



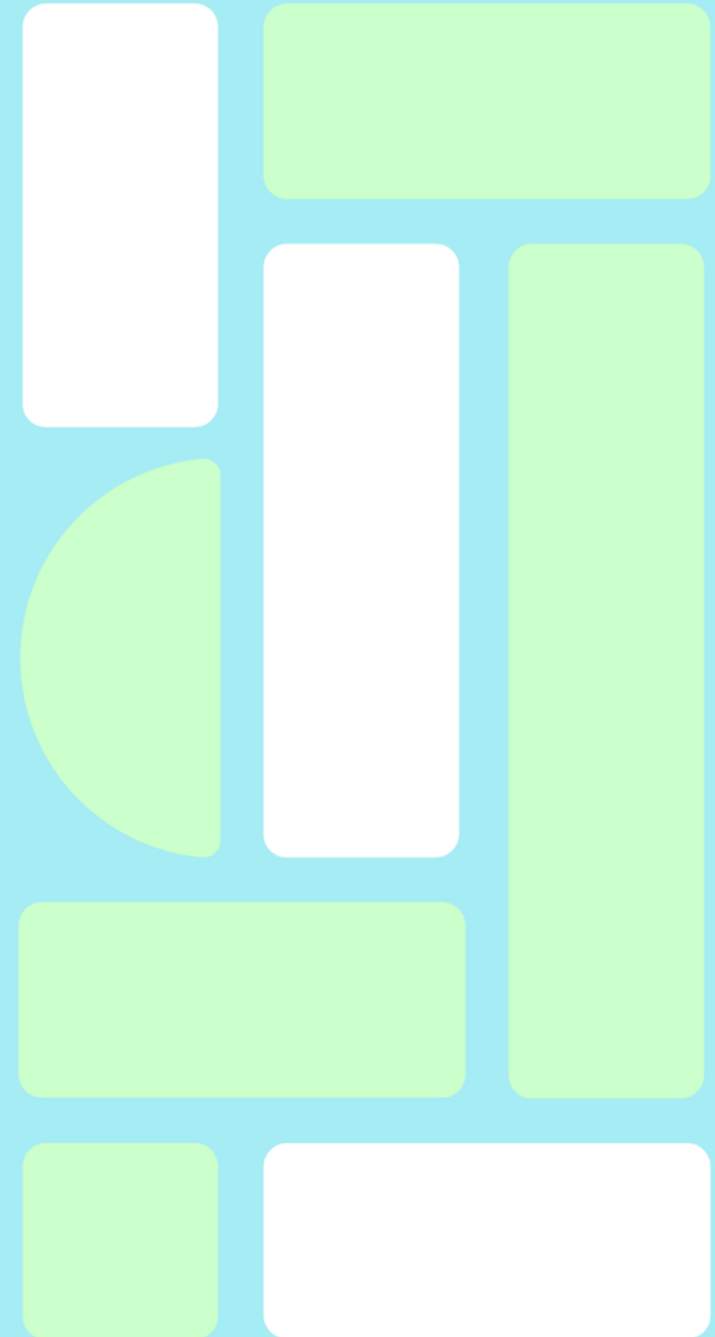
Countywide SENCO Forum

Term 2 – Secondary Schools
4th December 2024



Housekeeping

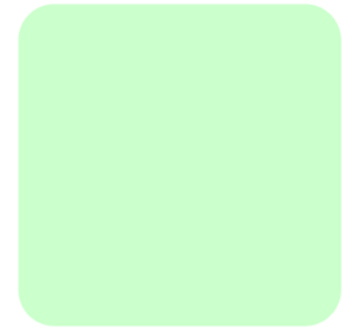
- Please change your name via the Participant tab so that we can see who is present;
- You will be muted, but if you have questions then please make a note and write them in the feedback and evaluation form at the end of the forum. Questions will be collated after the session and a response will be provided via 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. We will let you back in and get you connected back up to your session as quickly as possible;
- If you registered for the session using CPD Online then you should have a copy of these slides, and any other materials you need for these sessions. If you cannot see the slides that we are sharing, then please refer to those instead.



Today's Presenters

- Ruth Gately: SEND Specialist Adviser (The Education People)
- Siobhan Price: Assistant Director, School Inclusion (KCC)
- Stephen Cartwright : Assistant Principal Marsh Academy & Inclusion Champion
- Teri Rutherford: SEND Support and Inclusion Manager Schools and Post 16 Team
- Kasha Zolnowska-Bull, Alison Deeney, Russell Martin: Area SEND Coordinators
- Samantha Avison-Williams: SEND Quality Assurance and Practice Development Officer
- Lauryn Alleyne-Coore: School Resource Directory Project Officer SEN&D Communication and Engagement

Agenda



Item	Topic	Lead/Time
1	Welcome/Housekeeping/Introduction (Ruth Gately- Specialist Lead Adviser: SEND, TEP)	5 mins
2	Evaluation of the SENCO Conference (Siobhan Price - Assistant Director, School Inclusion, KCC)	10 mins
3	Breakout Room 1	10 mins
4	Introducing Inclusion Champions (Stephen Cartwright –Assistant Principal Marsh Academy & Inclusion Champion)	5 mins
5	Phased Transfer 2025: SEN & Inclusion Team phased transfer support: (Teri Rutherford – SEND Support and Inclusion Manager Schools and Post 16 Team) (Kasha Zolnowska-Bull, Alison Deeney, Russell Martin – Area SEND Coordinators) Transition Charter (Stephen Cartwright – Assistant Principal Marsh Academy & Inclusion Champion)	15 mins
6	Annual review update & involving CYP in information gathering (Samantha Avison-Williams – SEND Quality Assurance and Practice Development Officer)	20 mins
7	Kelsi Updates (Lauryn Alleyne-Coore – School Resource Directory Project Officer, SEND communication & Engagement, KCC)	5 mins
8	Funding Consultation and Funding Model (Siobhan Price – Assistant Director, School Inclusion, KCC)	10 mins
9	Breakout Room 2	10mins
10	Conclusion and Evaluation (Ruth Gately- Specialist Lead Adviser: SEND, TEP)	

Evaluation of the SENCO Conference

Countywide SENCO Forum
4th & 5th December 2024
Siobhán Price

Questions – key themes

- Evaluation of your current school/trust offer.
 - Confidence in working more closely with parents
 - Further collaboration
 - CPD opportunities (both formal and informal)
 - Strategies to take back and implement in school
-
- 80% and above said the experience had a positive impact on
 - 70% said it improved confidence with parents
 - 90% said it allowed for further collaboration

Other key points to note.

- A 'one delegate per school' policy was put in place to enable as many individual schools to attend the event as possible. As a result of this, 319 different primary schools and 78 different secondary schools were represented at the event. An increase from the 231 different primary schools and 38 different secondary schools that attended in March 2023.

Takeaways

- 'Inclusion is an action.'
- "Children who find themselves on the margins of school will find themselves on the margins of society'. I had never thought of it in this way, but it so, so true. A sense of belonging is so powerful and empowering.'
- 'Remembering why I do the job I do! I can make a difference, even though it's very tough at the moment.'
- 'Reinforcement around relationships when supporting all children in school.'
- 'Very informative and supportive. I loved hearing about Pooky and how I can use her approach in class.'
- 'Revisit MCS and develop a system for staff to consider all factors before referring child to SENCO.'

Requests for future events

- ‘Managing anxiety in stakeholders including parents.’
- ‘More specific training about types of SEN need’
- ‘Exciting new research and inspirational speakers.’
- ‘It would be useful to see Headteachers and SENCOs attend conferences alongside each other to ensure that all leaders are leading on Inclusion and being passionate and are supporting their SENCOs with improving inclusion in their schools.’
- Use of technology to assist children and enhance teaching and learning.
- ‘Sessions for new SENCOs
- ‘Strategies that address the needs of the children in the classes we have today - highly deregulated and physical - low language skills and more for SENCOs to do.’

- Breakout Question –
- Thinking about the feedback from the SENCO conference, what would be the top three points that you would like to see addressed in a future conference?
- Your group needs to agree on the three.

Breakout Room 1: top three points for future conference



Inclusion Champions

- To support Kent County Council in its work to deliver ‘Countywide Approach to Inclusive Education’ (CATIE) as part of ‘Kent’s Strategy for Children and Young People with Special Needs and Disabilities 2023 – 2028.’

- Continuum of Need and Provision
- INMSS
- SEND Information Report
- QA of EHCPS
- Permanent Exclusions
- Panels
- Thresholds Work

Kent Inclusion Champions

NAME	SCHOOL	TRUST	SETTING
COUNTYWIDE			
Kayleigh Hales	The Rosewood School	n/a	Alternative Provision
ASHFORD			
Cheryl Chalkley	Mersham Primary School	N/a	Primary
Emma Law	EKC East Stour Primary	EKC	Primary
CANTERBURY			
Angie Cox	Herne Bay Church of England Infant School	N/a	Infant
Annamarie Godden	Joy Lane Primary School	N/a	Primary
Sarah Roberts	Holy Trinity & St John's Church of England Primary School	N/a	Primary
DARTFORD			
Charlie Guthrie (working on Pathways for All)	Endeavour MAT	Endeavour MAT	Secondary (High & Grammar)
DOVER			
Anne Marie Middleton	N/a	N/a	Primary
Justine Brown	Deal Parochial CEP School	DEALT	Primary
FOLKESTONE & HYTHE			
Kristina Yates	Turner Schools	Turner Schools	Secondary (High)
Stephen Cartwright	Marsh Academy	Skinners Academies Trust	Secondary (High)

NAME	SCHOOL	TRUST	SETTING
GRAVESHAM			
Neerasha Singh	Northfleet Nursery School	N/a	Early Years
Wayne Matthais	King's Farm Primary School	N/a	Primary
Steve Payne	Istead Rise Primary School	Swale Academies Trust	Primary
MAIDSTONE			
Alison Ekins	Invicta Valley Academies	Invicta Valley Academy Trust	Primary / Secondary (High & Grammar)
Becky Biddlecombe	Jubilee Primary School		Primary
SEVENOAKS			
Nicola Durrant	Chiddingstone Church of England School	Chiddingstone Church of England School	Primary
Ruth Stoneham	St Edmund's CofE Primary School	N/a	Primary
THANET			
Roxxi West	Drapers Mills Primary Academy	TKAT	Primary
Paul Owen	EKC Broadstairs College	EKC	Post-16
TONBRIDGE & MALLING			
Amanda Flaherty	Sussex Road Primary	N/a	Primary
Katie Symington	More Park Catholic Primary School	KCSP	Primary
Aimee Day	Goudhurst and Kilndown Primary School	N/a	Primary
TUNBRIDGE WELLS			
Kate Le Page	The Wells Free School	N/a	Primary
Sue Waddington	Tunbridge Wells Girls Grammar School	N/a	Secondary (Grammar)

Paul Owen

I have a background in both primary and secondary education, gaining experience in both mainstream and specialist provisions. I moved into the Further Education sector in 2015 as a Facilitator for Autism, developing ASC provision at Folkestone College. I then went onto become Head of Student Assessment and Support, developing the provision across the college for students with additional learning needs. Following this, I became Head of Curriculum, before undertaking the role of Principal at Dover Technical College for 4 years and most recently Principal at EKC Broadstairs.

I also hold the role of Principal PROACT-SCIPr-UK® Instructor and am passionate about the development and implementation of Positive Behaviour Support philosophies. I am passionate about ensuring individuals are supported holistically and given the right opportunities to achieve their full potential. This role means I am part of the Kent Network, consisting of multiple mainstream and specialist schools.

As part of my inclusion Champions Role, I have been focusing on the quality of EHCP documentation and the process that comes with this.

Dr Alison Ekins

I am the Director of SEND at the Valley Invicta Academy Trust in Maidstone, responsible for the strategic development and oversight of SEND provision across the nine VIAT schools- including 5 primary schools (4 with ASD SRPs) and 4 secondary schools (including one grammar school).

I also work a day a week at Canterbury Christ Church University and led the statutory qualification for SENCOs (the National Award for SEN Coordination) there since its introduction in 2009. I also provide postgraduate and doctoral supervision in the areas of SEND, Inclusion and school development and have published a number of books relating to those areas.

I have been part of the Inclusion Champions working closely with KCC since September 2023. In this role, I have particularly been involved in leading the work around the Continuum of Needs and Provision, gathering initial feedback from all schools and providing input and updates about it in a range of different meetings and through the Area Workshops during the Summer Term 2024.

Kayleigh Hales

I am the SENCO and Assistant Headteacher at The Rosewood School, a PRU across Kent to support young people with health needs. I have been a SENCO for the last 7 years and have worked in various phases of education.

Anne-Marie Middleton

I have been an Inclusion Champion since its inception about 18 months ago when I was Headteacher at Pilgrims' Way Primary School in Canterbury. I retired from this post in November 2024 and have continued to support the Inclusion Champion colleagues in my capacity as consultant predominately working with colleagues in PIAS on PEX and the SEMH group focusing on the Kent Continuum of Provision document.

I qualified as a teacher in 1999 and have been a senior leader at a number of primary schools across Kent for about 20 years including being DHT in two schools, HoS at one school and then HT in Canterbury.

Amongst a wide range of experience especially in Safeguarding and SEND, I have an MA in Leadership & Management, my NPQH and am a Level 7 Coach. I been a parent then staff governor for at least 25 years and am currently governor at a local secondary school with key responsibility for SEND.

Last year I worked with PIAS (now KPAS) on understanding data particularly around PEX of pupils with EHCPs and developing a check list for senior staff to support their practices to ensure if PEX was required they had covered all basis.

Aimee Day

I am deeply committed to inclusion and firmly believe that every child, regardless of ability, ethnicity, or background, deserves the opportunity to reach their full potential and thrive in a supportive school environment. With 19 years of experience in education, I am a dedicated SENCO who is passionate about raising outcomes for all children. Throughout my career I have served as a senior leader and SENCO across a range of primary schools in Kent and Bromley, including managing a Specialist Resource Provision (SRP) for children with severe and complex needs. I have supported new Sencos to role and assisted colleagues to enhance inclusive provision in pre-school settings also.

Last year, I was proud to take on the role of Inclusion Leader of Education for KCC. In this role, I supported a number of schools across Tonbridge and Maidstone, to review, develop and enhance their inclusive practices through the application of evidence-based research.

Currently, I am Federation SENCO for the 10:10 Primary Federation, overseeing and supporting inclusive practices across our two schools, whilst additionally contributing to Kent County Council's SEND work as an Inclusion Champion, working to support the delivery of SEND improvement projects and ultimately ensuring all pupils have access to high-quality support.

Ruth Stoneham

I am a new Inclusion Champion and am looking forward to working with the ever-growing team to support schools, children and young people across Kent with additional needs. St Edmund's CofE Primary School, in Sevenoaks, is where I work as the Head of School and you can usually find me with our school Golden Retriever supporting children to shine their lights and being the best version of themselves.

I am excited to be taking on this new role to support schools in helping to move forward so that we can make the right changes for our children and their families.

Stephen Cartwright

I am Assistant Principal at The Marsh Academy. I have been teaching for 28 years in secondary schools with varying roles. My current role is the strategic overview of SEND and Attendance. I have been an Inclusion Champion for over a year as well as an Inclusion Lead working with KCC. I am passionate for our young people to get the best chances possible for their future and know the importance schools have in shaping their lives.

Wayne Matthias

I work in a 2 form entry primary school in an area of high deprivation with 57% of the pupils eligible for pupil premium. I have worked at King's Farm for 11 years and began as an NQT and am now fortunate enough to have gained the position of Inclusion Manager (SENDCO and DSL). I applied for the position of Inclusion Champion because I wanted to play a key role in the reformation of SEND in Kent enabling the implementation of new strategies to improve the lives of the most vulnerable.

Sarah Roberts

I have worked across a variety of primary schools across the different regions of Kent. I have completed my NASENCO qualification and I am currently Head of School overseeing Inclusion in a school in Margate. I have worked in two schools where we have set up SRPs for Autistic children. Within my role as Inclusion Champion, I have been supporting looking into the SRP process. I am currently working within a SEMH working party to develop this section of the Continuum of Provision.

Cheryl Chalkley

I have been the headteacher of Mersham Primary School for nearly 10 years, having previously been deputy headteacher in two other primary schools in Ashford. My particular passion for inclusion stems from being the parent of a child with an EHCP who has struggled to manage school throughout his education! I have been working with KCC since March 2022, initially as a Transition Lead focusing on improving transition for children with EHCPs from Early Years through to Post 16. This work is still ongoing with Post 16 being the current area for development. The role evolved into being an Inclusion Champion the following year and in that role I have been involved in various aspects of the improvement of SEND across Kent with a particular focus last year on the value for money provided by some Independent and Non Maintained Special Schools.

Katie Symington

I am the Senco at More Park Catholic Primary School in West Malling. I joined More Park in 2006, becoming SENCO in 2010. We are a small one form entry school within the Kent Catholic Schools Partnership Academy. Our school lies within the Malling district and have really benefitted from the support and collaboration of my Senco colleagues and friends within our lift group. We have met regularly to share resources and to support each other through informal pre lift meetings. Myself and three other schools utilised our positive relationships to engage in the Kent Inclusion Leadership Programme during the 2023/ 2024 academic year. Through this we were able to drive whole school SEN improvement, we understood how this could be applied to other areas of school improvement and felt the peer review process was a positive drive for improved practice

Nicki Durrant

I have recently taken on the role of Inclusion Champion. Having worked within SEND for many years, and also worked collaboratively within both my school cluster and within county projects, I am very much looking forward to engaging in the county wide collaboration now in place. The SEND landscape is changing quickly and there are many opportunities for us to work closely together as professionals and schools as we support both each other and our SEND children and families.

Emma Law.

I have been a leader in Kent since 2006. I am currently an exec head in a 2 form entry primary school in Ashford with higher than average % of SEND and disadvantage. I have also worked as a head in small village primaries with mixed age classes. I am a Kent Leader of Education and enjoy supporting school improvement and developing leaders.

I am passionate about pupils with SEND having equity in the school system, which drew me into the inclusion champion role. Since being an inclusion champion, I have been part of the INMSS review, looking at the provision across the independent sector. I have also been a voice for schools during the local authority development of the communities model and I am working with a group of leaders most recently around SEMH provision in all settings.

Roxxi West

I am the Inclusion Lead at Drapers Mills Primary Academy and the Regional Inclusion Lead for TKAT East. I have worked in primary schools in high levels of deprivation for over 15 years where I have developed my passion for inclusion. I am excited to be an Inclusion Champion this year and support KCC in improving SEND inclusion across Kent.

Justine Brown

I am currently the Head teacher at Deal Parochial C.E.P. School. I have worked as a head teacher for over 20 years, prior to this I was a SENCO since 1995. As new ways of working have been introduced, I always aim to take a positive and proactive role in managing change and have evolved many new systems, resources, training and knowledge successfully in different schools that I have worked within. Over the past 8 years I have been an active member of the LIFT Executive Team, and take a keen role in supporting Dover SEND services. As a school leader at Deal Parochial School, I have aimed to keep all staff up to date and well trained, ensuring that inclusion is a priority. The past two years has seen us commit to the LLSE Inclusion Program with our partnership schools. In my role as a Deputy MAT leader for our small self-made MAT, called DEALT, I hold the responsibility for SEND across the MAT schools. My passion for inclusion is aimed at all schools, staff and families so that children have the very best chance in their lives.

Steve Payne

I am Associate Headteacher with Swale Academies Trust. I work with our trust's central improvement team, providing support to schools, both inside and outside of our trust, across Kent and East Sussex. I am also the headteacher of Istead Rise Primary School and a member of the SAT SEND leadership group. I have recently joined the Inclusion Champion team. I am looking forward to working with colleagues from across the local authority area.

Amanda Flaherty

I am currently Assistant Headteacher and Inclusion Lead at Sussex Road Primary School in Tonbridge. I have been a senior leader in schools for most of my career and have been an inclusion leader for 20 years. Although I have worked across a number of areas of the UK, I have worked in Kent for the longest period. During my time in Kent, I have experienced many changes within the system for SEND. This experience has helped to shape my views and given me a keen interest in helping to shape the systems we create in the future. Recently my role as an Inclusion Leader of Education, involved collating and sharing inclusive practice across schools. It was a real privilege to see the passion and commitment that staff give to getting provision right for every child. We have some fantastic practice to share with each other. As an Inclusion Champion, I hope to be able to celebrate and share the best of what Kent schools do and empower us to believe that different ways of working will offer renewed opportunities for all pupils.

Becky Biddlecombe

SENCo and Assistant Headteacher at Jubilee Primary School (Mainstream Free School)

Contributed towards the working parties who quality assured EHCPs and created the Kent wide SEND Information Report

Phase Transfer 2025

Maria Halford – EHC Casework
Manager

SEN Data Coordination Team

KCC Senior Managers have approved a new permanent team to supplement the existing SEN structure to deliver the data side of Phase Transfer and associated processes.

This team will focus on the digital parts of Phase Transfer including the application process for parents, Sharepoint contact with schools and parents and work with local teams on reports and outcomes.

Many of the processes started in PT2024 will be carried over but we also have some changes we want to make now we have a designated resource in place.

What we have done to date

YrR – Yr3 – Yr7

- **14 May** – We ran a report for those pupils who were within the cohort for 2025 phase transfer, at that point we had:-
 - Year R - 01/09/2020 to 31/08/2021 – 3 children
 - Year 3 - 01/09/2017 to 31/08/2018 – 31 children at an Infant School
 - Year 7 - 01/09/2013 to 31/08/2014 – 1204 children
- **20 May** – Emailed all Infant and Primary Schools to check their cohort details and inform them of PT2025 process.
- **10 June** – Emailed all parents advising them the application window is open to apply. The email included their nearest transport school.

Application Window

YrR – Yr3 – Yr7

**Monday 10th June
to
Friday 13th Sept**

Post 16

**Wednesday 17th July
to
Friday 11th Oct**

Parent/Guardians have been sent an email containing...

- Pupil ID number - they need to type this into their application
- Link to MS Form Application
- Nearest Transport School (this does not apply to Post 16)
- Further information on the process

During the process

We sent chaser emails to parents throughout the process who have not applied.

We received updates from other SEN Teams who are dealing with new EHCP children, families who have moved in, families moving out.

We checked the email addresses with current school where possible and Area Team's.

We emailed schools near deadline to check everyone had applied and asked them for help with any "stragglers".

Any preferences for a Grammar where the child is assessed as "H" we contacted the parent and ask if they wish to express a different preference after the results day.

Consultations To Schools

YrR – Yr3 – Yr7

**Mon 30th Sept
until
Fri 1st Nov**

Post 16

**Fri 18th Oct
until
Fri 20th Dec**

Schools and Providers were sent a Sharepoint link which included all the names of the pupils we need you to respond to.

Schools respond using the MS Form link the SEN Data Co-Ordination Team sent.

SEN Data Coordination Team will assist SEN Area Teams chasing up any unanswered consultations.

SRP & Special School Panel Meetings

November 2024

- Week commencing **18 November 2024** SRP Panel meetings will be held. Papers were shared with the secondary schools, via SharePoint 10 days prior.
- Week commencing **25 November 2024** District Special School meetings will be held. Papers were shared with the secondary schools, via SharePoint 10 days prior:-
 - Tuesday 26 November – North & West Kent B&L / SEMH / C&I / ASD
 - Thursday 28 November – North & West Kent PSCN/PD
 - Thursday 28 November – All of South & East Kent Special Schools

Mainstream School Panel Meetings

December 2024

- Week commencing **2 December 2024** District Mainstream Headteacher meetings will be held. The purpose of this meeting is to discuss those pupils where the LA agree mainstream and the mainstream school have declined. Papers will be sent to schools, via SharePoint 10 days prior.
 - **Monday 2 December**
Canterbury; Dover; Gravesham; Maidstone
 - **Tuesday 3 December**
Thanet; Folkstone & Hythe; Sevenoaks; Tonbridge & Malling
 - **Wednesday 4 December**
Swale; Ashford; Dartford; Tunbridge Wells

Responsibilities of each team

SEN Data Coordination Team

Sit under Neil Mitchell in Coordinated Admissions

- **Be responsible for...**
- Data collection from parents
- Data cleaning of child's records
- Managing Synergy records and reporting
- Providing SEN Area Teams with all application data
- Creation, management and implementation of Sharepoint with parents and schools.
- Custom reports for all stakeholders
- Sending parents emails on "SEN Offer Day"
- Providing end of round reports for Senior Managers
- Answering queries from schools and parents about data side.
- Comms with SEN Area Teams & Post 16 Team
- Complaints about data breaches

SEN Area Teams & Post 16 Team

Sit under Maria Halford

- **Be responsible for...**
- Placing children's docs in folders ready for schools
- Placement decisions
- Liaising with schools about child and YP need
- Panel meetings
- Reviewing docs before links are sent to parents.
- Dealing with parent queries about placement
- Providing SEN Data Coordination Team with information according to agreed deadlines.
- Comms with SEN Data Coordination Team
- Complaints and FOI's regarding placements.

Issuing Amended Final EHCPs

- For pre to school, infant to junior (where they are attending an Infant only school) and primary to secondary phase pupils we must issue the Amended Final ECHP by **15 February 2025** and for those entering the Post-16 phase of their education we must issue the Amended Final EHCP by **31 March 2025**
- As we did for Phase Transfer 2024, all parents will receive their Amended Final EHCP on the same day (yet to be agreed), this will be before the deadline date for the phases and documents will be sent to parent via SharePoint
- We will also ensure the “receiving” schools are notified of the pupils joining them in September 2025 so we can ensure the appropriate transition arrangements are in place to ensure all pupils have a successful transition to the next phase of their education.



SEN Support &
Inclusion Teams
Primary to
Secondary
Phase Transfer
support

Countywide offer for transition support for all pupils details on KELSI in addition to the Transition Charter find district plans located there

SEN Support and Inclusion Advisers (SEN IA) are gathering information about pupils with EHC Plans going through transition from primary to secondary and will lead on transition planning for those pupils with schools

All pupils with an EHC plan will have received communication about next steps with secondary placement

SEN IA will attend District Placement Meetings to support with transition planning

Don't forget SENIA Surgeries for SENCo are offered weekly.

Please consider booking SEN IA support with transition planning meetings for individual or for cohorts of pupils in your schools for September 25

Transition

- The implementation and review of the Transition Charter
- Development of best practice guidance to reflect the spirit of the Transition Charter

Transition for Vulnerable Pupils Self Evaluation Form - Secondary Schools

For each section please select one of the 3 options that is relevant to your school's current practice. Where 'Never' or 'Sometimes' are selected you may wish to consider the actions you need to put in place to develop transition good practice in your school, to better support the needs of those most vulnerable pupils to be successful in school.

		Never	Sometimes	Always	Your Rating	Action Plan
Transition Support - General	<i>Do you have a Transition Co-ordinator?</i>	Enter 1 in rating	Enter 2 in rating	Enter 3 in rating		
	<i>Do SLT have an overview of transition?</i>	Enter 1 in rating	Enter 2 in rating	Enter 3 in rating		
	<i>Do your SENCO, pastoral teams etc work in collaboration with the Transition Lead?</i>	Enter 1 in rating	Enter 2 in rating	Enter 3 in rating		
	<i>Are you working with other agencies to support transition in line with the transition charter and district plans e.g. STLS, Ed Psych, Inclusion Adviser</i>	Enter 1 in rating	Enter 2 in rating	Enter 3 in rating		
	<i>Have you agreed with senior leaders the transition package you will offer for vulnerable pupils? Is this in line with the Transition Charter and District Plan?</i>	Enter 1 in rating	Enter 2 in rating	Enter 3 in rating		

Term 1	Prospective students Are you actively supporting Year 5 parents who wish to visit your school and discuss their child's needs at any point during the year?	Enter 1 in rating	Enter 2 in rating	Enter 3 in rating		
	Year 7 Have you a system in place to ensure all information has been received from the primary schools and has it been signed for?	Enter 1 in rating	Enter 2 in rating	Enter 3 in rating		
	Year 7 Has the school got a clear plan to support vulnerable new pupils throughout Year 7 to avoid suspensions and placement breakdown	Enter 1 in rating	Enter 2 in rating	Enter 3 in rating		
	Year 7 If needed, have you continued to liaise with the primary school to ensure all needs are met?	Enter 1 in rating	Enter 2 in rating	Enter 3 in rating		
Term 2	Prospective Students Have the Principal and SENCO attended the District Placement Meeting?	Enter 1 in rating	Enter 2 in rating	Enter 3 in rating		
	Year 7 Have you evaluated with students and parents the effectiveness of transition for current Year 7 pupils	Enter 1 in rating	Enter 2 in rating	Enter 3 in rating		
Mid February	Prospective Students KCC informs parent of placement for secondary school					

Term 4	Prospective Students Have you contacted the primary SENCOs of all children who have a place at the school from September to begin discussing a transition plan?	Enter 1 in ratings	Enter 2 in rating	Enter 3 in rating		
	Prospective Students Have you contacted the parents of all vulnerable pupils who have a place at the school from September to begin discussing a transition plan?	Enter 1 in ratings	Enter 2 in rating	Enter 3 in rating		
	Prospective Students Have you referred to the District Transition Plan and liaised accordingly with other professionals involved with the child? E.g. STLS, Inclusion Adviser, Ed Psych?	Enter 1 in ratings	Enter 2 in rating	Enter 3 in rating		
Term 5	Prospective Student s Has the SENCO/Transition Lead organised to visit vulnerable pupils in their primary school to discuss with SENCO and gather pupil voice regarding their transition plan?	Enter 1 in ratings	Enter 2 in rating	Enter 3 in rating		
	Prospective Students Are transition activities organised for all vulnerable children, that meet their individual needs, over and above the basic offer for new Year 7 pupils?	Enter 1 in rating	Enter 2 in rating	Enter 3 in rating		
	Prospective Students What have you in place to build relationships with new parents/carers and provide them with information to help them support their child/ren through the transition process.	Enter 1 in rating	Enter 2 in rating	Enter 3 in rating		

Term 6	Prospective Students <i>What plan do you have in place to continue to build relationships with your most vulnerable new Year 7 pupils over term 6 and the summer holidays?</i>	Enter 1 in rating	Enter 2 in rating	Enter 3 in rating		
	Prospective Students <i>Does your school hold transition meetings for parents/carers to ask questions or voice their concerns?</i>	Enter 1 in rating	Enter 2 in rating	Enter 3 in rating		
	Prospective Students <i>Has a annual review taken place jointly with the primary school to set KS3 outcomes?</i>	Enter 1 in rating	Enter 2 in rating	Enter 3 in rating		
	Prospective Students <i>If the child is eligible for school transport, has information been provided to the parents and child ready</i>	Enter 1 in rating	Enter 2 in rating	Enter 3 in rating		
				Overall Rating	#DIV/0!	

Digitised Annual Review Form Update & Involving C/YP in Information Gathering: Appendix 1A Update

Samantha Avison-Williams
SEND Quality Assurance &
Practice Development Officer



Overview:



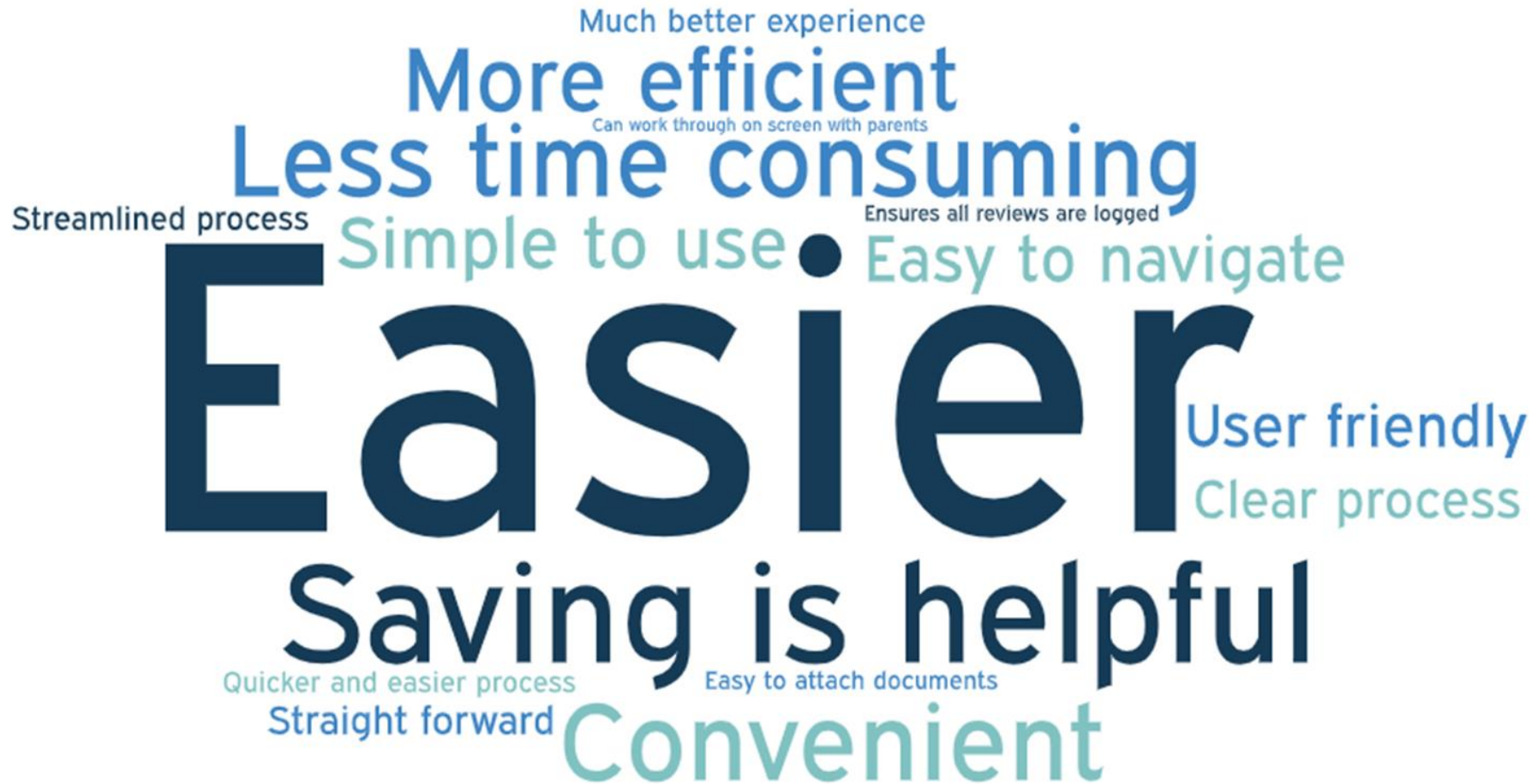
- Digitised Annual Review Form Feedback & Updates
- Revised Annual Review Protocol Document
- Appendix 1A (Child & Young Person Voice) Template Update
- Involving Children & Young People in Information Gathering

The Digitised Form :



- Went live on 2/9/24
- As of 21/11/24: 1,850 digitised forms have been submitted from 390 settings
- By **January 2025**, all Annual Reviews will need to be submitted using the digitised form – letters have gone out to settings who have not yet transitioned away from the Word template
- Will continue to evolve & be responsive to feedback

Positive Feedback:



Based on feedback from 114 settings

Submitting the form to KCC

On the last page visible to you on the form, you will either be asked to submit to another colleague or to sign the declaration and submit the form to KCC.

To proceed with submitting the form, you will be asked to ensure that you have reviewed (clicked on) each tab, this helps ensure as much information has been added by each colleague as possible.

You must select submit for the form to be sent to KCC and processed. KCC will only receive the form when the form states it is being sent to KCC (not to another colleague).

Once the form has been submitted, you will see an option to download the completed form as a PDF.

Digital Annual Review Form FAQs

Please find further information in the [Digital Annual Review Form FAQs \(PDF, 89.9 KB\)](#).

Education, Health and Care (EHC)

- If you have any queries or questions, please refer to this document in the first instance
- Document contains responses to questions raised during previous SENCo Forum meetings & those submitted via the online feedback form
- FAQ document is updated regularly

Accessing Support & Providing Feedback:



Curriculum

School Management

Kent Association of Leaders in Education

School Finance

HR information and guidance for Kent maintained schools

Policies and guidance

Pathways for All - Kent 16 to 19 review

Based on feedback from settings, we have worked to make the form easier to navigate, eliminating the formatting issues experienced with a Word Document, and provide a secure way to submit your annual review paperwork.

At the same time, this form ensures all the relevant information, and views are still captured. This also helps us complete our tasks in a more efficient way, which will be of further benefit to the children, young people, and families of Kent.

To access the new Annual Review Form, please use the following link:

- [Digital Annual Review Form](#) ↗

Any feedback on the new digitised Annual Review form is appreciated. If you have any comments, please complete the following [online form](#) ↗

Further information on the digital form

Saving and coming back to the form

For general queries & suggested improvements, please complete the online feedback form located on **Kelsi**

Contact your allocated officer for support

OR

For specific technical issues or case specific queries please email sendadmin-annualreviews@kent.gov.uk to request a support callback

Annual Review Protocol:

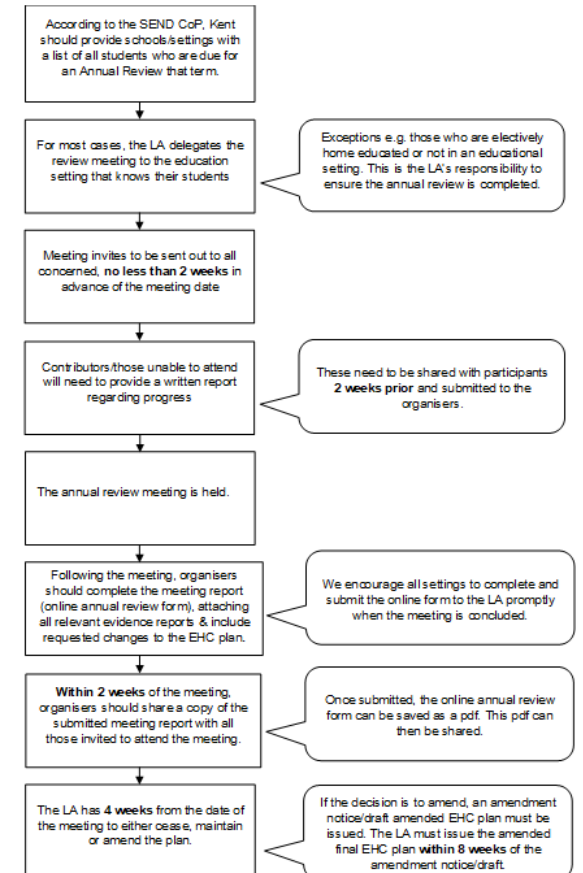


Annual Review Protocol:

This protocol should be read in conjunction with
The SEND Code of Practice.

- Available on **Kelsi** shortly
- Will **replace** existing 'Kent Guidance to Education Settings for Annual Reviews'
- **Revised layout** – improved clarity, accessibility & useability
- **Updated content** to reflect introduction of the Digitised Annual Review Form

SUMMARY OF ANNUAL REVIEW PROCEDURES:



Appendix 1A Template Update:

- Appendix 1A = **child & young person's voice**
- **4 Pathways** (versions): Early Years/Complex Needs, Primary, Secondary & Post-16
- Select Pathway most appropriate for a particular C/YP
- Pathways & accompanying guidance document will be available on **Kelsi** in **early 2025**
- Default font is Comic Sans – forms can be edited to change the font style, if required
- Pathways to be used as part of the **EHCNA process** & the **Annual Review process**

**Appendix
1A:
Pathway 1**
Early Years/
Complex Needs

**Appendix
1A:
Pathway 2**
Primary

**Appendix
1A:
Pathway 3**
Secondary


**Appendix
1A:
Pathway 4**
Post-16

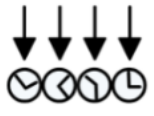






Appendix 1A Examples:


Pathway 2: Primary

My
Independence

I am working towards Independence, by:




						
Knowing my routine <input type="checkbox"/>	Doing self-care tasks <input type="checkbox"/>	Managing my own toilet hygiene <input type="checkbox"/>	Dressing independently <input type="checkbox"/>	Asking for help <input type="checkbox"/>	Telling people how I feel <input type="checkbox"/>	Telling people what I want or need <input type="checkbox"/>
Comments:						



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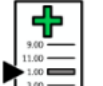









7


Pathway 4: Post-16

My
Independence

I am working towards Independence, by:




					
Travelling to chosen places independently <input type="checkbox"/>	Managing my money <input type="checkbox"/>	Knowing how to make my own medical appointments (doctor / dentist etc.) <input type="checkbox"/>	Managing bills (e.g. mobile phone) <input type="checkbox"/>	Completing forms and other documents <input type="checkbox"/>	Preparing my own food <input type="checkbox"/>
					
Feeling confident placing orders at a café or restaurant <input type="checkbox"/>	Understanding how to claim my benefits E.g. PIP <input type="checkbox"/>	Managing my own time <input type="checkbox"/>	Knowing how to present myself at an interview <input type="checkbox"/>	Knowing how to complete basic household tasks (e.g., putting the washing machine on) <input type="checkbox"/>	Buying my own groceries at the local shop <input type="checkbox"/>



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8

Appendix 1A & Annual Reviews: Amend

Annual review report for an education, health and care plan

Completing this form ! Child or young person's details ! Attendance ! Transport Key dates ! Parent or carer contact information !

Contributors to the review meeting Views of the school, child and parent or carer Phase transfer ! Academic attainment !

Recommendations **Section A** Section B Section C Section D Section E Section F Section G Section H Section I

Section J Section K Considerations

Amendments

Please consider whether the EHC Plan is still reflective of 's needs and provision.

We will conduct a full review of the EHC Plan and decide whether we intend to maintain the EHC plan in its current form, amend it, or cease to maintain it. The SEND Code of Practice 9.193 stipulates that "EHC plans are not expected to be amended on a very frequent basis".

Section A: The views, interests and aspirations of and their parents

Are there any changes?

Yes
 No



What are the changes? *

Please upload a Section A form which collects 's views.

Please name the file date [YYYY-MM-DD] document name. For example 2024-01-01 Cognition and Learning Provision Plan

Drop files here to upload -

Uploaded: 0 of 1

Step 1:
Click on the 'Recommendations' tab.
Select 'Amend EHC Plan'.
This will generate the Section A-K tabs.

Step 2:
Click on the 'Section A' tab.
Select 'Yes' to the 'Are there any changes?' question.

Step 3:
Upload the completed Pathway document.

Appendix 1A & Annual Reviews: Maintain

Annual review report for an education, health and care plan

Completing this form ⓘ Child or young person's details ⓘ Attendance ⓘ Transport Key dates ⓘ Parent or carer contact information ⓘ
Contributors to the review meeting Views of the school, child and parent or carer Phase transfer ⓘ Academic attainment ⓘ
Recommendations ⓘ Contributor information Considerations

Contributor information

LA representative's information

Please name the file date [YYYY-MM-DD] document name. For example 2024-01-01 Cognition and Learning Provision Plan

Drop files here to upload -

Uploaded: 0 of 1

School's information (including the voice of the child)

Please name the file date [YYYY-MM-DD] document name. For example 2024-01-01 Cognition and Learning Provision Plan

Drop files here to upload -

Uploaded: 0 of 1

Social worker's information

Please name the file date [YYYY-MM-DD] document name. For example 2024-01-01 Cognition and Learning Provision Plan

Drop files here to upload -

Uploaded: 0 of 1

Step 1:
Click on the 'Recommendations' tab.
Select 'Maintain EHC Plan'.
This will generate 'Contributor information' tab.

Step 2:
Click on the 'Contributor information' tab.

Step 3:
Upload the completed Pathway document.

Involving C/YP in Information Gathering:

Annual Review Process

Before
the
meeting

Who do they
want to be
there?
Who is
important to
them?

Start of
the
meeting

Is everyone
introduced to the
C/YP?
Do they understand
the purpose of the
meeting?

During
the
meeting

Does the C/YP play a
key role in the meeting?
Is information shared &
communicated in the
C/YP's preferred style?

End of
the
meeting

Is the C/YP involved
in deciding on a
recommendation?
Have their
contributions been
acknowledged?

After
the
meeting

Does the C/YP
know what
happens next?
Are they
informed of the
LA's decision?

Involving C/YP – Useful Links:



Involving children & young people in formal meetings:

[Participation%20Factsheet%205%20Final.pdf](#)

Person-Centred Reviews:

[Person-Centred-Reviews-booklet.pdf](#)

Search kelsi...

Search 

News and events

Term dates

Admissions

Education provision

Child protection and safeguarding

Kent PRU and Attendance Service
(KPAS)

Special Educational Needs and
Disabilities (SEND)



KCC Headteacher Briefings - November 2024

The dates, times and locations have
been confirmed for the headteacher
briefings in November 2024.

[Read more](#)

You might also want

[The Education People](#)

Subscribe to the E-bulletin

Kelsi Updates

Lauryn Alleyne-Coore

What's happening?

- We are currently going through the process of updating Kelsi. We are aware that the site is out of date and for most it is not fit for purpose.
- As the editor and approver for the SEND (Special Educational Needs and Disability) section on Kelsi, I have begun to gather contact information for various areas to request updated information.
- The aim of Kelsi is for it to become a hub of resources, information, support and guidance.

What's Changed?

- Kelsi is slowly improving, with documents and resources being updated more frequently, Kelsi is slowly but surely becoming a more reliable space to find information to support you all.
- The biggest change on Kelsi at this present time is the **Inclusion Section**:

SEN School Funding Consultation

SEN School Funding Consultation area providing information to support schools to engage in the consultation.

Case studies - effective mainstream practice

A collection of case studies taken from across Kent.

Communities of schools

Working in line with the NHS primary care networks to create geographic structures which can support meeting needs locally.

Countywide Approach To Inclusive Education (CATIE)

Information relating to the co-production of the Countywide Approach to Inclusive Education.

Countywide SENCO forum updates

Kent countywide SENCO forum updates including agendas, presentations and frequently asked questions.

Inclusion services

Funded opportunities for whole-school development in Nurture, Autism Education Trust, I Thrive, The Balanced System and Supported Employment in Schools.

Inclusion statement

A shared strategic vision of the outcomes we are seeking to achieve.

Kent Transition Charter

The Kent Transition Charter outlines how all those involved in the transition process should work together and their responsibilities.

Localities model for school inclusion

Creating capacity in mainstream schools to increase the number of children welcomed into their local mainstream school.

Special Educational Needs (SEN) inclusion directory

Guidance for primary and secondary schools, academies, and professionals working with those who have or may have SEND.

Social Emotional and Mental Health (SEMH) toolkit

SEMH Toolkit for Mainstream Settings

The Mainstream Core Standards

Training and guidance on the Mainstream Core Standards.

Transition

The CATIE Transition Framework, containing Transition Plans for all 12 Districts.

SEND information report

Special Educational Needs and Disabilities (SEND) Information report template

What's Changed? (Continued)

- We have also updated areas with historic slides and documents, for all to go back and view, an example: [Countywide SENCO forum updates – KELSI.](#)

Countywide SENCO forum updates

[Countywide SENCO forums year 2020/2021](#)

SENCO forum updates for 2020/2021 and the frequently asked questions for these forums.

[Countywide SENCO forums year 2021/2022](#)

Countywide SENCO forum updates and relevant documents for 2021/2022.

[Countywide SENCO forums year 2022/2023](#)

Countywide SENCO forum updates and relevant documents for 2022/2023.

[Countywide SENCO forums year 2023/2024](#)

Countywide SENCO forum updates and relevant documents for 2023/2024

[Countywide SENCO forums year 2024/2025](#)

Countywide SENCO forum updates and relevant documents for 2024/2025.

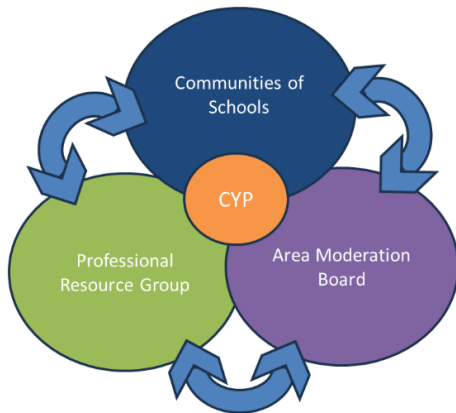
[Countywide SENCO conferences](#)

Kent countywide SENCO conference updates including presentations and workshop materials

What's Changed(Con)

Communities of schools

Localities model for school inclusion



Please find more information on the [communities of schools page](#).

The Kent local area is moving towards a structure to develop inclusive practice which will enable more children to have their needs met at their local mainstream school. This intent was first discussed with school representatives in 2020 and published as agreed KCC policy in the [Countywide Approach To Inclusive Education \(CATIE\)](#) in 2023. The purpose:

Communities of schools are organised in line with NHS primary care networks to create geographic structures which can support meeting needs locally.

Communities of schools list:

- [School communities - all schools alphabetically \(PDF, 964.9 KB\)](#)
- [School communities alphabetically \(PDF, 926.8 KB\)](#)
- [East schools alphabetically \(PDF, 1.9 MB\)](#)
- [East communities alphabetically \(PDF, 713.8 KB\)](#)
- [North schools alphabetically \(PDF, 699.6 KB\)](#)
- [North communities alphabetically \(PDF, 673.7 KB\)](#)
- [South schools alphabetically \(PDF, 719.3 KB\)](#)
- [South communities alphabetically \(PDF, 713.4 KB\)](#)
- [West schools alphabetically \(PDF, 730.1 KB\)](#)
- [West communities alphabetically \(PDF, 719.7 KB\)](#)

In 2019, [primary care networks](#) were established to group practices together to strengthen GP services and other primary care providers in your local area. Most PCNs serve a population of around 30,000 to 50,000.

Primary care networks include groups of general practices working together, and in partnership with community, mental health, social care, pharmacy, hospital and voluntary services in their local area, to offer more personalised, coordinated health and social care to the people living in their area.

Communities of schools - KELSI

Localities model for school inclusion - KELSI

SEN Inclusion Directory

- This year we launched the SEN Inclusion Directory
- To make it more accessible to all and user friendly, we have changed it from a pdf document to a web-based directory located on Kelsi [Special Educational Needs \(SEN\) inclusion directory - KELSIS](#)

Special Educational Needs (SEN) inclusion directory

SEN inclusive practice

SEN Inclusion Advisors who work predominantly with mainstream schools and settings to support the development of inclusion practice.

Important links

Important links to internal and external services to support professionals working with children and young people with SEND.

Kent's Way

A variety of services and frameworks to support schools in developing inclusive practice to meet the needs of children and young people with SEN.

The effective inclusive practice guide

A collection of case studies taken from across Kent.

SENCOs and forums

The Countywide SENCO forum is the formal channel of communication between Kent County Council officers, NHS representatives and SENCOs.

Inclusion Leaders of Education (ILEs)

A new system leader designation in Kent, created through the Inclusion Leadership Programme.

School health and nursing services

Foundation Trust

Health support and inform

Important Links

Kent County Council Who's Who	SEND teams and their roles - Kent County Council ↗
SEND code of practice	SEND code of practice: 0 to 25 years ↗
District dashboard	Microsoft Power BI ↗
Community Learning and Skills	Adult learning courses in Kent ↗
Hearing Services	West Kent Children's Hearing Service ↗

Inclusion services

Autism Education Trust (AET)

The AET are supported by the Department for Education offering education professionals training to support autistic children and young people aged 0 to 25.

The Balanced System

An outcomes-based framework and delivery model for integrated services.

i-Thrive

i-THRIVE is an approach that ensures that young people get the emotional wellbeing and mental health support they need when facing difficult situations.

**School Engagement Activity
November – December 2024**

SEN School Funding Consultation - KELSI

SEN Funding Consultation
SENCO Forum 4th and 5th December 2024

Why are we consulting?

- Need to move to a financially sustainable model
- Need agreement on the principles of funding
- Currently operating four (plus) different funding models
- Need to move to one model for all state funded school aged children – this does NOT apply to EY, Post 16 or INMSS
- Need to give schools time to understand the implications and take their own management action
- Need to bring equity to how we fund rather than be dependent on ‘need type’, diagnosis, a ‘claims based’ application and individual officer decisions

SEN Support in Mainstream Schools	EHCP Support in Mainstream Schools
<ul style="list-style-type: none"> • Commissioned services by the LA: training, guidance & outreach. Access based on requests & demand. • Mainstream top-up (E3) requests: individual applications for individual children for estimated costs over £6k per year based on criteria. Applications on request. LA determination. • £6k SEN notional top up (E2) for schools with disproportionate number of applications above the threshold. Automatic allocation. No moderation. 	<ul style="list-style-type: none"> • Commissioned services by the LA: training, guidance & outreach. Access based on requests & demand. • Mainstream top-up (E3) requests: individual applications for individual children for estimated costs over £6k per year based on criteria. Applications on request. LA determination. • £6k SEN notional top up (E2) for schools with disproportionate number of applications above the threshold. Automatic allocation. No moderation.
SRP Funding	Special School Funding
<ul style="list-style-type: none"> • DfE requirement to pay based on “place plus” methodology • Element 1 (basic £4k) for vacancies as at Oct census • Element 2 (first £6k) based on higher of commissioned or actual places • Element 3 (top up) based on primary need of the child and size of SRP – paid on average rate. • Exceptional pupil need also paid for individual children based on application taking account on whole provision. 	<ul style="list-style-type: none"> • DfE requirement to pay based on “place plus” methodology • Element 1 & 2 (place funding £10k) based in commissioned or actual places • Element 3 (top up) based on primary need of the child and paid at an average rate. Rates for each special schools vary individually predominantly due to size of school. • Exceptional pupil need also paid for individual children based on application for individual child.

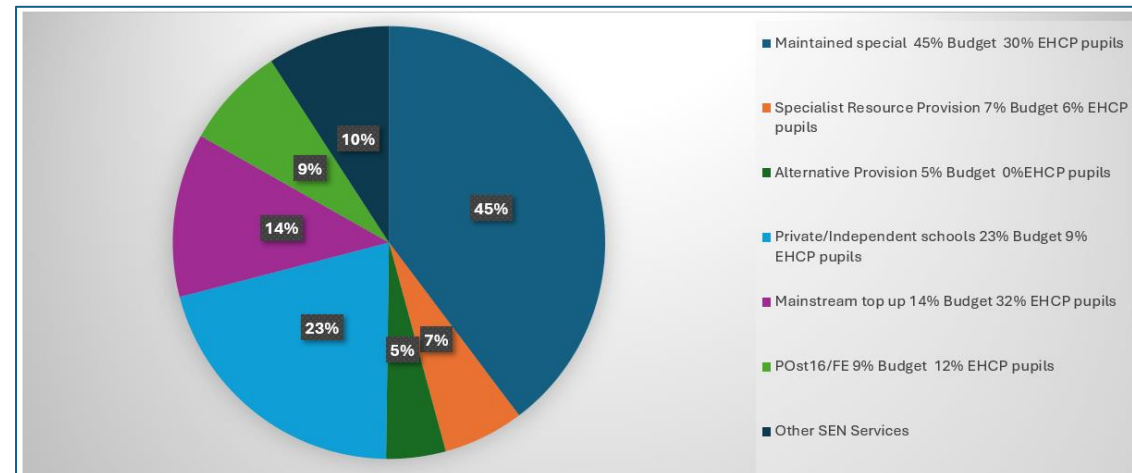
Funding for SEN Services

Spending on SEN Services comes from:

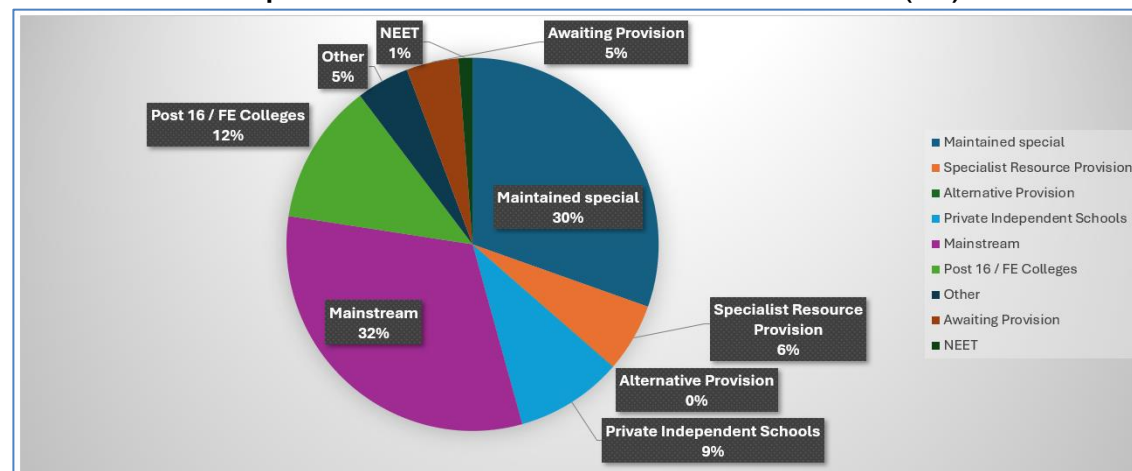
- Primary & Secondary school budgets (Notional SEN Budget & sometimes use of other specific grants)
- Early Years Block of Dedicated Schools Grant (i.e. SENIF)
- **High Needs Block (HNB) of the Dedicated Schools Grant**
- Council Tax (SEN transport, SEN assessment & review)

Spending on mainstream, SRPs and Special Schools makes up the highest proportion of spend on the HNB (76%) – need to ensure methods for allocating funding reflect changes in SEN landscape

HNB spending (%) 2023-24



Educational placement of children with EHCP (%) Jun 24



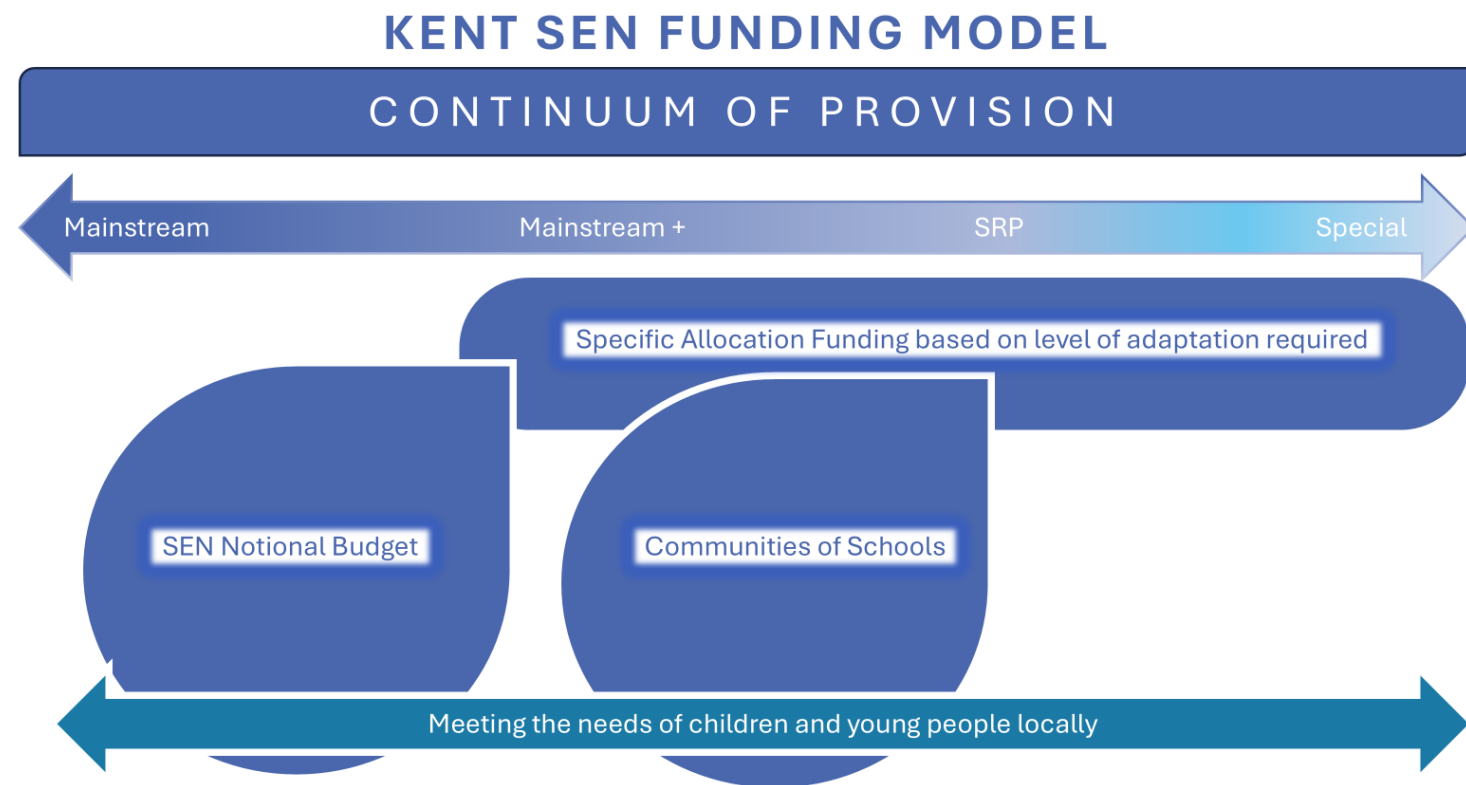
What are we consulting on?

- Principles of a single funding model for the distribution of **Element 3 Top-Up Funding** for Mainstream, SRPs and Special Schools
- How we calculate the formula for the communities budget
- How we distribute funding for children who have the most complex needs – specific allocation funding (tariff funding streams)
- How we support the special school review and the SRP review
- Transition arrangements from current funding model

Overview of the proposed funding model for SEN top up for Mainstream, SRP and Special Schools (E3)

The proposed SEN Funding Model:

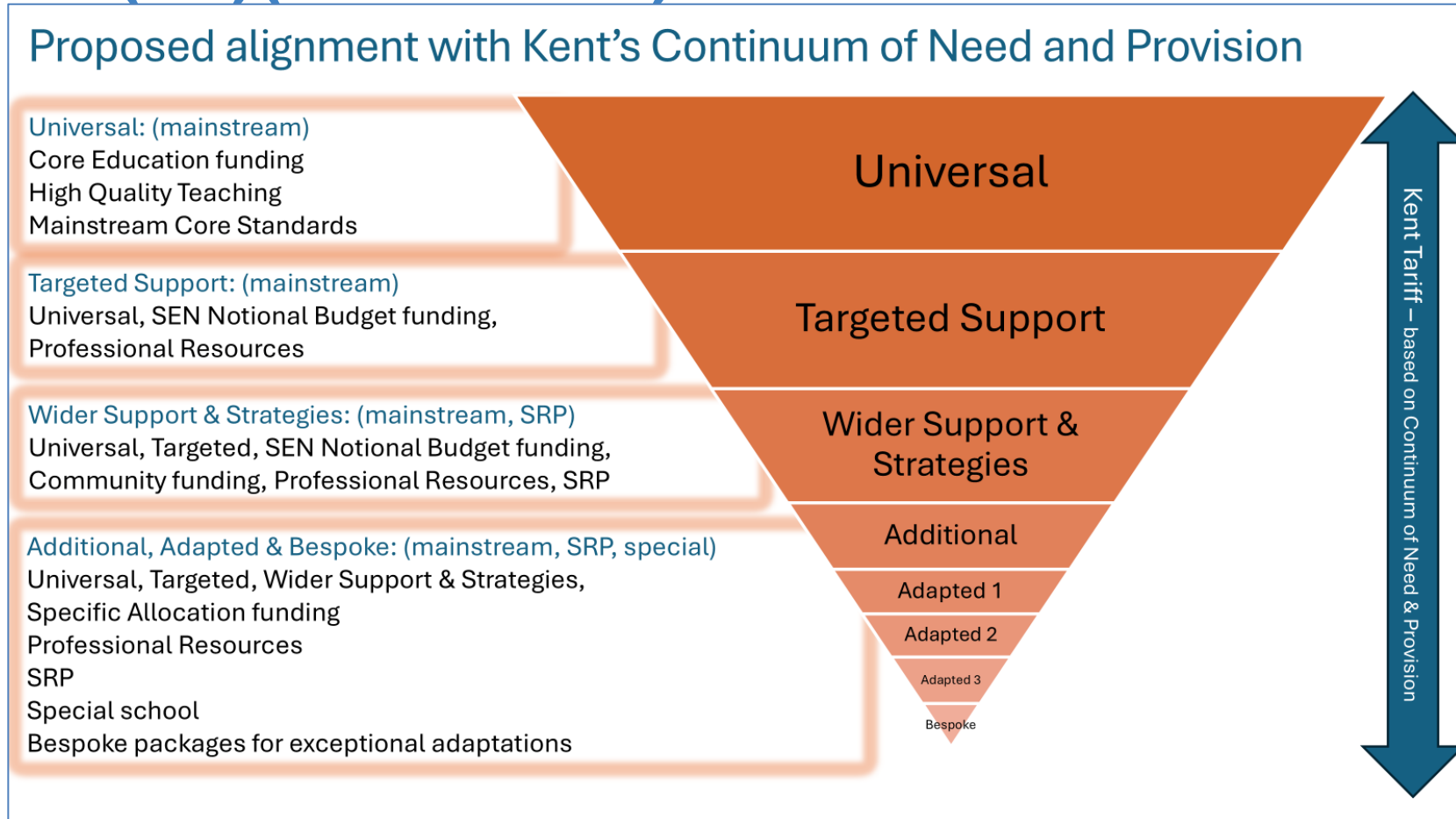
- Brings together the different funding arrangements for E3 top-up funding for mainstream, SRP and special into one funding system
- The same tariff structure will be used to inform the funding allocations for children with an EHCP attending special schools and SRPs; and identify the relevant funding stream for pupils in mainstream schools
- Funding for mainstream schools' top-up (E3) will either be paid to the school directly (for the most complex children) or through the communities of school budgets (based on eligibility)



Overview of the proposed funding model for SEN top-up for Mainstream, SRP and Special Schools (E3)(Continued)

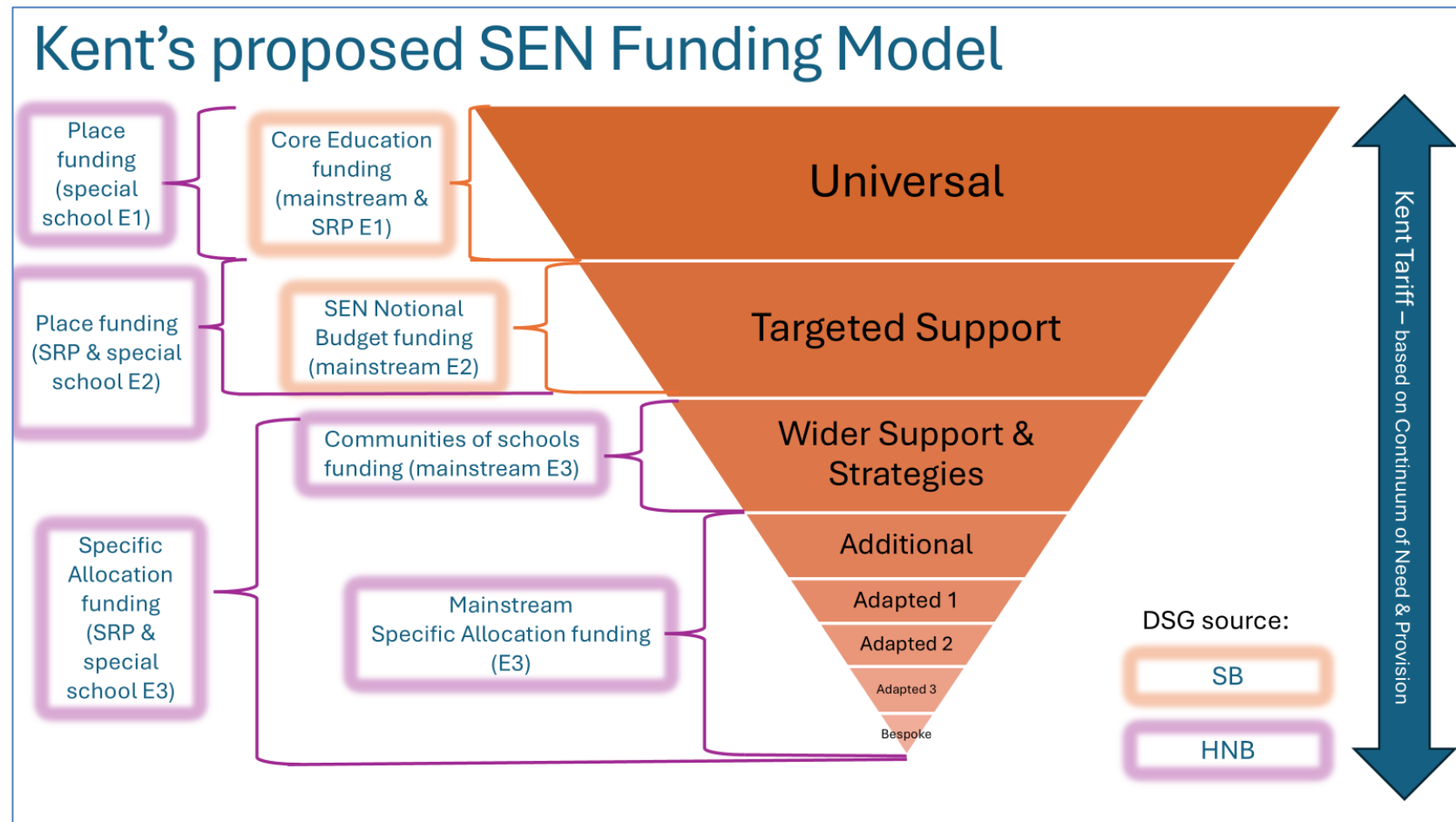
Draft tariff structure

- How the proposed tariff is intended to align with Kent's Continuum of Need and Provision
- Proposed tariff runs from Universal to Bespoke
- Tariff is based on the extent the curriculum must be adapted
- Each tariff level has a set of funding descriptors to support mapping children with an EHCP against the tariff (a draft is included in the consultation – welcome views and feedback)



Overview of the proposed funding model for SEN top-up for Mainstream, SRP and Special Schools (E3)

- How the tariff will be used in the SEN Funding Model
- Pupils mapped to either universal or targeted would not be expected to receive any top-up funding
- Funding tariff rates are expected to increase the higher the level of adaptation required
- There is expected to be parity in the tariff rates set against each funding descriptor for mainstream, SRP and Special schools



How will the proposed SEN Funding Model work for SRPs? Overview

SRP's funding breakdown:

E1 Core Funding (school budget or HNB)

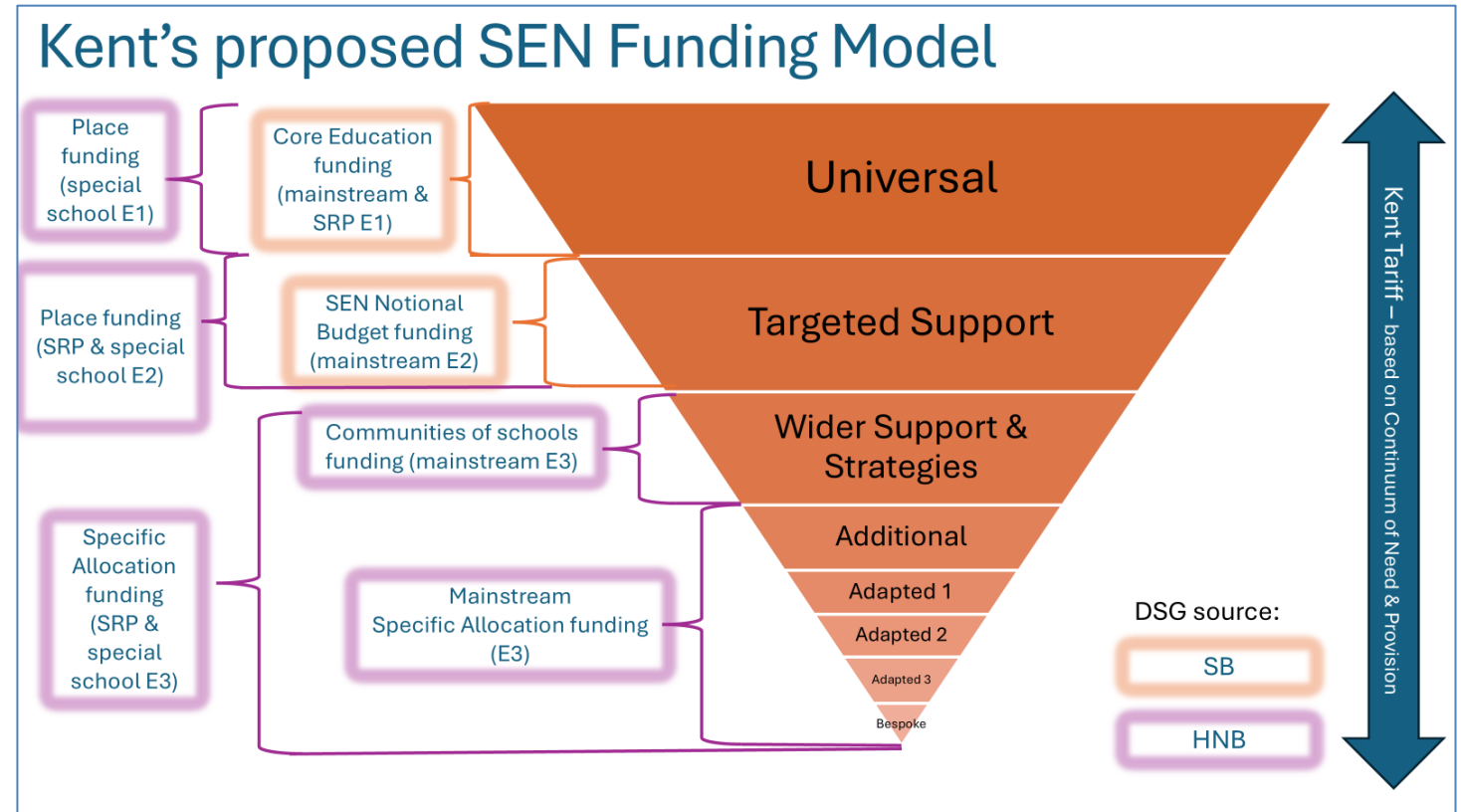
E2 £6k place funding (HNB)

E3 Top-Up Funding Rate (HNB)

- This consultation does not change the process for receiving E1 & E2 funding (linked to commissioned places)

For E3 top-up funding:

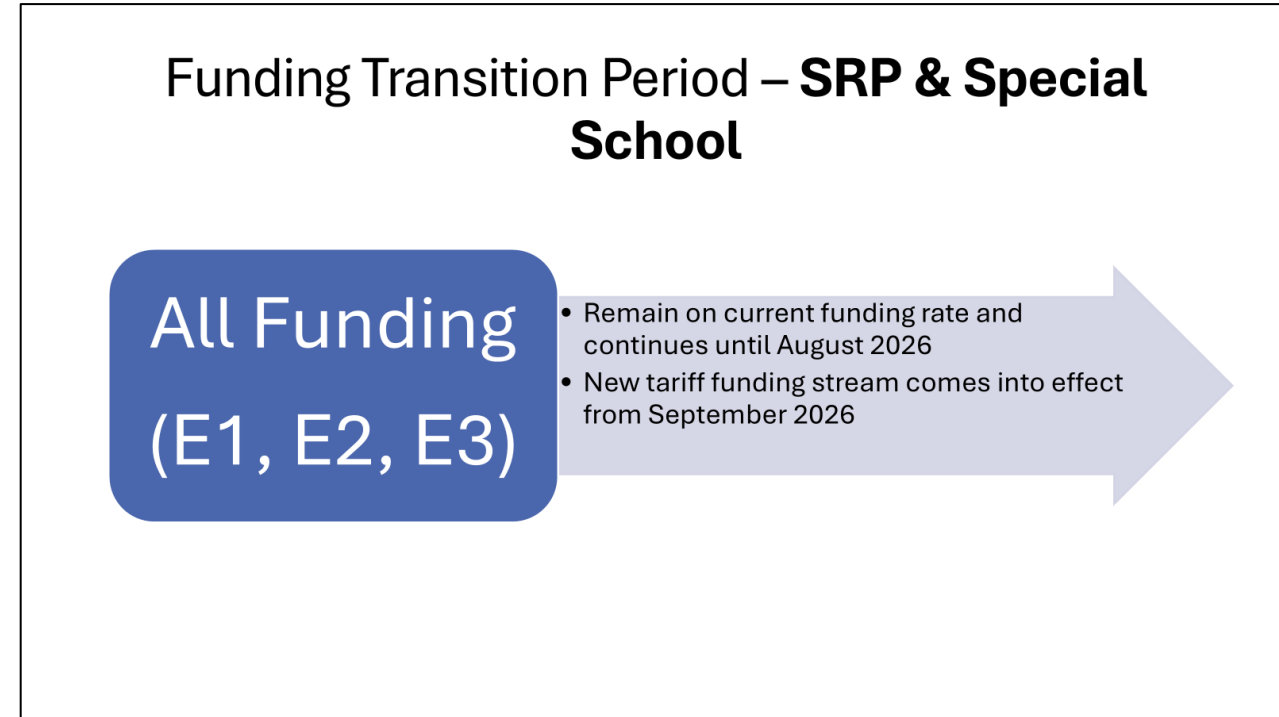
- All pupils attending an SRP will be mapped against the funding tariff
- Pupils mapped to either universal or targeted would not be expected to receive any top-up funding
- Top-up funding rates will be applied to pupils mapped against the tariff between “wider support & strategies to “Bespoke”
- Funding tariff rates are expected to increase, the higher the level of adaptation required



- It is proposed future SRP funding rates are pupil-led based on the pupils they are supporting at the time, rather than based on an average rate of the children they have historically been supporting

How will the proposed SEN Funding Model work for SRPs? Timeline for Implementation

- Existing process for calculating top-up funding rates will continue until August 2026
- Existing pupils will be mapped against the tariff using the funding descriptors (planned completion during 2025)
- Funding rates for each tariff will be confirmed once mapping is complete and expected to be in line with budget setting process for 26-27. Funding tariff rates are expected to increase the higher the level of adaptation required
- Each SRP will receive top-up funding rates according to the mapped tariff level for pupils they support (pupil-led funding process)
- New funding model planned to be implemented from Sept 26



How will the proposed SEN Funding Model work for Special Schools? Overview

Special Schools' funding breakdown:

E1 } Combined place funding (HNB)

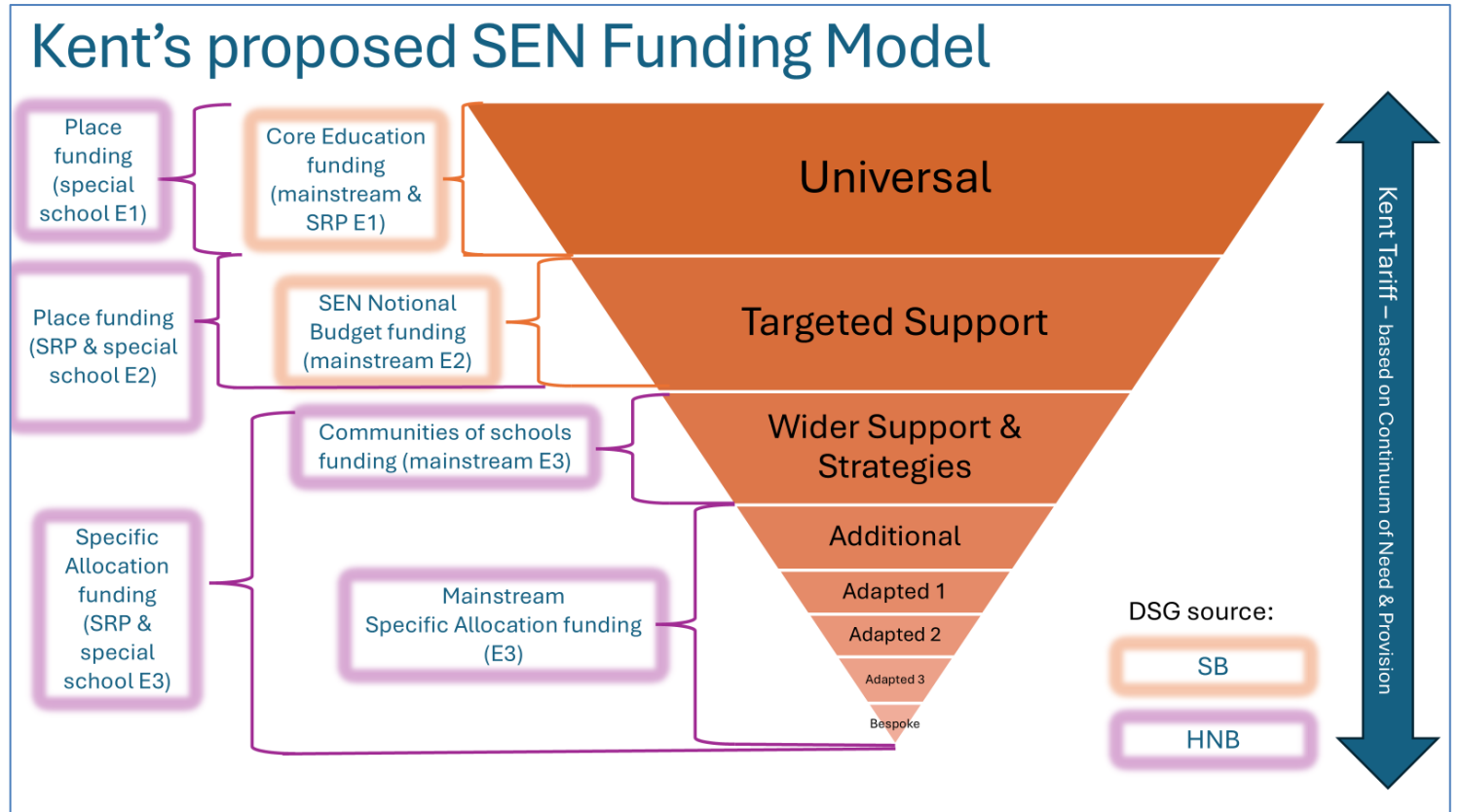
E2 } total £10k

E3 Top-Up Funding Rate (HNB)

- This consultation does not change the process for receiving E1 & E2 funding (linked to commissioned places)

For E3 top-up funding:

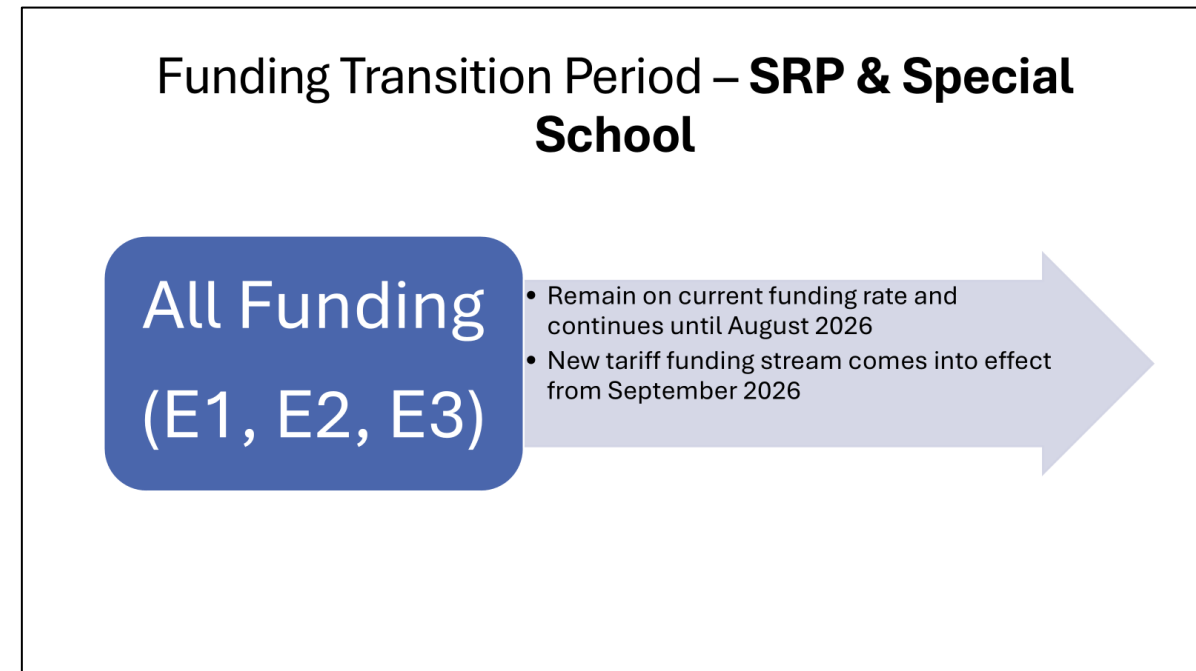
- All pupils attending a Special School will be mapped against the funding tariff.
- Pupils mapped to either universal or targeted would not be expected to receive any top-up funding.
- Top-up funding rates will be applied to pupils mapped against the tariff between "wider support & strategies" to "Bespoke"
- Funding tariff rates are expected to increase the higher the level of adaptation required.



- To provide greater certainty of future funding for special schools it is proposed an average rate of funding per pupil is calculated from the mapping of existing pupils attending the school. Special Schools will then be paid for the forthcoming academic year for all pupils (including new pupils at this calculated average rate).

How will the proposed SEN Funding Model work for Special Schools? Timeline for Implementation

- Existing process for calculating top-up funding rates will continue until August 2026
- Existing pupils will be mapped against the tariff using the funding descriptors (planned completion during 2025)
- Funding rates for each tariff will be confirmed once mapping is complete and expected to be in line with budget setting process for 26-27. Funding tariff rates are expected to increase the higher the level of adaptation required
- For each special school, the average funding rate will be calculated from the existing pupils mapped in the school. This average top-up rate will be used to pay the special school for all existing and new pupils attending the school during the forthcoming academic year.
- Where there is expected to be a significant change in the profile of new pupils attending the school, the average rate will be updated to reflect this presumption. This will be informed as part of the annual commissioning process



- Where there is expected to be a significant change in the profile of new pupils attending the school, the average rate will be updated to reflect this presumption. This will be informed as part of the annual commissioning process
- New funding model planned to be implemented from Sept 26

How will the proposed SEN Funding Model work for Mainstream Schools? Overview

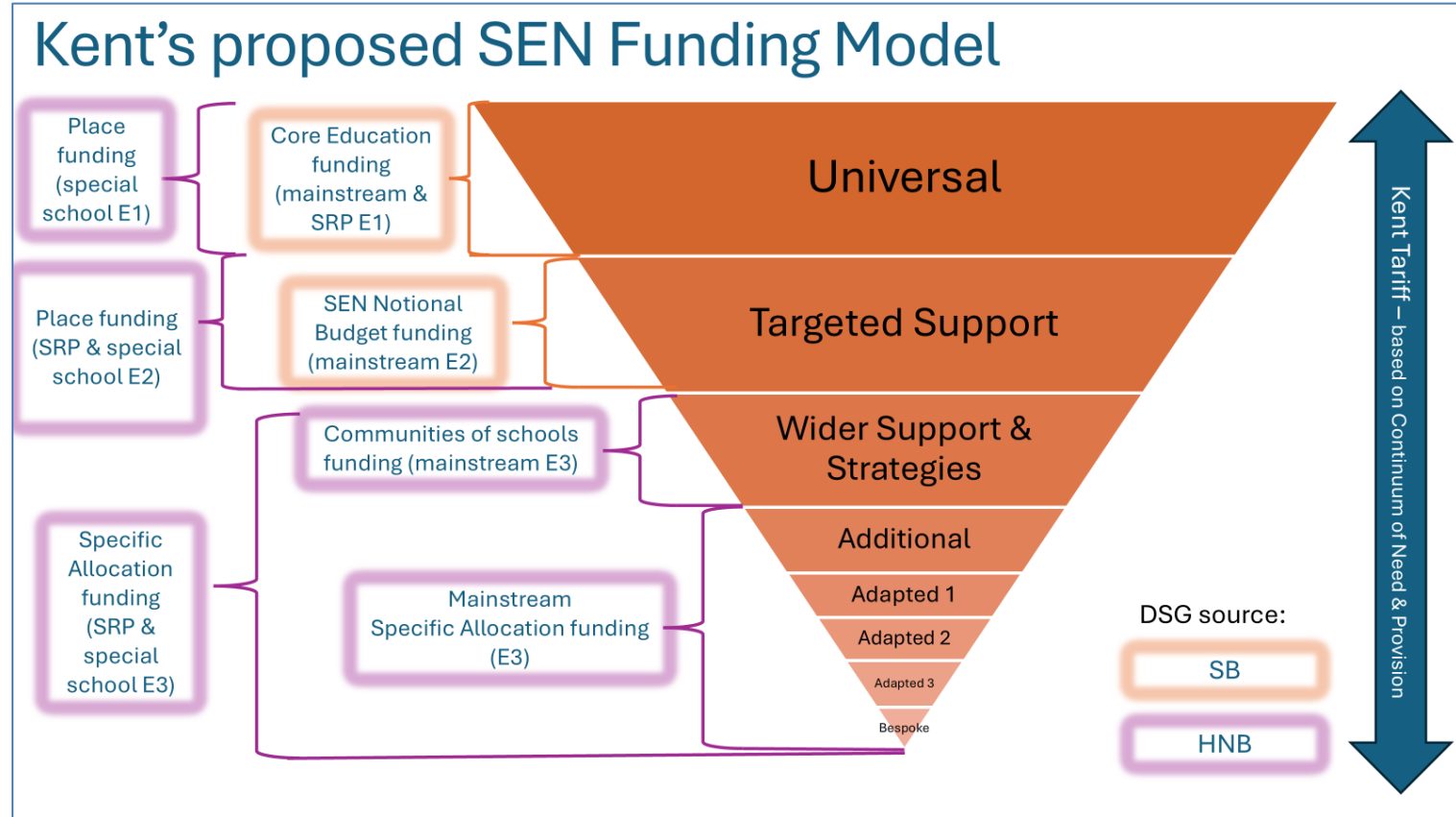
Mainstream's funding breakdown:

E1 Core Funding (school budget)

E2 £6k place funding (school budget)

E3 Top-Up Funding Rate (HNB)

- Schools will still be expected to fund the first £6k of additional support from their school budget
- All funding requests for children on SEN Support will be managed through the Community of Schools budget
- The tariff mapping will only be applied to pupils with an EHCP
- Pupils with an EHCP mapped to either universal or targeted would not be expected to receive any top-up funding
- Pupils with an EHCP mapped to the “wider support & strategies” tariff level may require top-up funding with funding requests administered through the Community of Schools budget



- Pupils with an EHCP mapped between “additional” to “Bespoke” – schools will receive a specific funding allocation. With funding tariff rates increasing the higher the level of adaptation required

How will the proposed SEN Funding Model work for Mainstream Schools? Communities of schools' budget

Each community will have a budget to support:

- pupils with SEN Support
- pupils with an EHCP (mapped to wider support & strategies on the tariff)

Contributions to schools for Community Chairs & administration will be funded from the Community of Schools budget

Communities will be able to use the funding more flexibly to support children with SEN. Schools are encouraged to consider top-up requests for groups of children within and between schools.

Each community will have awareness of their schools SEN Notional Budget for targeted support, along with spending in their area relating to: Mainstream Top-Up, and local children who are being educated in a SRP, Special School, Independent Schools

Calculation of Community of Schools Budget:

- The proposal is that Communities of schools' budgets will be set based on a formula.
- Formulas are widely used in allocating school financing and should be a familiar distribution method to schools,
- the following proxy indicators are proposed for the Communities of schools' budget allocation which aligns with the current model for funding AP:
- For the first 2 years, it is proposed historic spending by each community of school is also taken into account on a reducing basis.

Formula for Community of Schools	Year 1	Year 2	Year 3
Pupil Numbers	12.5%	25%	50%
Income Deprivation Affecting Children's Index (IDACI)	10%	20%	40%
Looked After Children (LAC)	2.5%	5%	10%
Historic Spending (August 2024 snapshot)	75%	50%	0%

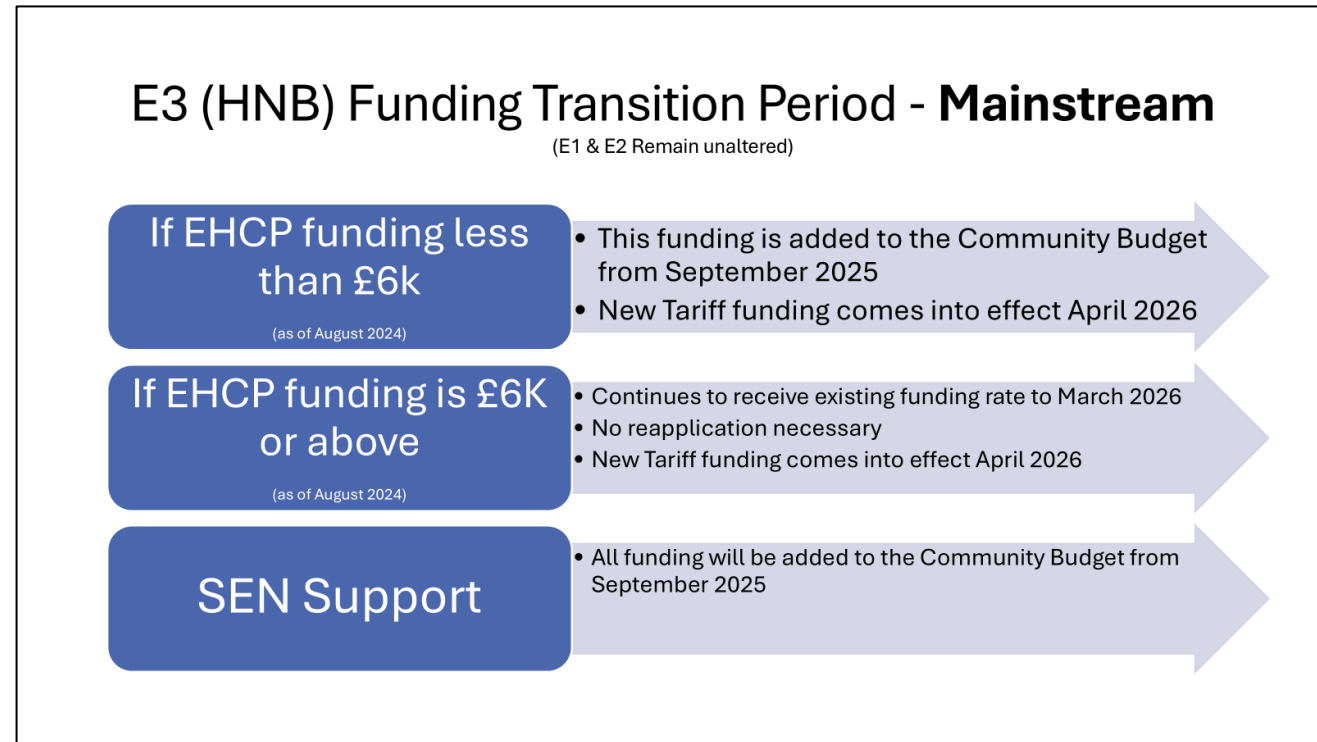
How will the proposed SEN Funding Model work for Mainstream Schools? Communities of schools' budget (Continued)

- Consultation includes anonymised modelling of estimated community of schools' budgets over the next 3 years, in comparison to current allocations.
- Help schools to understand the estimated size of budget allocations and impact of the proposed formula.
- The Community of Schools budgets are NOT devolved funding allocations. The budgets will continue to be held and managed by KCC.
- KCC will be acting on recommendations put forward by the Community of schools for the spending of the monies (in line with operating guidance)
- Sample Moderation is expected where E3 top-up allocations for an individual child, or the average rate of top-up funding per children is greater than £6,000 (or total additional support exceeds £12,000 when the first £6,000 funded by schools is included).
- NB. The communities budget is only expected to support children whose additional support requirements total more than £6,000. Schools will still be expected to fund the first £6,000 of additional support (in line with DfE and current local guidance).

How will the proposed SEN Funding Model work for Mainstream Schools?

Timeline for Implementation & Transition Model

- Existing process for calculating top-up funding rates will continue until March 2025 and funding will continue to be paid for pupils until August 2025 (*subject to demand*).
- Existing pupils will be mapped against the tariff using the funding descriptors (planned completion during 2025)
- Funding rates for each tariff will be confirmed once mapping is complete and expected to be in line with budget setting process for 26-27. Funding tariff rates are expected to increase, the higher the level of adaptation required
- New funding model based on the use of tariff rates is planned to be implemented from April 26

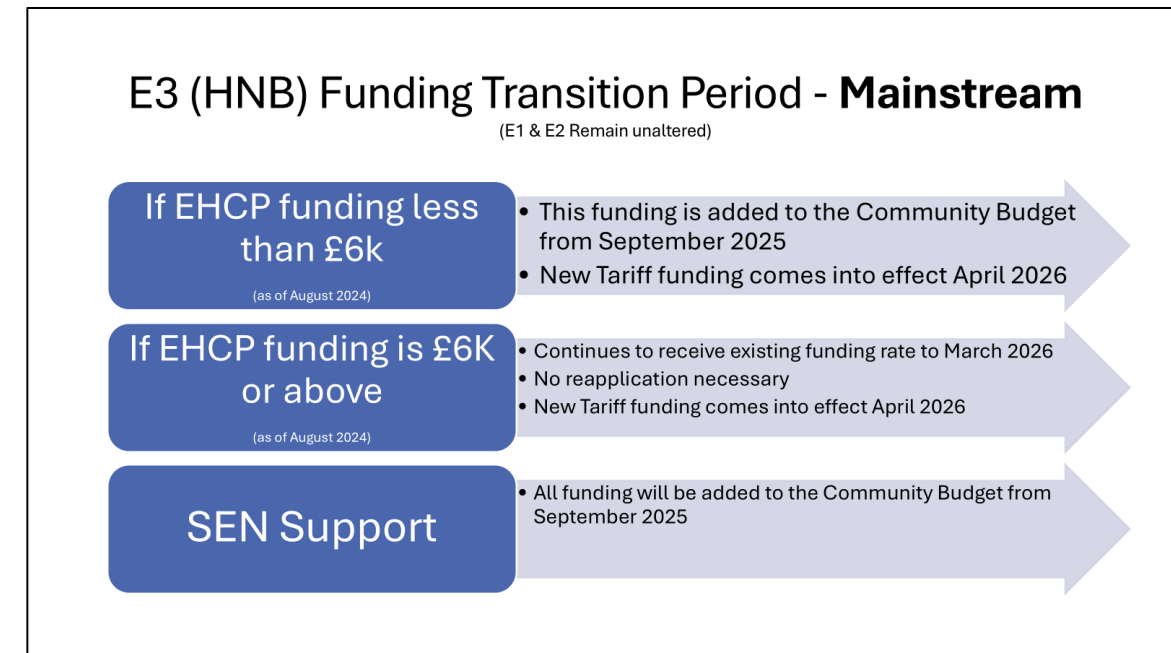


- In lieu of the completing the tariff work, an interim model will be implemented from September 2025 to create a Community of Schools Budget.

How will the proposed SEN Funding Model work for Mainstream Schools?

Timeline for Implementation & Interim Model (2)

- Interim funding model will be in place from September 2025 until at least April 2026, **or** when the new funding model can be rolled out in full (dependent on successfully mapping all pupils to the funding tariff).
- From September 2025, the communities of school budget will administer all top-up funding requests for pupils on SEN Support and all funding requests for pupils with an EHCPs, as at Aug 2024, where their existing top-up rate was less £6,000.
- Existing top-up allocations for pupils with an EHCP, as at Aug 2024, that are more than £6,000 will continue to be paid to the school directly until March 2026
- Top-up requests for pupils with an EHCP issued from Sept 24 will be administered through the Community of Schools budget until the new funding model is implemented



Breakout Room Question

- In your groups, please agree the most pertinent question that you want answered.
- Please nominate one person as scribe.
- Please write your question in the feedback and evaluation form at the end of the forum.
- These questions will be added to FAQs as part of the consultation process

Free Training for Mainstream Schools 24/25

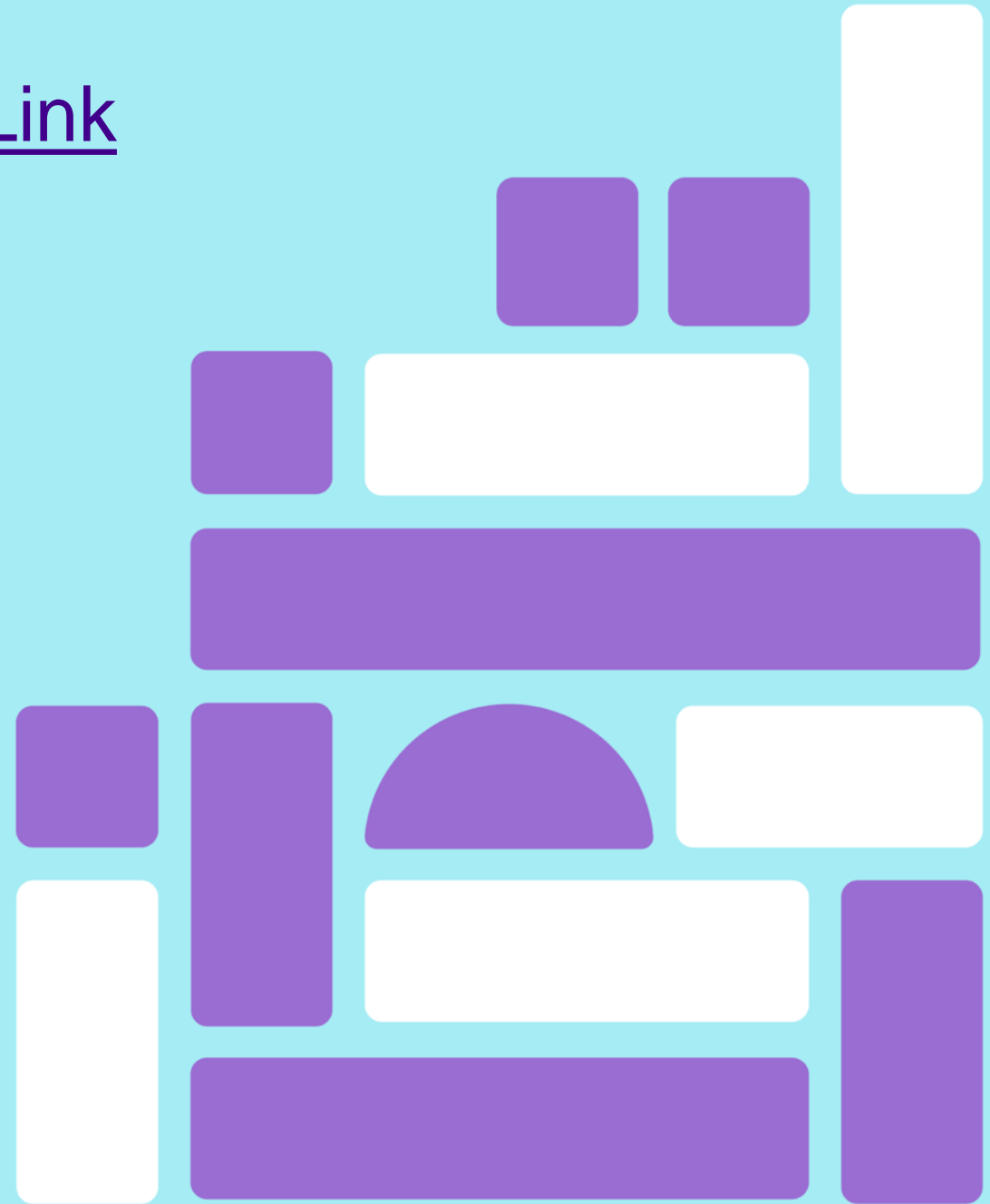
Audience	Actual Title	Date/Time	Link to Register
Primary Teachers/TAs/LSAs	Creating an inclusive PRIMARY classroom: The power of the Mainstream Core Standards to support high quality teaching	16th January 2025- 16:00-18:00	Creating an Inclusive Primary Classroom (theeducationpeople.org)
Secondary Teachers/TAs/LSAs	Creating an inclusive SECONDARY classroom: The power of the Mainstream Core Standards to support high quality teaching	15th January 2025- 16:00-18:00	Creating an Inclusive Secondary Classroom (theeducationpeople.org)
Secondary Pastoral Staff	Creating an inclusive SECONDARY environment: Supporting pupils' social and emotional wellbeing using the Mainstream Core Standards	23 rd January 2025- 16:00-18:00	Creating an Inclusive Environment (Secondary) (theeducationpeople.org)
Primary School Leaders	Creating an inclusive PRIMARY school: Leading a whole school approach to embed the Mainstream Core Standards	6th February 2025- 16:00-18:00	Creating an Inclusive School for Primary School Leaders (theeducationpeople.org)
Secondary School Leaders	Creating an inclusive SECONDARY school: Leading a whole school approach to embed the Mainstream Core Standards	5th February 2025- 16:00-18:00	Creating an Inclusive School for Secondary School Leaders (theeducationpeople.org)

Course Title	Date	Facilitator	How to register
Every Governor is a Governor of SEND	10th December 2024- 18:00-20:00	Ruth Gately	To register, Governors need to log onto GovernorHub. These sessions are free so if your school does not subscribe to GovernorHub then please register for the training by emailing governorservicestraining@theeducationpeople.org
	12th March 2025- 18:00-20:00		

Term 2 Feedback and Evaluation Link



Many thanks!



Thank you

If you have any questions, please email:

SENDandInclusion@theeducationpeople.org

with the subject title:

Countywide SENCO Forum Query

