting | Last updated 14/03/2022 Edit Copy Delete Upload evidence |
| Reception class learn a 'word of the day' in order to broaden their vocabulary; | Following a similar structure each day has enabled the children to become confident with the session. They are beginning to use the new vocabulary taught during their play and their other curriculum learning. | early years group primary school group | Primary school | primary school staff | School/Setting | ⚠️ Last updated 16/11/2021 Confirm or Make Gap Edit Copy Delete Upload evidence |

What about you school



- You may currently be on the Scheme for Schools journey
- You may be requesting a Scheme for Schools licence for the last cohort beginning Sept 2022 (or planning to)
- You may be approached by your local NHS team to be part of a 'test for change' modelling place-based approach
- ALL schools have responsibility to consider your SLC provision across the 5 strands and 3 levels – where are your strengths and where are your gaps? This is a shared responsibility for all staff, and requires strategic support from senior leadership

WAYS OF SUPPORTING SPEECH, LANGUAGE AND COMMUNICATION: PRIMARY AGE



| | FAMILY SUPPORT | ENVIRONMENT | WORKFORCE | IDENTIFICATION | INTERVENTION |
|------------|---|--|--|--|--|
| SPECIALIST | SHARE EXAMPLES FROM SALT SUPPORT SESSION FOR FAMILIES | AUDIT CONSISTENT USE OF STRATEGIES FOR CHILD WITH MORE COMPLEX SLCN | SIGNS & SYMBOLS TRAINING | GATHER ASSESSMENT INFORMATION TO FEED INTO SALT ASSESSMENT – EXAMPLES OF COMMUNICATION | CARRY OUT A PROGRAMME FOLLOWING SUPPORT FROM SALT |
| | | NOW AND NEXT VISUALS FOR IDENTIFIED CHILDREN | ASD WORKSHOP | | |
| | | | DLD WORKSHOP | | |
| TARGETED | SHARE WORD OR SIGN OF THE WEEK WITH FAMILIES | VISUALS USED TO SUPPORT 'EMOTIONS' VOCABULARY | TRAINING ON HOW TO RUN IDENTIFIED INTERVENTION GROUPS | CAPTURE EXAMPLES OF SPEECH AND LANGUAGE SAMPLES OVER TIME IN ALL LANGUAGES | IDENTIFIED INTERVENTIONS TO SUPPORT VOCABULARY, SOCIAL COMMUNICATION OR NARRATIVE SKILLS |
| | SHARE TARGETED STRATEGIES USED IN SCHOOL BASED INTERVENTIONS | VISUALS TO SUPPORT BEHAVIOUR | AUDIT OF STAFF KNOWLEDGE AND SKILLS IN SUPPORTING IDENTIFIED SLCN | THE COMMUNICATION TRUST PROGRESSION TOOLS AND DON'T GET ME WRONG | FOCUSED LISTENING AND ATTENTION GROUPS OR 1:1 SUPPORT |
| | | USE 'GOOD LOOKING' & 'GOOD LISTENING' CARDS TO SUPPORT ATTENTION & LISTENING | | | |
| UNIVERSAL | SHARE THE COMMUNICATION TRUST RESOURCES FOR FAMILIES | COMMUNICATION ENVIRONMENT AUDIT | SPEECH AND LANGUAGE TRAINING – AGES AND STAGES AND STRATEGIES TO SUPPORT | REFER TO UNIVERSALLY SPEAKING CHECKLISTS | LISTENING AND ATTENTION ACTIVITIES |
| | | VISUAL TIMETABLE | COMMUNICATION ENVIRONMENT APPROACHES | ASSESS UNDERSTANDING OF KEY STAGE TOPIC VOCABULARY | SIGN OF THE WEEK |
| | SHARE WAYS TO SUPPORT LANGUAGE AT HOME: BE AT THE CHILD'S LEVEL, USE THEIR NAME, SHARE KEY VOCABULARY AND LINK TO VISUALS FOR USE AT HOME | SYMBOLS AND WORDS/PICTURES FOR LABELS | | | COMMUNICATION ENVIRONMENT TRAINING |
| | REDUCE BACKGROUND NOISE | | WORD OF THE WEEK | | |

WAYS OF SUPPORTING SPEECH, LANGUAGE AND COMMUNICATION: SECONDARY AGE



| | FAMILY SUPPORT | ENVIRONMENT | WORKFORCE | IDENTIFICATION | INTERVENTION |
|------------|---|--|--|--|--|
| SPECIALIST | SHARE INFORMATION FROM THERAPY SESSION WITH FAMILIES | AUDIT CONSISTENT USE OF STRATEGIES FOR CHILD WITH MORE COMPLEX SLCN | AAC TRAINING / USE OF VISUAL SUPPORT SYSTEMS FOR MORE COMPLEX SLCN | GATHER ASSESSMENT INFORMATION TO FEED INTO SALT ASSESSMENT – EXAMPLES OF COMMUNICATION | CARRY OUT A PROGRAMME FOLLOWING SUPPORT FROM SALT |
| | SIGNPOST TO ORGANISATIONS AND WEBSITES FOR MORE COMPLEX SLCN | NOW AND NEXT VISUALS FOR IDENTIFIED CHILDREN | ASD WORKSHOP | | |
| | | | DLD WORKSHOP | | |
| TARGETED | SHARE KEY PRE-TEACHING VOCABULARY WITH YOUNG PERSON AND FAMILY | VISUALS TO SUPPORT VOCABULARY OF EMOTIONS | TRAINING ON HOW TO RUN IDENTIFIED INTERVENTION GROUPS | CAPTURE EXAMPLES OF SPEECH AND LANGUAGE SAMPLES OVER TIME IN ALL LANGUAGES | IDENTIFIED INTERVENTIONS TO SUPPORT VOCABULARY, SOCIAL COMMUNICATION OR NARRATIVE SKILLS |
| | SHARE TARGETED STRATEGIES USED IN SCHOOL-BASED INTERVENTIONS | VISUALS TO SUPPORT BEHAVIOUR PLAN | AUDIT OF STAFF KNOWLEDGE AND SKILLS IN SUPPORTING IDENTIFIED SLCN | THE COMMUNICATION TRUST (TCT) PROGRESSION TOOLS AND DON'T GET ME WRONG INDICATORS LIST | SMALL GROUP WORK ON INFERENCE, PREDICTION OR IDIOMS (NON LITERAL LANGUAGE) |
| | | PERSONALISED VISUAL TASK BOARDS FOR ALL ACTIVITIES – LINKED TO WORKBOOKS | | | |
| UNIVERSAL | SIGNPOST TO THE COMMUNICATION TRUST RESOURCES FOR PARENTS | AUDIT THE COMMUNICATION ENVIRONMENT | TRAINING ON USE OF QUESTIONS AND ABSTRACT LANGUAGE | REFER TO UNIVERSALLY SPEAKING CHECKLISTS | EXPLAIN EXAM / TEST VOCABULARY MEANINGS |
| | SHARE WAYS TO SUPPORT LANGUAGE AT HOME: TALK ABOUT WORDS AND MEANINGS; ENGAGE IN CONVERSATIONS; MODEL LANGUAGE AND TURN TAKING; TALK ABOUT FEELINGS & REASONS FOR BEHAVIOUR | VISUAL/COLOUR CODED TIMETABLE TO BE ADDED TO PERSONAL DIARY TO AID ORIENTATION | AUDIT STAFF TRAINING AT UNIVERSAL LEVEL | CHECK UNDERSTANDING OF KEY STAGE TOPIC VOCABULARY | SUBJECT SPECIFIC WORD(S) OF THE WEEK |
| | | EMOJIS / SYMBOLS AND WORDS FOR LABELS ON DISPLAYS | | | PRE TEACH CORE CURRICULUM VOCABULARY |
| | | REDUCE BACKGROUND NOISE | TRAINING ON LINKS BETWEEN BEHAVIOUR AND COMMUNICATION | USE IDENTIFICATION TOOLS SUCH AS TALKING POINT | DEVELOP ORACY SKILLS |

THINGS YOU DO ALREADY

DATE

SETTING



| | FAMILY SUPPORT | ENVIRONMENT | WORKFORCE | IDENTIFICATION | INTERVENTION |
|------------|----------------|-------------|-----------|----------------|--------------|
| SPECIALIST | | | | | |
| TARGETED | | | | | |
| UNIVERSAL | | | | | |

Locality Based Resources

Siobhán Price KCC

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Appetite to Change



- High Needs Funding subgroup and Schools Funding Forum have agreed actions are necessary
- Advisory Head Teachers share a view that a fundamental change is needed to address issues within the current system
- Previous meeting of HN Subgroup supported need for a district deep dive & piloting of a district based approach. Identified problems with current mainstream top-up process.
- One of the main criticisms of the current system by schools is the level of bureaucracy & administration in the claim process....moving to a locality based model would increase not decrease school's expected involvement

National context: Locality Based Resources



Can support the delivery of an:

“effective and sustainable SEND system that delivers great outcomes for children and young people, the vast majority of children and young people should be able to access the support they need to thrive without the need for an EHCP or a specialist or alternative provision place. This is because their needs would be identified promptly, and appropriate support would be put in place at the earliest opportunity before needs can escalate. Those children who require an EHCP or specialist placement would be able to access it with minimal bureaucracy.” SEND Green Paper, page 13, paragraph 22.

Need to consider how much the proposals set out in pages 72 & 73 influence the creation of the pilots:
National Framework of national funding bands & tariffs

Locality Based Resources Pilot Hypothesis



Locality based resources can improve outcomes by improving the:

- effectiveness of the local area in **identifying** CYP with SEND
- effectiveness of the local area in **meeting** the needs of CYP with SEND • effectiveness of the local area in **improving** outcomes for CYP with SEND By:
- Enabling peer to peer processes with schools being able to hold each other to account,
- Developing a range of strategically commissioned support services
- To ensure the right support, in the right place at the right time for children and young people with SEND in their local community.
- Encouraging local decision-making and financial accountability for HN funding
- Support the development of more cost effective provision within mainstream schools: moving away from a funding system based on 1:1 support

- To implement 2 – 4 pilots across Kent to test the effectiveness of a Locality Based Resource model.
- Pilots likely to be a district level – which districts is still to be decided.
- Focus on co-production to develop the system
- To beginning with there will be a focus on using the locally administrating the mainstream high needs top up budget with funding to support local SEN Support development (funding for mainstream that does not require EHCPs)

Deliverables of the pilot are to assess the impact of local decision-making in supporting:

- Bringing SEND outcomes in line with national benchmarks
- Bringing SEND expenditure in line with budget
- Delivering outcomes and impact for children and young people with SEND Full evaluation of the outcomes of the pilot in relation to the deliverables identified, including recommendations about next steps

Outcomes of the pilot



- Developing a sense of collective responsibility at a local level, especially in relation to funding and the SEND green paper
- Resetting culture and approach based on district level data
- Utilising the CATIE Dashboard effectively so that each district knows its strengths and weaknesses
- Incentivising inclusive practices – key element of school improvement
- Increasing capacity for schools to challenge each other – with links to school improvement.
- Ensuring that children and young people with SEND are efficiently identified
- Ensuring that assessment is timely and useful
- Developing an effective continuum of support for each need type in line with county strategy which is evidence informed
- Development of readily available services, support and resources that work
- Development of district-based commissioning to fill local gaps where there is an identified, evidence based local need
- Development of cost effective support within mainstream schools

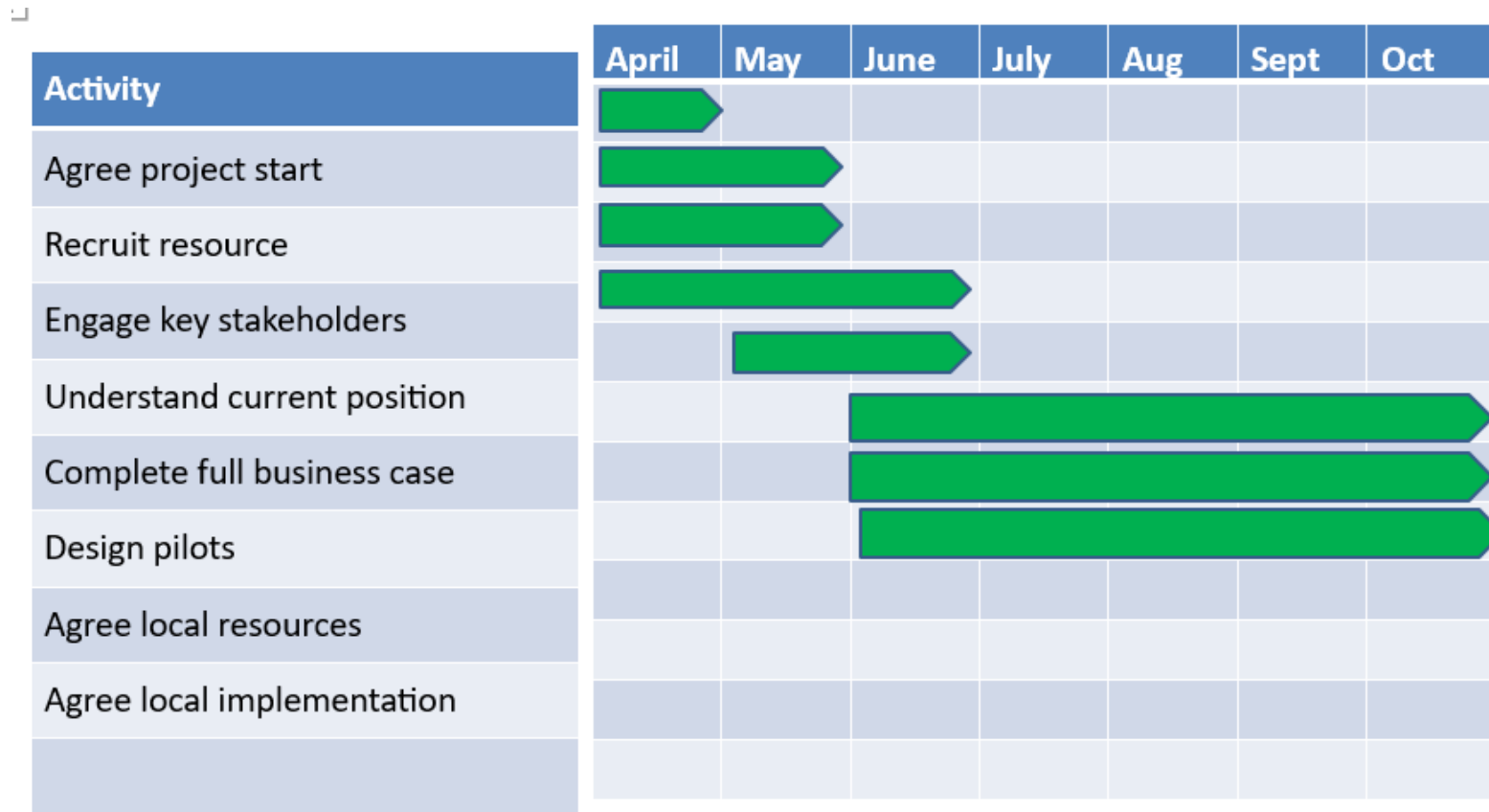
Scope (summary)



The pilot will:

- Focus on mainstream high needs top up budget
 - Small pot of funding to support local service development (funding for mainstream that does not require EHCPs)
 - Involve a deep dive case studies into each of the pilot areas
 - Co-produce the pilot at a local level
 - Determine where funding is best placed to sit at a local level
 - Determine which funding streams are transferred
 - Determine the resources / services / expertise to be transferred
 - Determine how to transfer from the existing system
 - Establish monitoring processes for how funding is spent, and resources deployed
 - Establish what a core offer would look like.
- The pilot will not:
- Establish processes for determining effectiveness and impact
 - Involve actual transfer of budget to a district (at this point) – but will inform future processes
 - Involve wholesale transfer of the whole schools budget for an area

Timeline (March – Sept 2022)



KEY RESPONSIBILITIES

What should that be?

How does this need to be reflected in the LIFT Executive revised TOR?

Who is around the table making the decisions?

What other agencies need to be involved?

Next Steps

CONSULTATION

Informal conversation with DfE advisor – Review of current practices Pilots to be identified.

Formal consultation process

Full business case to be agreed and presented to County Councillors

Planned implementation in April 2024.

New Joint Area SEND Inspection Framework Have your say!



Ofsted and the CQC have launched a consultation on proposals for new joint area SEND framework

Aims:

- introduce by 2023
- experience and outcomes of SEND learners at centre of inspection framework
- strengthen accountability of local partnerships
- place more focus on alternative provision

Background, importance and next steps from Amanda Spielman: <https://www.gov.uk/government/speeches/hmci-commentary-consulting-on-ofsteds-new-area-send-framework> In addition to the main consultation document and survey:

- a version for children and young people
- a British sign language version: <https://www.youtube.com/watch?v=Fqo430yVHbk>
- easy read versions.

The consultation runs until **11 September**. Please share with colleagues and families!

- <https://www.gov.uk/government/consultations/a-new-approach-to-area-send-inspections>



You said, we did

Lisa Mcdonald

You said, we did, continued



Can we change the times of the Countywide SENCO Forums?

- Thanks to everyone who completed the scheduling survey. Based on your feedback we will continue to deliver your forums in an age- specific manner to allow us to keep the sessions as relevant as possible. However, unlike this year we have scheduled two sessions for primary schools and two sessions for secondary school per term. This means that we will run one session in the morning (8:-9:30am) and one in the afternoon (1:30-3pm- primary) and (3:30-5 Secondary). All the links for next years session have already been sent out so please book on to them as soon as possible

Too many breakout rooms

- Though we will continue to use breakdown rooms, we are trying to keep them to one or two per session. This will, hopefully allow you to feel less rushed.

Can you make the Countywide SENCO Forums longer, from an hour and half to two hours?

- Based on overwhelming feedback from the scheduling survey, we will be keeping the countywide SENCO forums to an hour an da half

Session Feedback and Evaluation

- Please take the time to complete the evaluation- the link is below
- The facilitators will be meeting for two days over the summer break to plan next year's Countywide SENCO Forums. If you have anything in particular that you would like us to include in our planning then please make a note of it in the evaluation.
- The link for the evaluation will be posted in the chat by either Andie Nickels or Lisa McDonald. Please click on it now or scan the QR Code and give us your feedback- <https://forms.office.com/r/ShpuQYx87P>



Thank you for taking part and listening



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