



Countywide SENCO Forum Primary 20th January 2022

Lisa McDonald- SSI SEN Specialist (TEP)

Alison Farmer- Assistant Director, Educational Psychology (KCC)

Siobhan Price- Countywide Inclusion Lead (KCC) Sharon

McLaughlin- SEND Partnership and Engagement

Kerry Greene- Strategic Development Manager SEND Disabled
Children and Young People (KCC)

Vicky Edwards- Kent PACT

Rory Abbott- Deputy Area Lead (TEP)

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.

Item	Topic- Facilitator's Name	Time
1	Welcome - You Said, We Did- Lisa McDonald	10 mins
2	SEND Case Support Study- Lisa McDonald	5 mins
3	Parental EHCP requests - Alison Farmer	15 mins
4	Kent PACT- Vicky Edwards	10 mins
5	<p>Transition - Breakout Rooms:</p> <p>Primary Countywide SENCO Forum- An opportunity to look at good practice with Secondary Schools</p> <p>Secondary Countywide SENCO Forum- An opportunity to look at good practice with Primary Schools</p> <p>Lisa McDonald and Kerry Greene</p>	<p>10 mins (intro)</p> <p>20 mins (breakout rooms)</p>
6	Good Practice Example- Kerry Greene	5 mins
7	KELSI Review Update- Sharon McLaughlin	5 mins
8	Summary and Evaluation- Rory Abbott	5 mins

You Said, We did



Subjects suggested by you to include on future Forum agendas:

Regular updates from Key SEN Personnel;

Transition (Nearly a third of responses requested this);

National Updates

Higher needs funding-process of application and how they are assessed

Annual reviews and the process taken by SEN to update EHCP's

Practical sessions on how people are using MCS (looking at developing and sharing a good practice)

SEN Reviews- for those who do not meet the threshold for an EHCP

You Said, We did



Can you go through the agenda at the start of the meeting so we know who is presenting which section?

Using Breakout Rooms enables a level of interaction and allows two way conversations to occur. The more delegates at a session the more challenges this can bring. Due to a high percentage of positive feedback we are including interactive sessions again today. All breakout rooms will have a facilitator and the length of these interactive sessions have been shortened as per your feedback.

Timings of the Countywide SENCO Forum- Having made significant changes to the structure of the forums already this year, we will further review the time of day that the Forum takes place during the summer term. This will inform the timings of our Countywide Forums for next academic year.

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SEN support: Findings from a qualitative study

Research report

December 2021

The Focus

SEN Support:

- Just over 12% of all pupils in England
- Research in both primary and secondary schools

Evaluating approaches

- Identifying the needs of pupils
- How needs are met
- How effectiveness of support is evaluated

What is Key for SEN Support



Assessment: Clear identification process

Evidence; time to collate and inform planning

Quality First Teaching: enhancing the universal offer

Qualitative evidence: just as important, if not more so than quantitative

Reviewing and evaluating stages: improving the evidencing of processes

Positive findings	Areas of concern
<ul style="list-style-type: none"> • Inclusion is high priority for the majority of Senior leadership teams • Inclusion and SEN support is part of the school ethos • Good reputation for SEN support • Time spent by SENCO <u>reviewing</u> progress 	<ul style="list-style-type: none"> • Accessing external specialists • Lack of time to assess suitability of provision • A lack of additional support (TA) without EHCP • Large class sizes impacting quality of universal offer

The findings are based on 60 interviews conducted from March – May 2021 with 15 primary teachers, 15 primary leaders, 15 secondary teachers and 15 secondary leaders

Relevance Locally

- Informs the work as a local authority for this year- SEN Support
- Aim to reduce the number of EHCP applications
- Enhance whole school universal offers
- Offer support to schools: skills support and knowledge
- Every teacher is a teacher of SEND
- Not only for SENCO'S: All information is going to headteachers, so please have discussions in schools

- KEY MESSAGES:

- Support is available without an EHCP



KCC want to get this support to [SENCOS](#)



We [need your voice](#) and [feedback](#) to support change



Read, reflect and feedback session in March! – time to prepare and reflect to give [feedback](#) or send through to lisa.mcdonald@theeducationpeople.org



Task and Finish group:
Analysis of parental requests for EHC Needs Assessment

Initial findings and discussions
Miquela Walsh (Educational Psychologist)

What does literature tell us?

Literature review: Main reasons for EHCP requests:

- Confusion about purpose of EHC plans (e.g. Adams et al., 2017; Eccleston, 2016).
- Starting the process, why it is needed and what it will involve (including statutory assessment).
- Wanting more support, understanding or funding for child's needs (e.g. Bentley, 2017; Cochrane, 2016; Eccleston, 2016; National Autistic society, 2016)
- View the process as a way to reframe the child's needs more positively and for schools to gain a deeper understanding of the need.
- In a recent OFSTED document, it was highlighted that parents may seek additional support because they want to ensure their child continued to be educated during lockdown. Due to this additional support, parents expect their child to make better progress.
- Wanting to support their child into the future (Eccleston, 2016)

What does Strategy tell us?



Kent's Strategy for Children and Young People with Special Educational Needs and Disability (2021-2024) highlights five core priorities to improve the support for children and young people with SEND:

Priority One: Improve the way we work with children and young people, parents and carers.

Priority Two: Ensure children, young people and their families have positive experiences at each stage of their journey, including a well-planned and smooth transition to adulthood.

Priority Three: Identify and assess the needs of children and young people earlier and more effectively.

Priority Four: Improve education, health and care outcomes for children and young people with SEND.

Priority Five: Ensure children and young people with SEND are included in their local community.

To address these priorities, Kent outlined five Task and Finish workstreams in its Written Statement of Action. The present research, in finding out why parental requests for EHCNAs are so much higher than in other counties, may have implications for all workstreams. However, it works specifically in cohesion with the following two:

- Parental engagement and coproduction
- Inclusive practice and the outcomes, progress and attainment of children and young people

What did we do?

Investigated the issue for Kents parents

Background:

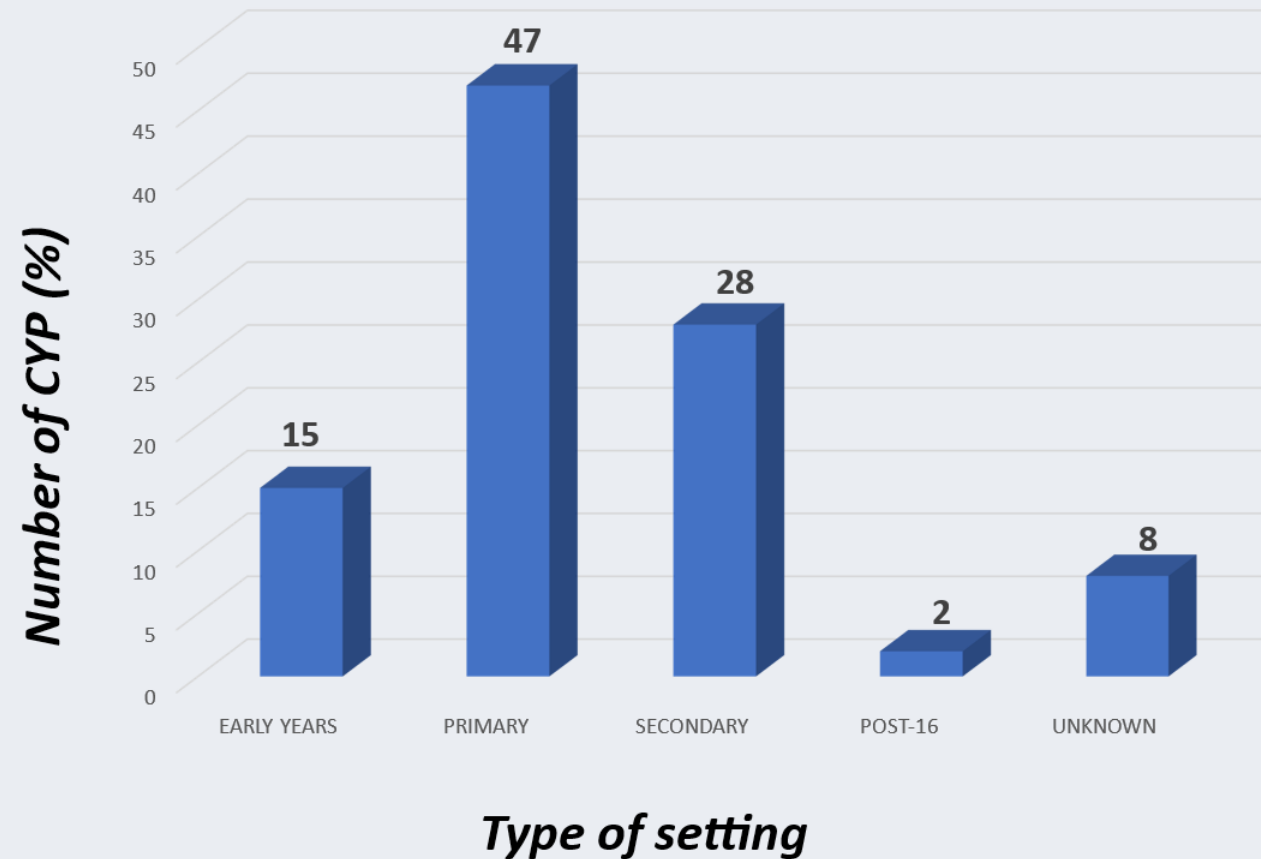
- 720 parental requests for an Education, Health, Care Needs Assessment were made during the periods of:
 - October 2019
 - March 2020
 - October 2020
 - March 2021
- Parental requests could have been made through by filling out an appendix 1, sending a letter, sending an email, filling in an online form, or through any other method

What did we do? continued

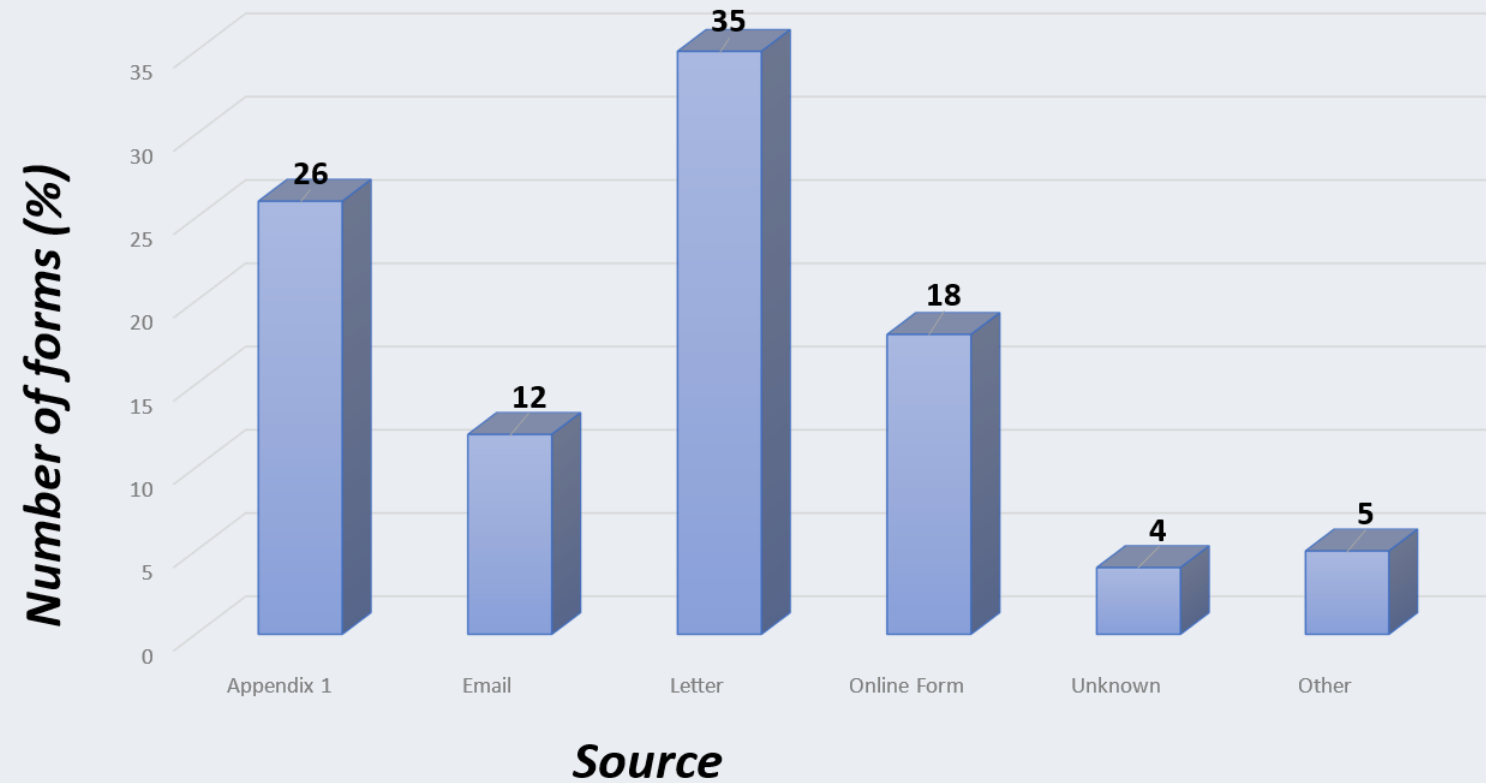
Conducted a content analysis

- Content analysis is a research technique for the objective, systematic and quantitative description of the manifest content of communication (Berelson, 1952), a technique for making inferences by objective and systematically identifying specified characteristics of messages (Holsti, 1969).
 - This method was chosen as the most appropriate method due to the scale of the project and the breadth of information that was aimed to be gathered.
- Who did what?
 - An EP and four Assistant EPs developed a framework for content analysis of EHC needs assessment requests based on review of literature. assistant EPs, volunteer SENCOs and specialist teachers analysed the parental requests for EHC needs assessment

What was the child's age when a request was made?

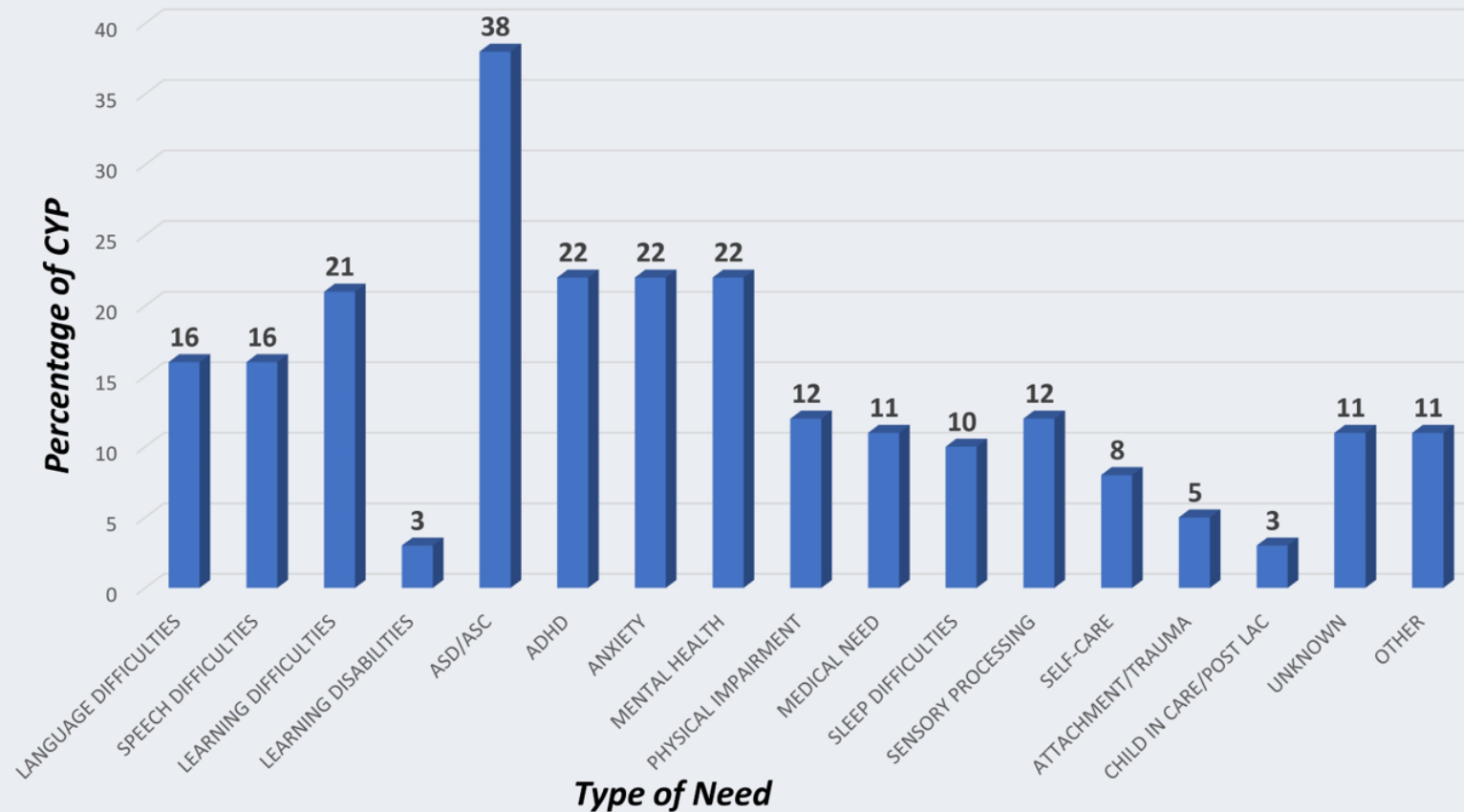


How did the LA receive parents' requests?



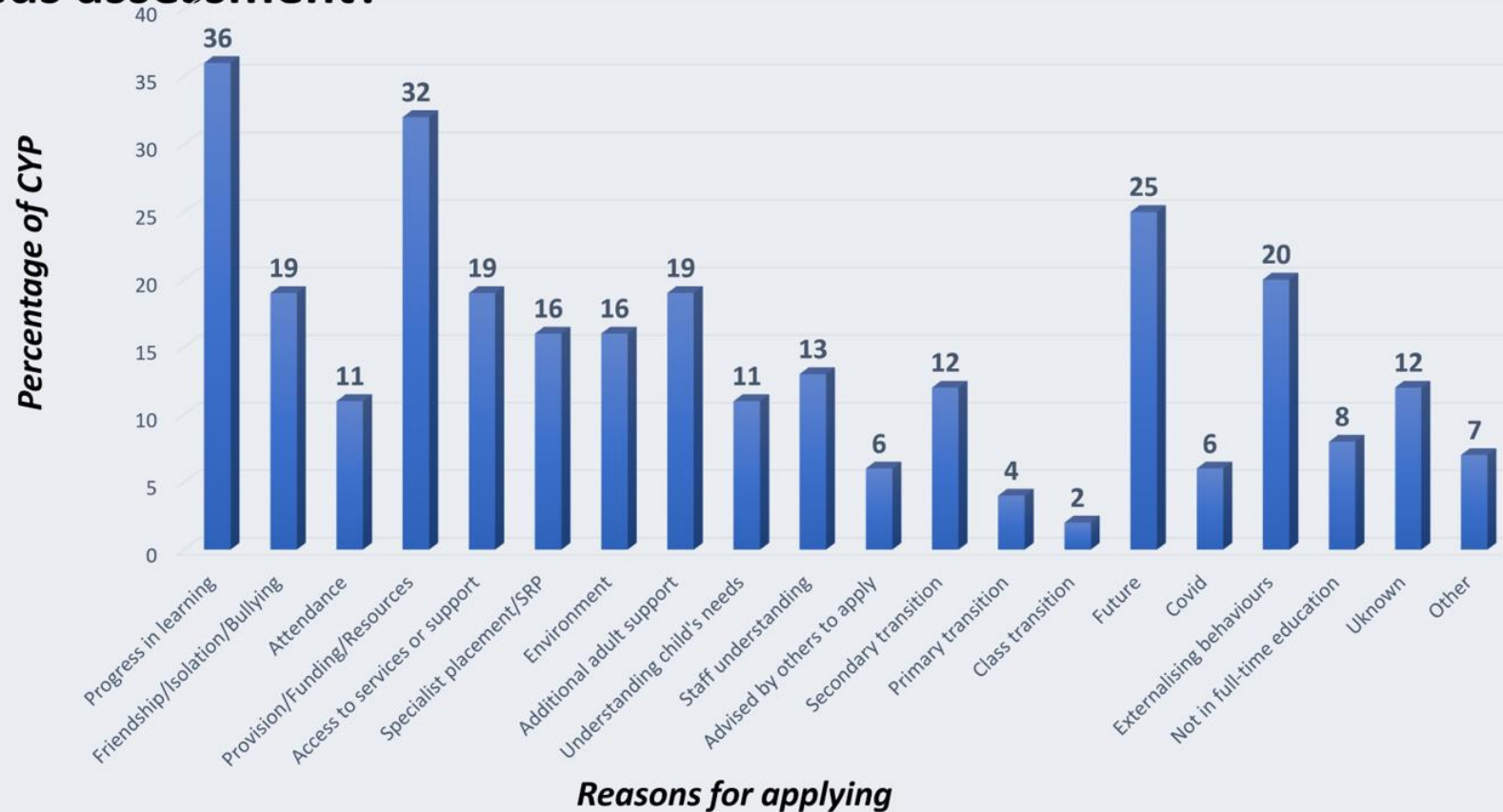
What were the special educational needs of children

What were the special educational needs of children?



Results

Results section: What were the reasons for applying for an EHC needs assessment?



What did parents say?



- “I have large concerns over his next large change in life which will be his transition to secondary school in September 2021.”
- “Without 1:1 support and a Personalised Provision Plan, I know that he would not be at age expected levels or achieve a level of success. I am striving for intensive support to so that he can reach his true potential in the future.”
- “I have grave concerns regarding his support and well-being at secondary school.”
- “She has gone from being a bright well-liked student in primary school, eager to learn, to a troubled student loathing school, often finding herself in trouble and misunderstood.”
- “To stay alive and get her GCE'S.”
- “The last few years have been increasingly difficult and has resulted in school refusal and absconding from school.”

What did parents say? Part 2

- “I believe without the support of an EHCP, she is going to mentally and physically hurt herself...she cannot cope with the world around her.”
- “I am extremely worried where not having an EHCP will leave him post 16.. No one seems to know what to do with him...”
- “Targeted bullying has consistently led to X becoming angry and frustrated by not being able to be understood by his peers and such interactions have frequently led him to be sanctioned.”
- “The counsellor subsequently declined to provide any further sessions, leaving X without any form of formal support for the foreseeable future.”
- “I’m concerned that the school’s response to X’s SEN, specifically his difficulties with social communication, has been to call the police and to transfer him to X.”
- “Social anxiety and has led to her being socially withdrawn and refusing to attend school through fear of social judgement and rejection.”
- “I feel she is misunderstood at school and many of her teachers take her behaviour personally which results in consequences.”

What did parents say? Part 3



- “I don’t believe there is any specific funding spent on my child...GP has made a referral to CAHMS due to her ongoing depression, anxiety and self-harming. We are waiting for the appointment.”
- “She is on the waiting list for Speech Therapy since she was 2 and is still awaiting therapy.
She can have the worst melt downs where she kicks, screams, punches, head butts, bites.”
- “These delays and the interruption in schooling caused by the pandemic have led to an incident that we feel has been used to push X out of school so he ceases to be their problem.”
- “He has been excluded and has spent the majority of his time in isolation at his mainstream school and this was also the case when he was part of a failed ‘managed move’ to a different educational environment.”
- “He needs urgent intervention from professionals.”
- “I am extremely worried where not having an EHCP will leave him post 16 as he is heavily behind at school as he is unable to learn in class and he is nowhere near mature enough for his age.”

Questions to explore further

- The proportion of children where there is co-morbidity of certain areas of need
 - ASD & anxiety
 - ASD & sensory processing
 - anxiety & sleep difficulties
- Is there a pattern in the actual outcomes and how these relate to the needs of the child and the reasons why parents are applying for an EHCNA – was the decision made to grant an EHCP?
- Are there differences across gender, age, time of year and whether this influences the reason for applying e.g. transition fears?
- Also a sense of desperation within parents especially as children get older – it seems like this becomes a 'last act for support' when they have nowhere else to turn.

Further Questions

- How did parents find out about EHC Needs Assessments/where did they first hear about EHCPs?
- Why did parents then apply for an Education, Health and Care needs assessment?
- What do parents feel is the purpose of an EHCNA and EHCP?
- If an EHCNA leads to an EHCP, what is parental understanding of how an EHCP will and will not help their child?

Limitations

- Unknown/missing data primarily due to online form – makes it much easier for parents to apply with very limited information about child
- Skewed data due to type of information source (for example, Appendix 1 or template letters with stock phrases in them)
- Disparities between the amount of information available in each source – social inequality
- Some inconsistencies in SEN data, e.g. different names on files and incomplete files that do transpire to have parental information on Synergy – this was time consuming to collect the right data
- Data did not directly ask why parents are applying for EHCP – this is asked more directly in the appendix 1.

Recommendations

- 1) Interview with parents/carers to go into further detail around the reasons for applying and their perspectives
- 2) Focus groups with parents to explore their views on the Local offer website in relation specifically to requesting EHC needs assessments
- 3) Following themes emerging from the interviews a county-wide survey to follow up certain questions
- 4) Consider a parallel research project with SENCo's

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[_A_survey_of_parents_and_young_people.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/709743/Experiences_of_EHC_plans_-_A_survey_of_parents_and_young_people.pdf)

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Kent PACT

Operations Manager- Vicky Edwards

Our History



Originally, Kent Pact came to light around the same time as the Ofsted inspection under a host organisation (having previously been KPCF, Kent PACT Career Forum). It quickly became apparent that the forum need a stronger drive to seek and present the views of all parents and carers in the county.

Late in 2020 a 'business plan' was presented, funding secured and in April 2021 Kent PACT became a CIO (1194016)

Our Growth



Prior to April 2021, Kent PACT's infrastructure considered of a small (but mighty!) Steering Group and one part time coordinator.

Within 6 weeks we had employed a full time (all year round) ops manager and 4 part time (TTO) quadrant ambassadors.

We'd also recruited a finance admin, comms and marketing membership and participation coordinator.

Our steering group became trustees and the whole TEAM are EbE's (expert by experience).

Draft plan/ vision



Since April 2021, we have increased our membership by 300.

Our Ambassadors are now making links in their areas and firmly establishing themselves in their patches.

It is now time to coordinate this approach and increase the reach into the seldom heard and diverse communities.

- Over the next 12 months our quadrant ambassadors will hold around five targeted recruitment events in each district
- Using district level data we will identify the in the top five wards where our families with children and young people with SEND live.
- We will work with our statutory partners and third sector organisations who know these communities well to help shape the messaging, tone and content f these events.

At the end of Autumn term 2022 each QA will have held approximately 15 recruitment events in their area which will steadily increase the reach and reputation of Kent PACT in all areas of the county. Increase the confidence of parents in all areas of the county and bring in a wider more diverse parent carer voice to Kent's SEND Improvement Programme.

Contact us



info@kentpact.org.uk

www.kentpact.org.uk

<https://youtube.com/channel/UC4LPtsmgaNjzPOq6V9p>

And or find us on Facebook (Kent PACT)

Meaningful transition for all

One way of securing the inclusive offer starts with effective transitions and clear information:

- How can schools plan for a smooth and effective transition?
- How can the transition process have more impact?
- How can schools work together to ensure a smooth, open and effective transition?
- Are processes in place for effective early help and identification?
- Can support be continued effectively across phases?
- How can support be adapted to different placements?

The ideal scenario:

- Care
- Communication
- Collaboration
- Creation
- Continuum of support

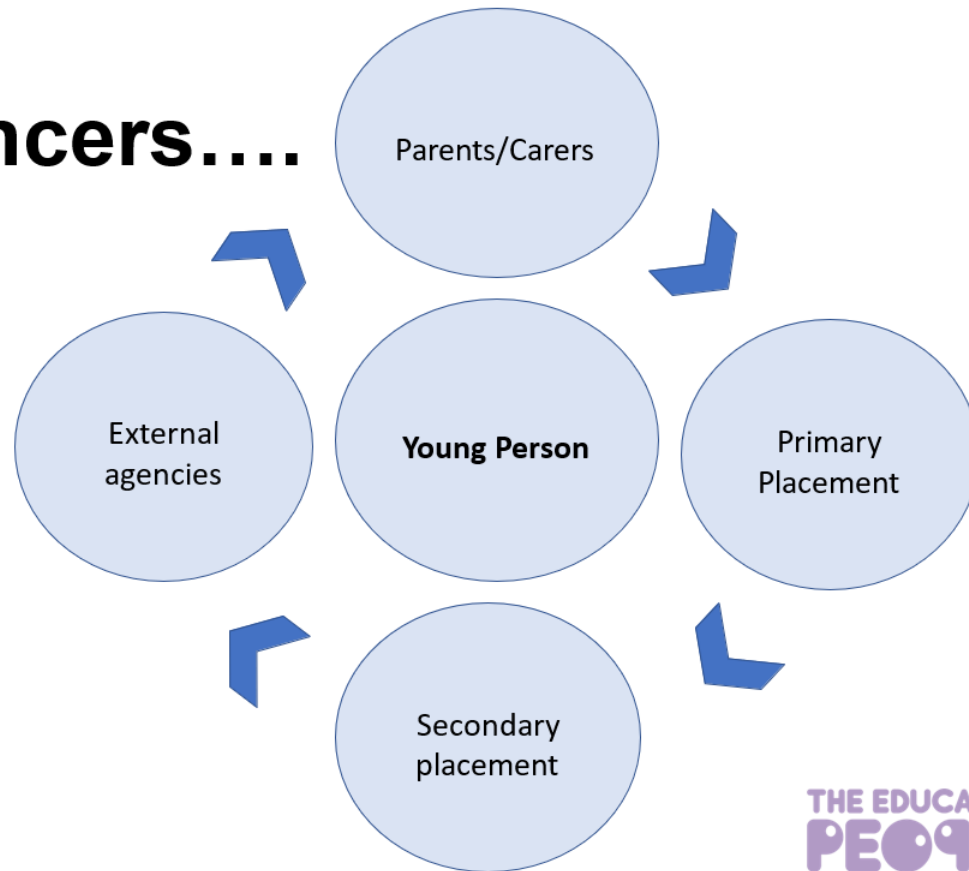
What do we need to consider?



Continuity of curriculum and provision: sharing information- cognitive ability/ needs profile/vulnerability factors
Preparing (institutional adjustment) for the change to environment/ routines
Opportunities for social interaction with new peers- opportunities to develop social and emotional wellbeing

impact of covid

The influencers....



Primary



Secondary

Prepare staff with information gathered-strategies and provision

Provide training for staff who may need it

Provide opportunities for social interaction with new peers

Share videos/ social stories welcome booklets

Transition days/weeks

set up buddy systems

Ensure parent and pupils voice is heard for arrangements

Transport preparation

Maps of the school- especially with break areas and toilets!

Have a clear picture of prior learning to build upon- consider building on year 6 topics?

Common misconceptions

From Primary schools;

They will just be
left with no
provision

He wont
cope

They don't
communicate
with us to see
what's worked

Secondary
schools just
aren't
inclusive

From Secondary schools;

They have been
'babysat' at
Primary

We need to
start with a
clean slate

Learning and
interventions should
be totally different at
this stage

They
haven't
been
prepared

Kent – Transition Charter

Working Together for Successful Transitions
between Education Settings



Why?	The principles of securing an essential transition process for all young people
Who?	EYFS - PRIMARY - SECONDARY - POST 16
How?	<u>Team</u> : one primary, one secondary maintained , one secondary non maintained, two KCC SEND team members and special school advisory
When?	Team identified by the end of this <u>month</u>
What?	Implement a plan and create the best practice guidance for <u>transition</u> – journey to consistency

First Step : key feedback from SENCOS

What do you think?



What is working well in terms of transition?

What are the barriers to success to a successful SEND Transition?

Do you have any feedback on the KCC Transition process?

For primary colleagues:

What do you need secondary schools to do in order to support successful transitions?

What do you feel is missing from the EYFS phase in terms of transition information?

For secondary colleagues:

What do you need primary schools to in order to support successful transition



Good Practice Examples

Kerry Greene- strategic development manager SEND disabled children and young people KCC



You said we did-
Sharon
McLaughlin

SEND
Information
Roadshow



Information
Advice and
Support
Kent



Session Feedback and Evaluation



Your opportunity to tell us what you think

We need your feedback to make these sessions as useful as possible for you

Link for evaluation has been posted either in the chat by Andie or Rory- please click on it now and give us your feedback

<https://forms.office.com/r/DuAk0HgnFd>

Thank you for listening
If you have any questions, please email rory.abbott@theeducationpeople.org
With the subject line of Countywide SENCO Forum Query