

Term 5 Countywide SENCO Forum May 21st & 22nd 2025

Post Session Questions and Answers

Phase Transfer	
Question/comment	Response
What happens if a student applies through Kent Choices for a college place but their application is 'put on hold' because they have an EHCP? We have had a number of students this year that have applied to college with their peers but due to having an EHCP they have not been offered an interview which has put them at a disadvantage compared to their peers without an EHCP.	The SEND service are working more closely with Kent Choices this year to ensure processes for young people with EHCPs are completed within statutory timescales. As part of the statutory process, the LA must complete a consultation period with the settings and follow decision making processes before naming a setting in section I.
Can we please ensure that the case workers at the KS3/4 phase let schools know who is the Post-16 caseworker taking over their cases as this is not happening and we are constantly chasing for answers about next placements to be able to effectively plan transition with the next placement. This has been a particular issue this year where I have a student with a very high level of need whose next placement will need to undertake specific training before he can start with them, but we still have not been told where he is going next!	The team structure has changed and there is a dedicated phase transfer team who will solely focused on completing the phase transfer process, including those due to transition in September 2025. The details of which, including contact details will be shared at the next SENCO forum.
How do you communicate this information with schools that are outside of Kent LA but obviously have to adhere to the Kent dates as they have students that live in Kent?	All settings that have young people who live in Kent, will be contacted with the same information to ensure the process is followed consistently.
What happens when a student's only choice is grade dependent and then then do not get the grades? We have some students who get very worried about this as only one provision has been consulted with and if they do not achieve the grades then another provision needs to be consulted with but they are left with not necessarily having the choice of provision or course that they would like.	If a young person does not get the grades, they need to contact the setting named in section I of the EHCP to discuss criteria and available courses. They can also contact the SEND team for further discussion and alternative consultations if required.
We still have students in our current Year 11 cohort who have not had a provision named especially those going to EKC. Again this is causing undue anxiety for those students who are due to leave school very soon. We have no named person to contact for our district so it would be really useful to have a contact sheet for this for our Post-16 phased transfer students.	The team structure has changed and there is a dedicated phase transfer team who will solely focused on completing the phase transfer process, including those due to transition in September 2025. The details of which, including contact details will be shared at the next SENCO forum.
Do they need to have picked their course or just where they want to go?	If the young person wishes to attend an FE College, they need to have applied for a course. If looking at an SPI, then only the setting should be requested through preference forms.

If their choice is grade dependent and they then do not achieve the grades, can they put a Plan B choice?	If a young person does not get the grades, they need to contact the setting named in section I of the EHCP to discuss criteria and available courses. They can also contact the SEND team for further discussion and alternative consultations if required.
How do we find out specific caseworkers? I have someone who needs a Post 16 Specialist Placement and would like to discuss with the caseworker	The team structure has changed and there is a dedicated phase transfer team who will solely focused on completing the phase transfer process, including those due to transition in September 2025. The details of which, including contact details will be shared at the next SENCO forum.
I would also like caseworker names and contact details for the students in my school I would also like a point of contact for when the case worker is on annual leave	The team structure has changed and there is a dedicated phase transfer team who will solely focused on completing the phase transfer process, including those due to transition in September 2025. The details of which, including contact details will be shared at the next SENCO forum.
What happens if a student applies to college but their application is 'put on hold' because they have an EHCP?	The SEND service are working more closely with Kent Choices this year to ensure processes for young people with EHCPs are completed within statutory timescales. As part of the statutory process, the LA must complete a consultation period with the settings and follow decision making processes before naming a setting in section I.
Can the caseworkers at KS3/4 email schools to name the P-16 caseworker who is taking over the case moving forward. They have not been doing this and we have been chasing trying to find out who is dealing with which students and being passed from pillar to post.	The team structure has changed and there is a dedicated phase transfer team who will solely focused on completing the phase transfer process, including those due to transition in September 2025. The details of which, including contact details will be shared at the next SENCO forum.
I'm concerned about the post-16 process as this has not previously been clear - is Kent Choices only for colleges and EHCP or will all EHCP pupils now also do Kent Choices alongside the annual review and email to placement team? When/where can I find the latest info - from forum I took that this will be forthcoming in term 6?	The SEND service are working more closely with Kent Choices this year to ensure processes for young people with EHCPs are completed within statutory timescales. As part of the statutory process, the LA must complete a consultation period with the settings and follow decision making processes before naming a setting in section I. This will be discussed further in term 6.
Can they choose a grammar school?	Yes, a preference can be submitted for a grammar school. Details were provided in the presentation from the SEN Data Coordination team and can be referred to for additional guidance.
Phase transfer: If we do not have an allocated case worker, how can we ensure we have good communication around this process? Thank you	The team structure has changed and there is a dedicated phase transfer team who will solely focused on completing the phase transfer process, including those due to transition in September 2025. The details of which, including contact details will be shared at the next SENCO forum.
I have a child in Y1 who has already had an annual review this year, so there would be no changes. We are an infant school. All our children typically transfer to our feeder junior school. Do I still need to carry out another	Parents will provide their preference through the preference forms sent to them. Additional guidance on how to complete the form and what can be included will be within the email sent to parents alongside the preference form and also in the presentation from the SEN Data Coordination team.

annual review now, or will the parents submit their request for the junior school through their form?	
Please confirm that year 5 pupils with an EHCP need an AR in July not the first term in year 6. Thanks	Consultations for year 6 pupils will take place in September, therefore in order to ensure the EHCP is fully reflective if significant amendments are required, Annual Reviews should be completed in term 6.
Morning, As above please. Can you confirm that pupils in year 5 need an AR in July to name their preference.	Consultations for year 6 pupils will take place in September, therefore in order to ensure the EHCP is fully reflective if significant amendments are required, Annual Reviews should be completed in term 6.
Sorry please can you confirm if transition EHCP need to be done in first term year 6 (before Oct half term)	Consultations for year 6 pupils will take place in September, therefore in order to ensure the EHCP is fully reflective if significant amendments are required, Annual Reviews should be completed in term 6.
Our school has been nominated on an EHCP form for a child who has been in an interdependent school . The transfer is for September. The parents would like their child to sit the Kent Test. I think they would also wish us to apply for concessions for him. Where do we stand as school in this situation as a school?	The Kent test process and contact details were shared within the SEN Data Coordination presentation and it may be helpful to reach out to the team directly to discuss your individual query.
We need a lot more clarity on timings necessary for ARs in Year 5 and 6 please	The team structure has changed and there is a dedicated phase transfer team who will solely focused on completing the phase transfer process, including those due to transition in September 2025. The details of which, including contact details will be shared at the next SENCO forum.
Do the phase transfer meetings for current year 5 pupils need to be held in term 6 or term 1 of year 6?	Consultations for year 6 pupils will take place in September, therefore in order to ensure the EHCP is fully reflective if significant amendments are required, Annual Reviews should be completed in term 6.
We have all our pupils with EHCP's and therefore we have to hold lots of EHCP meetings throughout the year to fit them all in Please can you confirm when secondary phase transition EHCP's need to be held Is it by the half term in year 6. IF not I need to know ASAP as we need to hold lots of EHCP meetings before the end of the year. Also can you confirm that year 11 EHCP also need to be help before the same date and that paperwork will mainly be amended in Year 10 Please can you advise for year 12 and year 13 phase transfers are these before Christmas. As you can appreciate I want to do the correct thing but don't want to redo EHCP meetings in July and then in September/October as I have done this before and it has taken a lot of time for parents as well as staff,	Consultations for year 6 pupils will take place in September and for post 16 year groups will take place in October/November., therefore in order to ensure the EHCP is fully reflective if significant amendments are required, Annual Reviews should be completed in term 6.

Absolute clarification on timings of annual reviews....July of Y5 or October of y6???	Consultations for year 6 pupils will take place in September, therefore in order to ensure the EHCP is fully reflective if significant amendments are required, Annual Reviews should be completed in term 6.
Re-iterating the questions regarding timing. Mixed messages as to whether this should be Yr5 term 6, or Year 6 Term 1.	Consultations for year 6 pupils will take place in September, therefore in order to ensure the EHCP is fully reflective if significant amendments are required, Annual Reviews should be completed in term 6.
Please clarify timescales for ARs for Y5 & Y6 asap Should we do AR for Y6 children with their new school in Summer term even if not due? Should we do AR for Y5 in Summer term to name a school even if not due?	Consultations for year 6 pupils will take place in September, therefore in order to ensure the EHCP is fully reflective if significant amendments are required, Annual Reviews should be completed in term 6.
Information presented wasn't clear and a lot of SENCOs were left with more questions than they started with. Clearer guidance needs to be shared from KCC about time frames for annual reviews for children in Years 5 and 6.	<p>The team structure has changed and there is a dedicated phase transfer team who will solely focused on completing the phase transfer process, including those due to transition in September 2025. The details of which, including contact details will be shared at the next SENCO forum.</p> <p>Consultations for year 6 pupils will take place in September, therefore in order to ensure the EHCP is fully reflective if significant amendments are required, Annual Reviews should be completed in term 6.</p>
Why have deadlines been moved to term 6 which is already so so busy when this current year we met all deadlines and one of our children still doesn't have a school, and of the three of them we were contacted the day before offer day about the light touch annual reviews we had completed ahead of the deadline the previous October.	Consultations for year 6 pupils will take place in September, therefore in order to ensure the EHCP is fully reflective if significant amendments are required, Annual Reviews should be completed in term 6.
When do we complete annual reviews for Y5 children?	Within 12 months of the date of the last annual review.
To have requested light touch Annual Reviews in term 6 will have a huge impact on workload, why has this been moved from Term 1 last year? Our case worker did not look at these light touch annual reviews this year until the week of offer day as was evident by the sudden emails and requests for information. Despite us having submitted the light touch ARs 4 months earlier the new EHCPs still read as they did when the children started with us 3 years ago and even reference pre-school. One child in our setting with an EHCP still does not have a school place for September and as a school we have chased this repeatedly.	Consultations for year 6 pupils will take place in September, therefore in order to ensure the EHCP is fully reflective if significant amendments are required, Annual Reviews should be completed in term 6.
If a parent has been in discussion with SEN Officers about her children's placement since the EHCP was issued in March, do I need to	The team structure has changed and there is a dedicated phase transfer team who will solely focused on completing the phase transfer process, including those due to transition in

do anything, or is everything already being done..?	September 2025. The details of which, including contact details will be shared at the next SENCO forum.
When the new EHCPs are sent to parents on offer day, could they also be sent to schools please? Parents assume we have been informed and have up to date information and we have to rely on parents sharing this important information with us.	A list will be provided to schools of next placements following offer day.

Kent Test	
Question/Comment	Response
I have emailed for more info.	That's great.
Can agreed access arrangements to be sent to whichever school eventually receives the student in Y7.	I believe there would be a data protection issue if we were to share this information with secondary schools as it is not the purpose of collecting information within this process. The decisions are sent to the primary schools so it could be part of conversation with them during the transition, but I would assume they would need to speak to the parents before this is shared.
Can any access arrangements be forwarded to the secondary school that they later attend in Y7?	I believe there would be a data protection issue if we were to share this information with secondary schools as it is not the purpose of collecting information within this process. The decisions are sent to the primary schools so it could be part of conversation with them during the transition, but I would assume they would need to speak to the parents before this is shared.
What about of students testing who are not in a Kent primary school?	Primary schools outside of Kent are asked to contact us so that we can share guidance and relevant links with them.
I have the same issue - our children with a dyslexia diagnosis aren't necessarily on the SEN register as support is MCS. However, they do get extra time in internal assessments.	Pupils do not need to be on the SEN register for concessions to be arranged for the Kent Test. If the school do not have a provision plan (or equivalent), they will just need to upload a document that outlines what concessions are part of standard arrangements in school for that pupil. The panel will be looking for confirmation that what the school are requesting is part of standard classroom practice and why.
Access arrangements - please can I clarify - do we need to apply if the child uses coloured paper (we have an optometrist visual stress report and this is part of classroom provision)?	Yes, this will be a possible concession listed on the request form.
Can you confirm whether the form the schools have to complete for special arrangements request will ask whether the child has an identified SEN and/or whether they are on the SEN register. I have a number of children who have been diagnosed but are not on the SEN register	It is a question on the form, but pupils do not need to be on the SEN register for concessions to be arranged for the Kent Test. If the school do not have a provision plan (or equivalent), they will just need to upload a document that outlines what concessions are part of standard arrangements in school for that pupil. The panel will be looking for confirmation that what the school are requesting is part of standard classroom practice and why.
Does a child need a diagnosis to access the special arrangements if it is common practice for them?	A diagnosis is not a requirement. The panel will want to see evidence that what the school is requesting is part of standard classroom practice and why, and why they won't have fair access to the Kent Test without it.
I am a bit concerned about speaking early to parents as this might prompt	This will be managed on an individual school level as all schools have a different structure and process in their communication with

more requests from them for special arrangements? Any advice on how to structure this conversation without doing this?	<p>parents. Something I would highlight is that any request a school is making should reflect what is currently in place for the pupil in school already so our advice would probably be to look at who is likely to need support if your whole cohort was sitting the test, and then maybe reach out to those parents to identify if they have or are intending on registering.</p> <p>It is also worth noting that a question on the registration form asks parents to confirm that they are aware that if they feel their child will need access arrangements in place, they need to speak to their child's primary school.</p>
Please can you send me the link to apply for access arrangements	<p>This should have now been sent out to all Kent primary schools and any out of county school that has contacted us. If anyone is missing this, please email the team at kent.admissions@kent.gov.uk as soon as possible.</p>
Can we call in to find out which parents have registered so far for Kent Test so there are no surprises and we're ready to submit all access arrangement info?	<p>Yes, we are happy to confirm with you if a child has registered. Please contact the team directly on kent.admissions@kent.gov.uk.</p>
I think I missed how to access the drop in sessions - I wrote down the dates but couldn't see where to book/join. Will this be sent via email?	<p>Yes, emails are being sent from the team the day before the drop in sessions.</p>
A document showing what 'good quality' evidence looks like would be useful.	<p>Thank you for this feedback, we will consider this in the guidance we send out ahead of the process for next year. We have always found it difficult to do in the past as every pupil is different and the evidence they have is likely to vary massively.</p>
I feel that children and parents of children who are not as engaged or parents who have less capacity are disadvantaged in that we have to put in for special arrangements before we get the lists to school. Not all parents communicate well with school or might forget to tell us they have applied and so we might not put in for special arrangements when they really need to have them. Where can we find the parent guidance about special arrangements?	<p>We do appreciate this is likely to be a challenge for schools this year. If you do see a pupil on your list that you weren't expecting to see and will need access to concessions, please contact the team and we can discuss options. It is worth mentioning that parents will need to take some responsibility in speaking to you ahead of the deadline and it may mean that we need to delay testing if something needs to be put in place but the deadline is missed. The guidance document that has been shared with all schools can be shared with parents. Anyone who contacts the team directly asking for more information about the process will also be sent a copy of the guidance document by us.</p>
Do you consider private diagnoses to be less reliable than NHS diagnoses?	<p>This isn't something I am able to answer. The panel will review any evidence that is uploaded. I would like to highlight that a diagnosis, private or NHS, should not be solely relied on as evidence. The panel will want to see evidence of what impact it has on the pupil in school and what support has been put in place as a result.</p>
I have emailed for more info.	<p>That's great.</p>
Can agreed access arrangements to be sent to whichever school eventually receives the student in Y7.	<p>I believe there would be a data protection issue if we were to share this information with secondary schools as it is not the purpose of collecting information within this process. The decisions are sent to the primary schools so it could be part of conversation with them during the transition, but I would assume they would need to speak to the parents before this is shared.</p>
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I am a bit concerned about speaking early to parents as this might prompt more requests from them for special arrangements? Any advice on how to structure this conversation without doing this?	This will be managed on an individual school level as all schools have a different structure and process in their communication with parents. Something I would highlight is that any request a school is making should reflect what is currently in place for the pupil in school already so our advice would probably be to look at who is likely to need support if your whole cohort was sitting the test, and then maybe reach out to those parents to identify if they have or are intending on registering. It is also worth noting that a question on the registration form asks parents to confirm that they are aware that if they feel their child will need access arrangements in place, they need to speak to their child's primary school.
Please can you send me the link to apply for access arrangements	This should have now been sent out to all Kent primary schools and any out of county school that has contacted us. If anyone is missing this, please email the team at kent.admissions@kent.gov.uk as soon as possible.
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A document showing what 'good quality' evidence looks like would be useful.	Thank you for this feedback, we will consider this in the guidance we send out ahead of the process for next year. We have always

	found it difficult to do in the past as every pupil is different and the evidence they have is likely to vary massively.
I feel that children and parents of children who are not as engaged or parents who have less capacity are disadvantaged in that we have to put in for special arrangements before we get the lists to school. Not all parents communicate well with school or might forget to tell us they have applied and so we might not put in for special arrangements when they really need to have them. Where can we find the parent guidance about special arrangements?	We do appreciate this is likely to be a challenge for schools this year. If you do see a pupil on your list that you weren't expecting to see and will need access to concessions, please contact the team and we can discuss options. It is worth mentioning that parents will need to take some responsibility in speaking to you ahead of the deadline and it may mean that we need to delay testing if something needs to be put in place but the deadline is missed. The guidance document that has been shared with all schools can be shared with parents. Anyone who contacts the team directly asking for more information about the process will also be sent a copy of the guidance document by us.
Do you consider private diagnoses to be less reliable than NHS diagnoses?	This isn't something I am able to answer. The panel will review any evidence that is uploaded. I would like to highlight that a diagnosis, private or NHS, should not be solely relied on as evidence. The panel will want to see evidence of what impact it has on the pupil in school and what support has been put in place as a result.

Annual Reviews	
Question/Comment	Response
Can you give more notice on the dates and times for each webinar as we are currently booking diaries into July?	We will look to give as much notice as possible for each webinar considering all professionals/teams involved.
requested previously to attend a webinar, link was sent to me for the repeated session but when I accessed it there was no meeting being held. On making contact I was told there was nothing planned for the that day	Without knowing the details of this and who you contacted I am unsure of the reason as both webinars were held successfully. Apologies for the inconvenience and I hope you received the follow up slides. If not, please contact me directly – clara.green@kent.gov.uk
We have made a number of requests for amendments to EHCPs at the annual review and more often than not they are not amended. Send in the child voice form and again no amendments are ever made. EHCPs are out of date and do not reflect the students we have in our schools, this undermines the whole annual review process	Many thanks for raising this. We will be looking into amendment recommendations made at annual review and hope to bring on-going support and clarity in this area. Please register for any upcoming webinars where information will be shared. Section A would be ideally completed each year prior to the annual review. This would then inform the annual review process and keep it CYP focused. However, updates to Section A do not constitute changes that necessitate a formal amendment to the Education, Health and Care Plan.
As good practice should we be completing the voice of child, voice of parents each year?	Yes as this will allow for capture of any evolving aspirations, experiences and circumstances. If nothing has changed then no updates need to be made.
How can schools outside of Kent sign up for webinars relating to Annual Reviews as we need to know this	We are looking into this and will hopefully have answers by the next SENCO forum. EHCP processes and annual reviews within every county must adhere to the SEN Code of Practice so information should be no different within each

information to accurately carry out Annual Reviews for our Kent students?	counties training/support offers. Please see KELSI EHCP/annual review protocol for Kent support and guidance www.kelsi.org.uk
How can we ensure we are invited to the EHCP webinars? I am a Medway school with Kent EHCP students so it is relevant to me.	We are looking into this and will hopefully have answers by the next SENCO forum. EHCP processes and annual reviews within every county must adhere to the SEN Code of Practice so information should be no different within each counties training/support offers. Please see KELSI EHCP/annual review protocol for Kent support and guidance www.kelsi.org.uk
I registered for a previous EHCP webinar (the repeat) and was not able to access it from the link that we sent . When I contacted them no one knew anything about it	Without knowing the details of this and who you contacted I am unsure of the reason as both webinars were held successfully. Apologies for the inconvenience and I hope you received the follow up slides. If not, please contact me directly – clara.green@kent.gov.uk
I have had plans refused to be updated following an Autism diagnosis. Parent now has to go to appeal. This is a time intensive process and unnecessary (in this case).	Many thanks for raising this. We will be looking into amendment recommendations made at annual review and hope to bring on-going support and clarity in this area. Please register for any upcoming webinars where information will be shared.
I agree with the areas of development and it is great that these have been recognised. Please can I ask that the schools recommendations are taken into consideration more - as some pupils with an EHCP do not have outside agency support any longer after assessment	Many thanks for raising this. We will be looking into amendment recommendations made at annual review and hope to bring on-going support and clarity in this area. Please register for any upcoming webinars where information will be shared.
We are told that EHCPs are not updated, even at the end of key stage and the annual review is what should be looked at as the up-to-date document.	Many thanks for raising this. We will be looking into amendment recommendations made at annual review and hope to bring on-going support and clarity in this area. Please register for any upcoming webinars where information will be shared.
The EHCP's often don't accurately seem reflect the child's needs as the plans are not being amended. This is still happening - I have a few returned with no amendments even though we requested them.	Many thanks for raising this. We will be looking into amendment recommendations made at annual review and hope to bring on-going support and clarity in this area. Please register for any upcoming webinars where information will be shared.
I agree regarding the updating of EHCPs. I have been told they will be updated at phase transfer. I do make amendments to the document but this does not get taken on board when submitted to Kent	Many thanks for raising this. We will be looking into amendment recommendations made at annual review and hope to bring on-going support and clarity in this area. Please register for any upcoming webinars where information will be shared.
Absolutely agree that complexity of need is being	Many thanks for raising this. We will be looking into amendment recommendations made at annual review

brushed over and that EHCPs are not detailing the needs fully. Also that we spend so much time doing updates for EHCPs at annual reviews and then just get 'no amends' - so so frustrating.	and hope to bring on-going support and clarity in this area. Please register for any upcoming webinars where information will be shared.
EHCP's are not necessarily updated at annual review and so at the next annual review there is a discord between the plans and the EHCP. However it will be the plans that reflect the child more as they have evolved with the child.	Many thanks for raising this. We will be looking into amendment recommendations made at annual review and hope to bring on-going support and clarity in this area. Please register for any upcoming webinars where information will be shared.
It's not the only issue. I have a KS2 child who is still accessing the same outcomes and provision as was set up in Reception. This means 'no amendments' but also apparently isn't evidence that our setting isn't suitable because it doesn't require amendments!	Many thanks for raising this. We will be looking into amendment recommendations made at annual review and hope to bring on-going support and clarity in this area. Please register for any upcoming webinars where information will be shared.
We are finding quite regularly that case workers have moved on and parents are not informed. This has been in the case in the last 3 annual reviews held.	Many thanks for raising this. I will take this to case work managers for reflection.
There are less and less professionals involved with some EHCPs and so our professional judgement is becoming even more important and must be taken into account. We are needing to write the new outcomes and also the provision.	Many thanks for raising this. We will be looking into amendment recommendations such as new outcomes made at annual review and hope to bring on-going support and clarity in this area. Please register for any upcoming webinars where information will be shared.
Absolutely, we have a number of pupils who had an EYFS EHCP but not amended. They no longer reflect the child's needs. How can we ensure these amendments are made?????	Many thanks for raising this. We will be looking into amendment recommendations made at annual review and hope to bring on-going support and clarity in this area. Please register for any upcoming webinars where information will be shared.
I have a child in year 2 - their AR each year have made amendments - not received one updated EHCP over the years and it is really outdated and not relevant - case workers keep changing	Many thanks for raising this. We will be looking into amendment recommendations made at annual review and hope to bring on-going support and clarity in this area. Please register for any upcoming webinars where information will be shared. I will also take this to case work managers for reflection.

<p>I have been trying to amend EHCPs, which takes a lot of time, to make sure the document is up to date and reflects the child currently, but earlier this week the case work manager informed me that EHCPs are not meant to be routinely amended at annual reviews and so amendments will not be considered. This response concerned me, and is in contradiction with what you have just said. Any advice would be appreciated.</p>	<p>Many thanks for raising this. We will be looking into amendment recommendations made at annual review and hope to bring on-going support and clarity in this area. Focus will be brought to what constitutes a 'significant amends' and what minor amendments can be noted by educational settings for their own reference. Please register for any upcoming webinars where information will be shared.</p>
<p>I have been advised that I can change the outcomes on the provision plan, following an annual review, despite 'no amendments' being made, because we have to offer provision that is relevant. The outcomes often change but the EHCP is not amended, so the new outcomes agreed at Annual Review go onto the provision plan.</p>	<p>Many thanks for raising this. We will be looking into amendment recommendations made at annual review and hope to bring on-going support and clarity in this area. Please register for any upcoming webinars where information will be shared.</p>
<p>How long should the amendment process take? I submitted an annual review back in January for a year 6 child whose EHCP was outdated and did not reflect the child in the present (was written when he was in year R). He will need a robust transition to support him into secondary. We have not received any feedback from the case worker in regards to the proposed changes? It also took a lot of investigative work to find out who the current case worker is as this had changed and school/parents had not been advised?</p>	<p>Many thanks for raising this. We will be looking into amendment recommendations made at annual review and hope to bring on-going support and clarity in this area. Please register for any upcoming webinars where information will be shared. I will also take this to case work managers for reflection.</p>
<p>AR in September 2024. Just got the amended EHCP through this week, after chasing every week, with very few amendments. This is a Year 5 child and the EHCP which will be sent to secondaries is years out of</p>	<p>Many thanks for raising this. We will be looking into amendment recommendations made at annual review and hope to bring on-going support and clarity in this area. Please register for any upcoming webinars where information will be shared.</p>

date. Another case - amended EHCP came back with no child or parent views. After pointing this out, the final version came back still with blank pages in these sections, despite copious information provided. We so want to make the EHCPs reflect the children.	
How early/late can we hold ARs? KCC are now requesting that AR meetings are held 10 months after the previous AR, so that they can complete by 12 months. I had one due at the start of September (before the start of school), but the caseworker said the AR meeting couldn't be held in July without parents requesting an early AR, which KCC then refused.	<p>Many thanks for raising this.</p> <p>The SEN Code of practice states that an annual review must be held within 12 months of the previous annual review.</p> <p>It is good practice to ensure that you are ahead of timelines so that the 12 months deadline can be made but yes, in this scenario the summer holidays delay this and the annual review would need to be completed as soon as school starts to ensure as minimal delay as possible.</p> <p>Please register for any upcoming webinars where information will be shared.</p>
I did 1 10 months in and had it rejected and had to do it all again 6 weeks later.	<p>Many thanks for raising this.</p> <p>Without having full context of this scenario it is difficult to advise further.</p> <p>Please register for any upcoming webinars where information will be shared.</p>
What is the timeline expectation to get an EHCP updated following proposed changes rolling an Annual Review? I had an AR in February and no word from LA. So child is working off a very out of date EHCP.	<p>Many thanks for raising this.</p> <p>We will be looking into amendment recommendations made at annual review and hope to bring on-going support and clarity in this area.</p> <p>If the LA agree to an amendment the an amendment notice will be issued.</p> <p>From the amendment notice the LA must issue an amended final EHCP within 8 weeks.</p> <p>Please register for any upcoming webinars where information will be shared.</p>
We need clarity on ARs for Year 5 and 6 children before the next webinar as there won't be time to action them after that. Should we do an AR for Year 6 children with their new school in the Summer term even if it's not due? Should we do AR for Year 5 in the Summer term to name a school even if it's not due? Thanks.	<p>Many thanks for raising this.</p> <p>Annual reviews for a year 5 child should be completed when they are due (within 12 months of last review)</p> <p>Annual reviews for a year 6 child should be completed when they are due (within 12 months of last review)</p> <p>If a phase transfer is upcoming then a phase transfer review (not the same as an annual review/separate form) will be completed (September to December time)</p> <p>If a pupil's annual review also falls within this time then it may be that they are completed simultaneously.</p> <p>Please register for any upcoming webinars where information will be shared.</p>
How can we get EHCPs amended? Some of our Year 6 pupils have an EHCP from EYFS unamended. WE are not getting support or advice with this	<p>Many thanks for raising this.</p> <p>We will be looking into amendment recommendations made at annual review and hope to bring on-going support and clarity in this area.</p> <p>Please register for any upcoming webinars where information will be shared.</p>
As an annual review never seems to result in changes to an EHCP what is the purpose	<p>Many thanks for raising this.</p> <p>We will be looking into amendment recommendations made at annual review and hope to bring on-going support and clarity in this area.</p>

<p>of them? I am reviewing Year 6 pupils whose EHCPs were written in Year 1. Any requests for amendments aren't picked up.</p> <p>This seems to contradict the narrative shared by Clara/Claire who talks about the EHCP being updated based on the experiences the child has in school. What should it be?</p>	<p>Please register for any upcoming webinars where information will be shared.</p>
<p>When do we need to have annual reviews for pupils in Y5 going into Y6?</p>	<p>Many thanks for raising this.</p> <p>Annual reviews for a year 5 child should be completed when they are due (within 12 months of last review)</p> <p>Annual reviews for a year 6 child should be completed when they are due (within 12 months of last review)</p> <p>If a phase transfer is upcoming then a phase transfer review (not the same as an annual review/separate form) will be completed (September to December time)</p> <p>If a pupil's annual review also falls within this time then it may be that they are completed simultaneously.</p> <p>Please register for any upcoming webinars where information will be shared.</p>
<p>Please can you let me know why the therapy reports even though they are sent are not being added to EHCP 's also why when a therapist running the provision it is put down as a TA</p>	<p>Many thanks for raising this.</p> <p>We will be looking into amendment recommendations made at annual review and hope to bring on-going support and clarity in this area.</p> <p>Please register for any upcoming webinars where information will be shared.</p>
<p>Please can you confirm when the rolling AR should be as some say 12 months, some say 10 months some say 11 months some the dates haven't been updated and some have dates that just don't tie up with AR</p>	<p>Many thanks for raising this.</p> <p>Annual reviews for a year 5 child should be completed when they are due (within 12 months of last review)</p> <p>Annual reviews for a year 6 child should be completed when they are due (within 12 months of last review)</p> <p>If a phase transfer is upcoming then a phase transfer review (not the same as an annual review/separate form) will be completed (September to December time)</p> <p>If a pupil's annual review also falls within this time then it may be that they are completed simultaneously.</p> <p>Please register for any upcoming webinars where information will be shared.</p>
<p>If an AR has to be held out of rota due to transition does it then go back to the date that the EHCP was first agreed</p>	<p>Apologies, please email me directly as I do not understand this question clara.green@kent.gov.uk</p>
<p>How can I find out who our caseworker is please? They have changed a few times and I am now unsure who it is.</p>	<p>Please contact the appropriate case work team: firstname.surname@kent.gov.uk Niall Fricker (EAST) Kate Cotterill (NORTH) Emma Beatty (SOUTH) Helen Wilson (WEST) Maria Halford/Emma Shelton (POST 16)</p>

What is the expectation on How long it will take for an amended EHCP to be issued following updates in an Annual Review?	<p>Many thanks for raising this.</p> <p>We will be looking into amendment recommendations made at annual review and hope to bring on-going support and clarity in this area.</p> <p>If the LA agree to an amendment the an amendment notice will be issued.</p> <p>From the amendment notice the LA must issue an amended final EHCP within 8 weeks.</p> <p>Please register for any upcoming webinars where information will be shared.</p>
Please clarify when year 5/6 annual reviews should take place ahead of transition to secondary.	<p>Many thanks for raising this.</p> <p>Annual reviews for a year 5 child should be completed when they are due (within 12 months of last review)</p> <p>Annual reviews for a year 6 child should be completed when they are due (within 12 months of last review)</p> <p>If a phase transfer is upcoming then a phase transfer review (not the same as an annual review/separate form) will be completed (September to December time)</p> <p>If a pupil's annual review also falls within this time then it may be that they are completed simultaneously.</p> <p>Please register for any upcoming webinars where information will be shared.</p>
Will a recorded version of your upcoming webinar be available? I am currently already booked for both 16th / 18th June but would like this information. I will try to reschedule things but I wondered if there was a recording available please?	<p>For digitised form queries please see KELSI www.kelsi.org.uk and follow the headings below:</p> <div style="background-color: #0056b3; color: white; padding: 5px; margin: 10px 0;"> Home > Inclusion > Special Educational Needs and/or Disabilities (SEND) > Education, Health and Care > </div> <p>We are pleased to see that the majority of you are already submitting your annual reviews through the new form. By January 2025, all annual reviews will need to be submitted through the digital annual review form. If you haven't yet tried the new form, we encourage you to check it out. Further information on the digital annual review form and FAQs is available below.</p> <p>If you encounter any issues with the digital annual review form, please do not hesitate to contact us via:</p> <ul style="list-style-type: none"> • Contacting your allocated Casework Officer, or • Completing the online MS form ↗

Transition Planning	
Question/ comment	Response
Can we please ensure that the case workers at the KS3/4 phase let schools know who is the Post-16 caseworker taking over their cases as this is not happening and we are constantly chasing for answers about next placements to be able to effectively plan transition with the next placement. This has been a particular issue this year where I have a student with a very high level of need whose next placement will need to	<p>We are currently recruiting to the vacant posts within the Post-16 Team and will have 6 new officers joining us during the Summer break. In addition, we have a Post-16 Team Manager (Melanie King) joining at the end of August. Once staff are in post, we will be able to share with schools/providers Casework Officer details.</p> <p>The Phase Transfer Team will be completing the casework for all those in Years 10,11,13 and 14.</p>

undertake specific training before he can start with them, but we still have not been told where he is going next!	
Does EHCP cease if they enter supported internship or apprenticeships?	<p>Supported Internships</p> <ul style="list-style-type: none"> Supported internships are specifically designed for young people with EHC plans, aged 16-24, who are looking to move into paid employment Once a young person successfully completes a supported internship, their EHC plan will typically cease. <p>Apprenticeships</p> <ul style="list-style-type: none"> An EHCP can be used to support a young person's apprenticeship, providing additional support and funding where needed. Apprenticeship providers can access the EHCP to understand the young person's specific needs and provide appropriate adjustments The EHCP will continue to operate as it would for any other form of education or training, and the annual review will assess how the apprenticeship meets the EHCP outcomes.
Can independent school access any of what was discussed?	The mainstream SEN Inclusion Advisers work with our mainstream schools.
Very confused and muddled by these messages and I didn't know anything about upcoming transition meetings for SENCOs, just our local ones.	Your link SEN Inclusion Adviser will be in contact to share information about children in EY moving into primary in Sept 2025. The SEN IA will offer transition planning to all Secondary SENCOs. Our Area SENCOs will be sharing dates for Area SENCO Surgeries for workshops on provision planning.

Continuum of Need and Provision

Question/Comment	Response
Can the SRP leads be invited to the meetings and be sent documents regarding this as well as SENCOs?	<p>That's a great idea- thank you.</p> <p>Yes- we did have a working party of SRP Leads who had offered to work on this with us, and they have had the same feedback that I shared in the SENCO Forum meeting- but it would be a great idea to offer this now to all SRP Leads.</p> <p>I will liaise further with Kent colleagues to set this up- thank you!</p>
This is exciting would be great to have access as soon as possible whilst we are building our provision of need over the next term or so.	<p>Thank you- yes, I agree.</p> <p>The document is still currently with the legal team but as soon as it has been approved for circulation, we will definitely send it out.</p>
Will schools outside of Kent have access to this document?	<p>This document is written specifically with and for our Kent schools, but it will be available on KELSI once published so other schools will be able to see it and use/ adapt it for their purposes if they wished to do so.</p> <p>It is also being shared by Kent with the DfE to help to inform national conversations and work around the previously proposed National Standards for SEND.</p>
I'm confused. If our school does have provision over and above mainstream but not official SRP where would we stand?	You will look at the Expectations for each strand, which go across all setting and provision types, and then you can look at the Mainstream section for the suggested strategies- but absolutely then look at and use ideas of suggested strategies from the PRU, SRP or Special School columns to support your planning for the alternative provisions that you are/ have developed in your school

	setting.
It would have been very useful to be able to read the words. Would we be able to be sent a draft? I do not agree that parents should have a different document. They need to see what schools are expected to work to.	<p>The document will be able to be shared once we have had confirmation from the legal team- but as soon as we have that, we could share the current word document if that is helpful whilst the Design team are doing their work on it.</p> <p>Thank you for your feedback about the parent version- we will definitely consider this further, and we will definitely be engaging with parent groups to review and develop this.</p>
Our school has alternative provision within mainstream that is not an SRP (although we do have an SRP on site). Where would our school be on the continuum of provision please?	You will look at the Expectations for each strand, which go across all setting and provision types, and then you can look at the Mainstream section for the suggested strategies- but absolutely then look at and use ideas of suggested strategies from the PRU, SRP or Special School columns to support your planning for the alternative provisions that you are/ have developed in your school setting.
I appreciate that there is due process, but do you have an estimated timescale for publishing? I am planning SEN development for next year and know this will be included, but trying to strategically plan roughly when. Thank you!	<p>Thank you- currently the document is with the legal team and we have not been given definite timescales for this.</p> <p>We will definitely keep everyone updated about it though, as we know how eager people are to have it to be able to plan their reviews of provision moving forward.</p>
Will we get this document at our first communities meetings because we will need it as part of our discussions from then and not from September.	<p>Thank you- currently the document is with the legal team and we have not been given definite timescales for this.</p> <p>We will definitely keep everyone updated about it though, as we know how eager people are to have it to be able to plan their reviews of provision moving forward.</p>
Will there be a glossary of terms so to speak? In terms of working definitions around the PRU model? Does this include the version of mainstream+ (mainstream schools providing bespoke approaches)?	<p>Thank you- we will look to develop a glossary of terms, that is a helpful idea.</p> <p>Due to the complexities of different practices, the decision in the end was to just define the PRU offer (PRU as in the Kent funded provisions, which also includes The Rosewood School) rather than trying to define the more vague concept of "Mainstream +" as this is so unique and individual to each school's context and the way that they have chosen to develop practices.</p> <p>If you have developed your own informal alternative provision, or a provision pathway that goes above and beyond the usual mainstream offer for pupils with complex SEND, you could absolutely look at the suggested strategies in the PRU, SRP or Special School columns to help you with your review and planning for your provision moving forward.</p>
We are a mainstream setting. When this continuum of need and provision is published, is the expectation that we would be doing the majority of the suggestions as standard from September? I recognise that most of it is related to mainstream core standards so this isn't a huge issue but there will be areas that aren't as strong and I wondered who is going to ensure that this is happening and what the timescale for that is.	<p>There are no timescales set to this- and this is not a document that sets a directive of what and how each school needs to develop their practice and provision.</p> <p>It should be seen as a toolkit to support your own review and evaluation of practices, as you already are by identifying that there will be some areas which are not so strong. You can then use the Continuum document as a toolkit to help you to identify ways to develop those practices, as appropriate, and in timescales that are appropriate to your own individual school setting.</p> <p>The Continuum as a whole will just help to ensure that there are shared understandings of the type of expectations and strategies that have been agreed for our pupils with more complex needs in Kent.</p>

	Not every school will need to implement every strategy in the same way, or even at all- it will completely depend on your individual school context and the profile of your pupils.
It would have been helpful to have this document to look at ahead of this meeting.	Once the document has been approved by the legal team, we will be able to share it and there will then be further opportunities for meetings to talk through any aspects and answer any questions that people have.
Will you be suggesting at which level they would be added to the SEND register or require a statutory assessment?	Currently the document does not do this, but alongside this document, the work around the Continuum of Need and Provision around developing shared consistent understandings of levels of need and provision, have stimulated discussions about this. We are, therefore working on some further guidance to support schools with this and will keep everyone updated about this work.
It would have been useful to have pages of the document shown on the slides so we can refer back to them and show them to SLT.	Thank you- I understand that that would be helpful. As soon as the legal team have approved the document, we will definitely be able to share it so that you can show the information to your SLT.
Looks helpful. Thank you.	Thank you!
When we be able to access the continuum of need document?	Thank you- currently the document is with the legal team and we have not been given definite timescales for this. We will definitely keep everyone updated about it though, as we know how eager people are to have it to be able to plan their reviews of provision moving forward.
When will the document be shared with SENCOs?	Thank you- currently the document is with the legal team and we have not been given definite timescales for this. We will definitely keep everyone updated about it though, as we know how eager people are to have it to be able to plan their reviews of provision moving forward.
Can the SRP leads be invited to the meetings and be sent documents regarding this as well as SENCOs?	That's a great idea- thank you. Yes- we did have a working party of SRP Leads who had offered to work on this with us, and they have had the same feedback that I shared in the SENCO Forum meeting- but it would be a great idea to offer this now to all SRP Leads. I will liaise further with Kent colleagues to set this up- thank you!