

SEND update: 25th May 2021

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Agenda

- **Welcome and feedback from evaluations**
- **SEND service update – Louise Hickman**
- **Local Offer: Youth SEND participation offer- Sharon McLaughlin**
- **SENCO speaks**
- **Q&A**
- **Session evaluation**



Welcome and Thank you

- Thank you for coming back.
- Your feedback was really valued.
- Keep sharing and getting more SENCOs to register for updates.
- Your feedback is extremely valuable so that we can develop and deliver accordingly.
- Your evaluations showed average score of 7.34 and a rating of 7.32 for usefulness of the updates.

8. How useful are the new timings of the SEND update?

[More Details](#)

150

Responses



7.34 Average Rating

9. How useful did you find the updates?

[More Details](#)

150

Responses



7.32 Average Rating

You said... we did

I would like to see a window for proper discussion about questions in the chat

Since they have re started they are very comprehensive. Agendas deal with issues that are up and coming and we need to be informed about

You changed the platform and I couldn't attend because it just kept coming up with error on the link.

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

Conclusions

- We have returned to Zoom
- We have followed on from the previous update and have a Health and wellbeing navigator
- We still have professionals in the chat to answer questions
- FAQs will be published on KELSI

SEND Service update:

Early Years Team Update

Kent Educational Psychology Service (KEPS)

Monitoring and Inclusion and

Assessment and Placement Teams update

Phase transfer process



Early Years Team update

- Pre - school settings will now be getting ready to share information with schools about the children that will be joining them in September.
- Where settings have been in receipt of SEN Inclusion Fund monies, they are able to share this information with the schools as part of the personalised plan document that has a page dedicated to transition, so do please ask for this.
- Transition meetings can be attended by the child's keyperson, Specialist Teachers and Portage or SENIF Practitioners if they have been working with the children in the 2 terms prior to starting school.
- On some occasions, SENIF Practitioners have supported the class teacher for a couple of visits to share good practice and interventions that are supportive of the child's needs.

Zenia Ford – Early Years County Manager

The Kent Education Psychology Service (KEPS) update

KEPS continued to offer broad range of core and traded services to schools and CYP throughout the last year through the adaptation of our service delivery model.

Traded work

- The move virtual work has prompted shift in focus for the work of KEPs; many more schools are requesting virtual training sessions, teacher surgeries, virtual consultations, and coaching and supervision for key staff.
- As a Service we are investing in training and technology to carry out robust remote assessments

Core Preventative work (non-traded)

- Development of ELSA (Emotional Literacy Support Assistants) programme
- Supporting the role out of Nurture Approaches across Kent schools
- Parent Consultation Line
- Video Interaction Guidance for EY settings and Children in Care

**If you want more information about any of the above contact Daniel.Jones@kent.gov.uk*

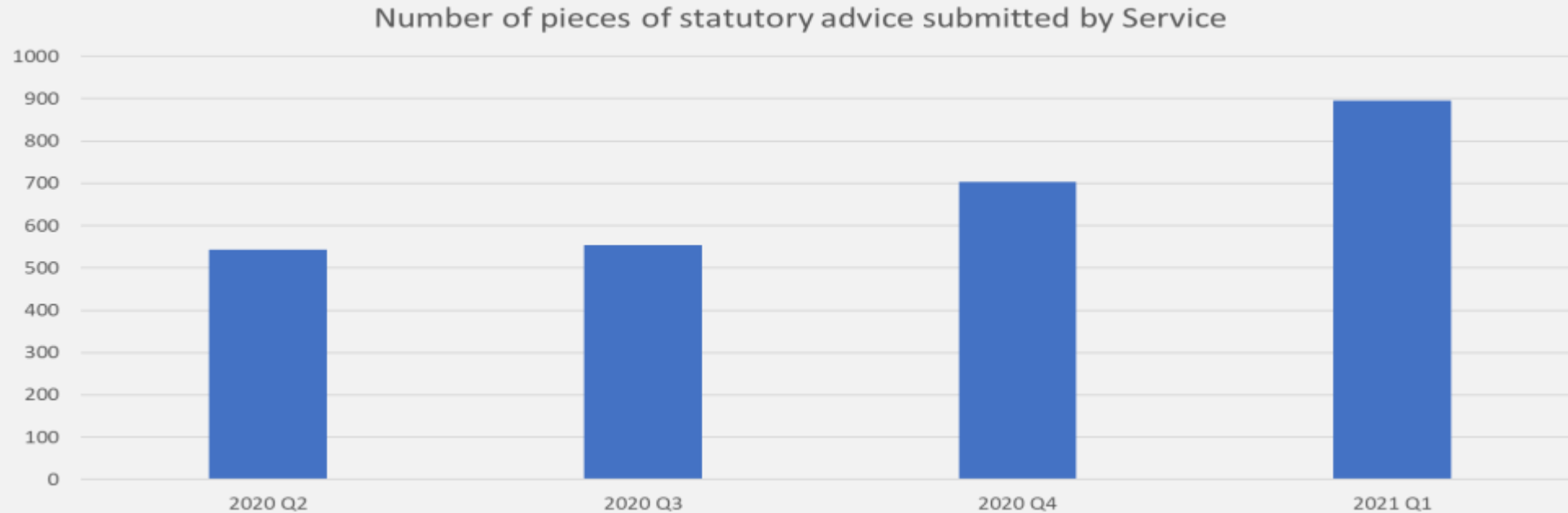
Dan Jones, Interim Principal EP



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KEPS Statutory Work

There has been a significant increase over last year in the number of pieces of statutory advice completed for EHC needs assessments per month.



- The number of requests for EP advice and information continues to rise and therefore KEPS continue to tackle the 'backlog' of requests.
- Additional capacity has been brought in (locum/outside contractors) and we predict we will be through backlog by August.
- Significant recruitment drive is ongoing. From September we will have additional: 1 x Senior EP, up to 4 x Main-grade EPs, 3 x Trainee EPs and 1 x Assistant EP.

Key staff update

The SEND Monitoring and Inclusion Team (SEND provision Evaluation Officers and High Needs Funding and Monitoring Officers)

Staffing update:

- **Interim SEND Monitoring and Inclusion Manager (North and East) - Alice Gleave**
 - PEO team North and East, Complex case management, NEETs and Children in Care
- **Interim SEND Monitoring and Inclusion Manager (South and West) – Teri Rutherford**
 - SLCN Lead, SRP lead, HNF team
- **Interim Senior PEO North and West - Jo Wright,**
- **Interim Senior PEO South and East -Russell Martin**

The SEN Assessment and Placement Team

- **Interim County Manager – Paul Crulley**
 - Operational manager for Area SEND teams – EHC needs assessments and A&P process

EHC needs assessment process

Developments over recent months:

- Panels for Stage 1 and 2 decisions are established and will be developed further
- Interim team of EHC plan writers and the recruitment of highly experienced interim case officers combined with the increased capacity of the EP team has enabled us to increase the number of EHC needs assessments we complete each month.
- During March and April over 700 final EHC plans were issued which has improved both our compliance with the statutory 20 week timescale and reduced the number of open assessments over 20 weeks (the 'backlog.')
- The number of requests for EHC needs assessments remains high

Feb 21	Mar 21	Apr 21	May 21
307	445	277	300+

The percentage of requests received form parents remains high at approximately 70%

The Phase transfer process

Phase transfer process for children/young people with an EHC plan

Phase transfers are described in the SEN and disability code of practice, January 2015 (sections 9.179 – 9.182):

- An EHC plan must be reviewed and amended in sufficient time prior to a child or young person moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new institution.
- The review and any amendments must be completed by 15 February in the calendar year of the transfer at the latest for transfers into or between schools. The key transfers are:
 - • early years provider to school
 - • infant school to junior school
 - • primary school to middle school
 - • primary school to secondary school, and
 - • middle school to secondary school
- Pupils in all through schools (usually a special school) will still be subject to a phase transfer and will follow the same process as all other pupils.
- For those transferring from secondary school to a post-16 institution, the EHC plan must be reviewed and amended by 31 March in the year of transfer; for all other phases of transfer, the deadline is 15 February in the year of transfer.

Timetable for pupils in Year 6 pupils transferring to the secondary phase of education:

This timetable can be applied to all phase transfers by changing the pupil year groups accordingly.

During Year 5	School arranges Year 5 Annual/Transfer review meeting If the AR is due early in Year 5, an additional or transfer review can be held later in the year.
June of Year 5	Information provided to families about how to find out about/dates of school open/information days
Late August / Sep Yr 6	Parents/schools receive information about the admissions process from the LA.
By 31st October	Parents of children without an EHC plan will need to complete an on-line application for a mainstream school place. Parents of children with an EHC plan will submit their school request to the SEN Team.
September /October Year 6	An amendment notice of the child's EHC plan will be sent to parents by the LA, as a result of the Year 5 Annual/Transfer review evidence. Parents will be asked to submit a school request and inform SEN of this within 15 days of receipt.
November/December Year 6	LA considers parental request for secondary transfer and starts consultation with schools. Schools are asked to respond to the consultation within 15 days.
January Year 6	LA will hold admission meetings with special school and Resourced provision to decide which pupils will be admitted to those schools.
By 15th February Year 6	LA issues a new EHC plan naming the secondary school and gives parents right of appeal to SEND Tribunal.
Summer term of Year 6	Transition arrangements will take place in the summer term. Pupils with special educational needs may require enhanced transition arrangements, which should be discussed by SENCo with parents.

Reflection time:
Please put your questions into the chat and we will do our best to answer them



help and
support you

SEND information hub – Kent's local offer

The latest news for schools, families and young people




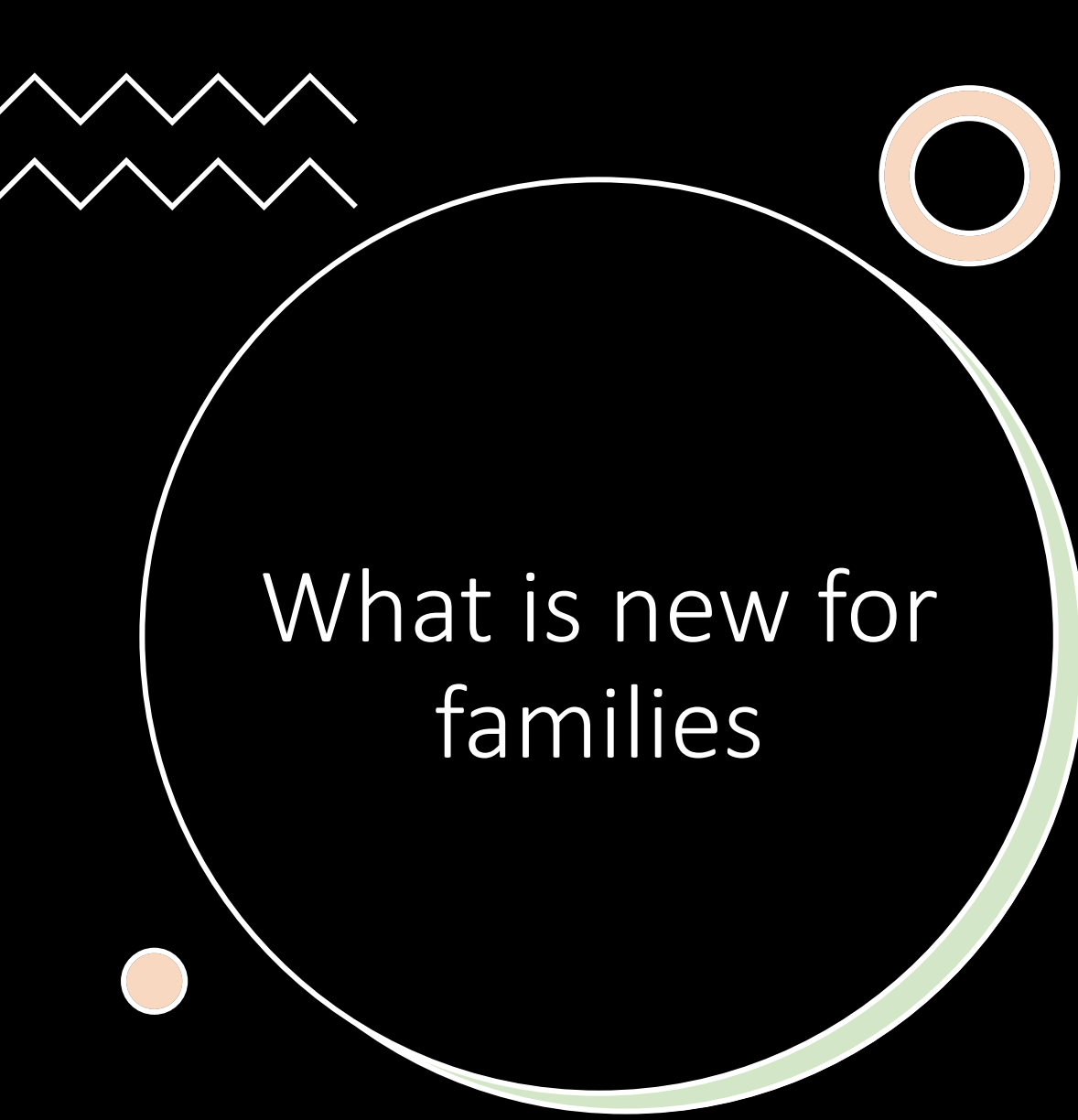
What is new for you

- New schools page are live on the website. There are now dedicated pages for:


- ❖ Maintained special schools
- ❖ Specialist resource provisions
- ❖ Independent schools

Additions to the survey will be asking if parents want to engage in sessions about schools information or general sessions about the local offer



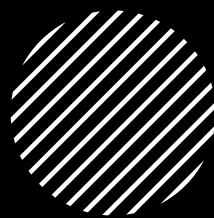


What is new for families

- New health and wellbeing pages are live on the website
 - EHC plans pages:
 - ❖ What education, health and care plans are for
 - ❖ What happens during a needs assessment
 - ❖ EHC plan annual reviews
 - ❖ Mediation support and appeals (new name for page)
- 



What is new for Young people



- Independent living:
 - ❖ Social care and support
 - ❖ Benefits and financial support
 - ❖ Support with housing
- Three new navigational spaces under Community Inclusion:
 - ❖ Youth activities and groups in your community
 - ❖ Youth theatres in Kent
Relationships and identity
 - ❖ Get involved in your council

Reflection :

Please put your questions into the chat and we will do our best
to answer them

SENCO speaks

- Kris Lasslett at Royal Harbour setting up a Speech language and communication intervention underpinned by the secondary Language link Programme

Intent

- Identification of need
- Highest area of need within the school
- Thanet STLS had started discussions about a district wide approach using the secondary language link programme
- Recognition of significance of language to underpin skills required to access concepts of KS4 qualifications.

Implementation

• Phase 1

- Screening of year 7 and 8's
- Establishing a framework for identification of pupils who will access interventions
- Planning a CPD programme for all staff
- Planning a CPD programme and designing the SALT package.

• Phase 2

- Develop a SALT package alongside STLS and SALT service
- Pilot with one group of year 7's
- Review and amend
- Decide groups and prepare for September

• Phase 3

- September:
Lower school launch

Impact

- Tracking and monitoring:
- Using centile scores and ranges and individual sessions
- Annual retesting
- Referral to SALT service following interventions

Children's Health and Wellbeing Navigators

Katy Abson

Children's Health and Wellbeing Manager



Q & A

BREAK OUT ROOMS:

Please as rooms come up with 2 questions you would like to ask. When you return to the main session I will ask each group to have one person to speak and share the questions.

Evaluation

