

ECC Education Directorate

Essex Primary Headteachers Meeting

Clare Kershaw, Director of Education

West Area Headteacher Meeting

9th November 2022



Essex County Council

Today's agenda

The new SEND Banding system – Ralph Holloway and Alex Abercrombie

Director of Education update - Clare Kershaw

Emotional Wellbeing and Mental Health update – Steve Whitfield and Beth Brown

Attendance – What are the new expectations and what is the support available, including a case study

Other updates: Year of Reading – Early Reading and Phonics support

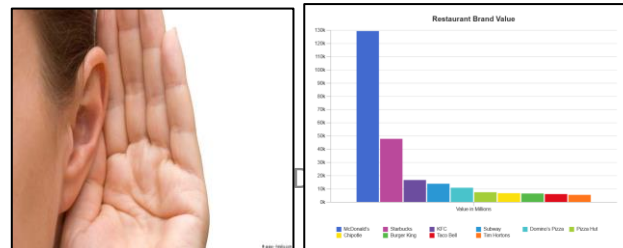
Essex Agreed Syllabus

Disadvantaged Strategy

Working together, sharing concern and solutions

Feedback from school leaders and managers

- More children in schools with complex needs, SEND and Early Years
- SEMH challenges around access to specialist support
- Well-being of headteachers and teachers
- Funding pressures: fuel, staff pay
- Recruitment and retention of quality staff, including LSA to support SEND
- Gap widening between disadvantaged and non-disadvantaged
- Attendance



What is available to support schools

- Inclusion Framework, SEND Strategy
- Early Years Strategy and targeted support for language development
- Increased resources to support mental health and well-being, Early Help
- Sustainable Schools Dashboard and Toolkit
- Task Force targeted activities
- Disadvantaged clinics, training for leaders including EEF programmes

Attendance Specialists support in schools

EDUCATION DATA OVERVIEW - 2022



Essex Schools

| | Academies | Free Schools | LA maintained | Grand Total |
|--------------------|------------|--------------|---------------|-------------|
| Nursery | | | 2 | 2 |
| All-through | 1 | 1 | | 2 |
| Primary | 223 | 4 | 221 | 448 |
| Secondary | 69 | 6 | 4 | 79 |
| Special | 12 | 2 | 6 | 20 |
| PRU | 2 | 1 | 3 | 6 |
| Grand Total | 307 | 14 | 236 | 557 |

Source: Get Information About Schools, 05 09 22

557 schools in Essex

42.4% of these are LA maintained

89.6% graded good or outstanding by Ofsted

| | Outstanding | Good | Requires Improvement | Inadequate | Not yet inspected | Grand Total |
|--------------------|-------------|------------|----------------------|------------|-------------------|-------------|
| Nursery | 1 | 1 | | | | 2 |
| All-through | | | 1 | | 1 | 2 |
| Primary | 63 | 347 | 29 | 7 | 2 | 448 |
| Secondary | 12 | 49 | 9 | 6 | 3 | 79 |
| Special | 6 | 10 | 2 | 1 | 1 | 20 |
| PRU | 1 | 3 | 1 | 1 | | 6 |
| Grand Total | 83 | 410 | 42 | 15 | 7 | 557 |

Source: Ofsted Monthly Management Information - published inspections as at 31 07 22

Essex Performance

IMPORTANT: all 2022 data shown is provisional and subject to change. In the case of KS4 & KS5, this does not include special schools or FE colleges and has a small number of secondary schools missing.

| | | |
|----------------|-----------------------------|-------|
| EYFS | % GLD | 66.8% |
| Year 1 Phonics | % working at required level | 75.3% |
| KS1 | % exp+ RWM | 55.6% |
| | % exp+ Reading | 69.4% |
| | % exp+ Writing | 60.4% |
| | % exp+ Maths | 69.4% |

| | | |
|-----|-----------------------------|-------|
| KS2 | % exp+ RWM | 58.1% |
| | % exp+ Reading | 74.1% |
| | % exp+ Writing | 70.4% |
| | % exp+ Maths | 70.9% |
| KS4 | % 9-4 in English & Maths | 69.6% |
| | Attainment 8 score | 49.2 |
| KS5 | Average A level grade | B- |
| | % 2+ level 3 qualifications | 95.1% |

Source: all primary phase data from NEXUS, secondary phase data as collected from schools - both as at 05 09 22

Key Stage 1 SFR

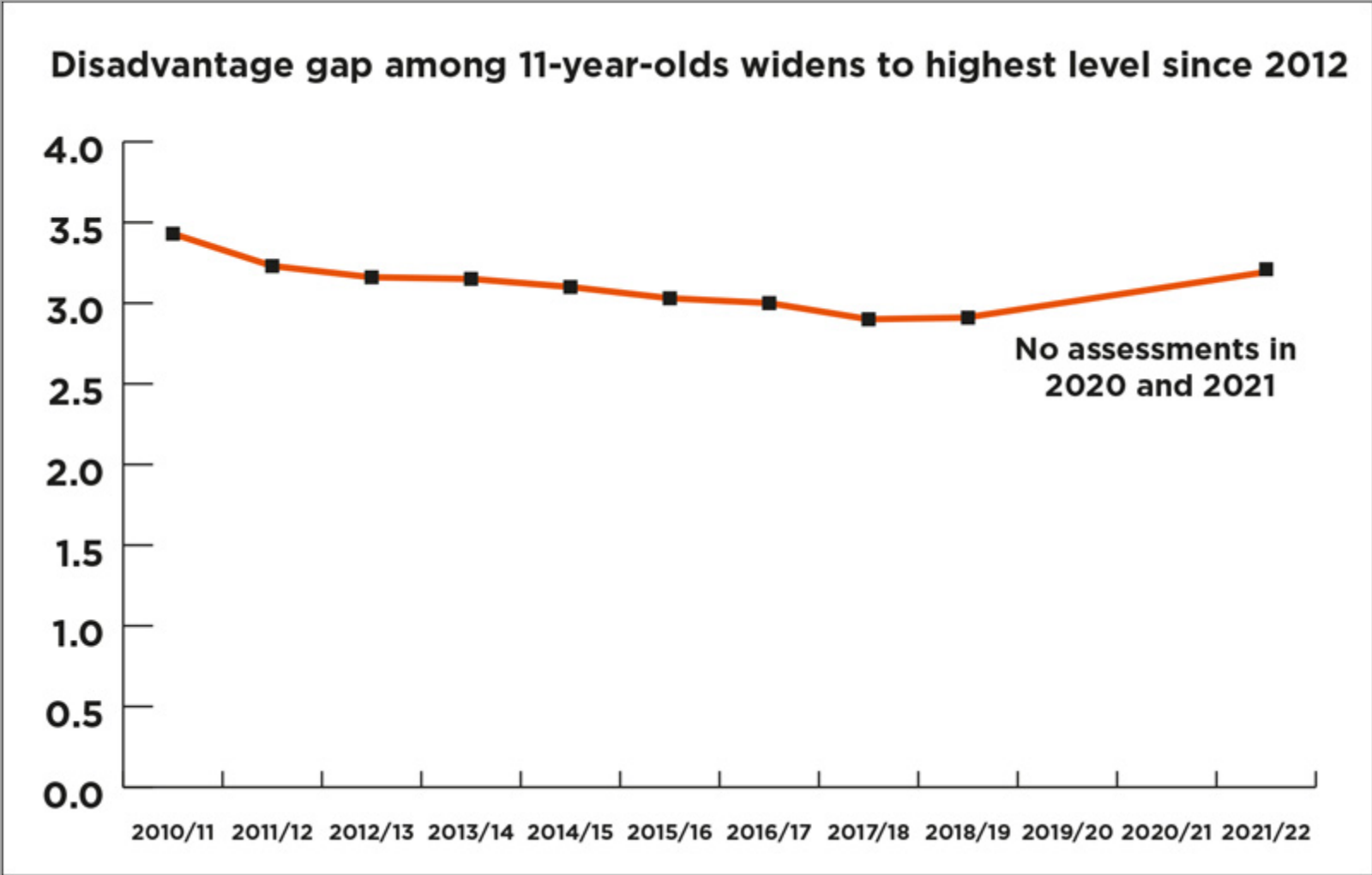
| Measure | Essex | England | Essex rank* | Essex quartile |
|---|-------|---------|-------------|----------------|
| Phonics - % expected standard | 75.4 | 75.5 | 76 | 3rd |
| KS1 Reading - % expected standard | 69.5 | 66.9 | 37 | Top |
| KS1 Writing - % expected standard | 60.4 | 57.6 | 39 | 2nd |
| KS1 Maths - % expected standard | 69.4 | 67.6 | 49 | 2nd |
| *of 150 LAs (Isles of Scilly and City of London excluded) | | | | |

Key Stage 2

| % pupils achieving at least the expected standard | | | | |
|---|-------|---------|-------------|----------------|
| Subject/Measure | Essex | England | Essex Rank* | Essex quartile |
| RWM | 58.3% | 58.1% | 74 | 2nd |
| Reading | 74.1% | 74.4% | 88 | 3rd |
| Writing | 70.5% | 68.8% | 53 | 2nd |
| Maths | 71.2% | 71.4% | 77 | 3rd |

*of 150 LAs (Isles of Scilly and City of London excluded)

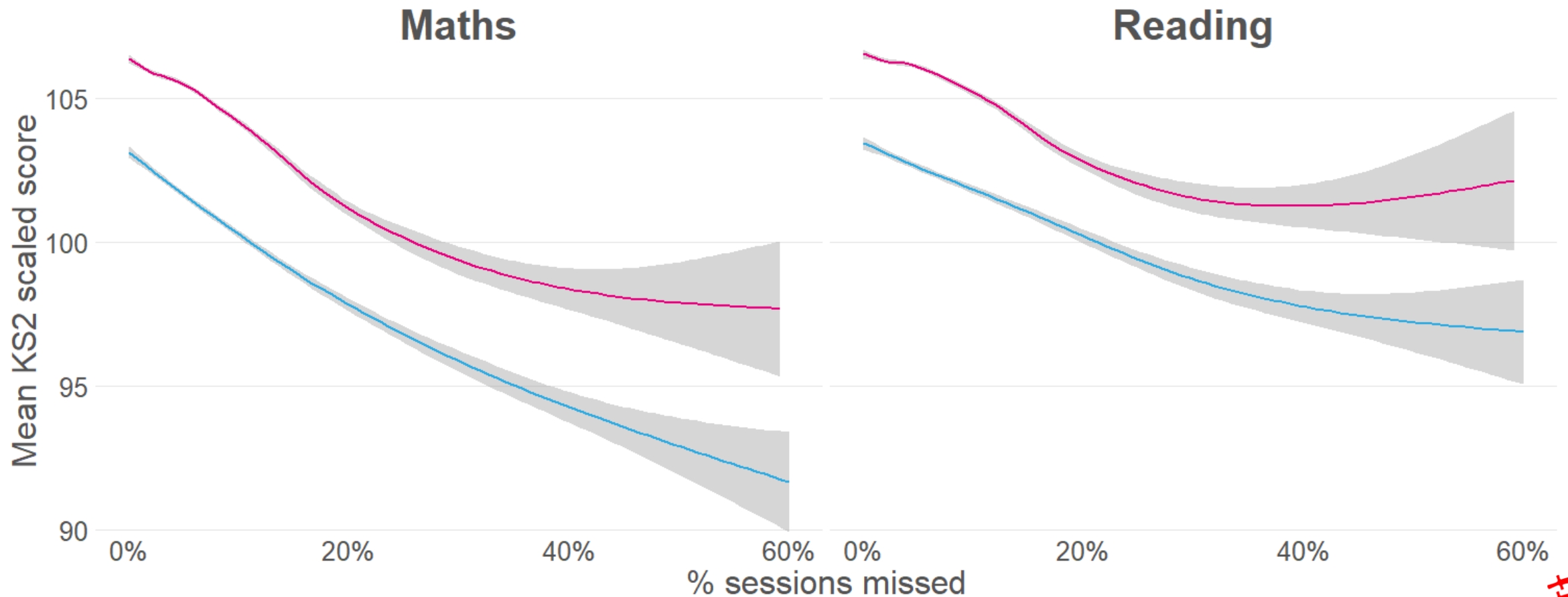
Disadvantage Key Stage 2 National



The impact of attendance on disadvantaged gaps – National data

Modelled relationship between KS2 scaled score and Year 6 absence rates

Disadvantaged pupils vs non-disadvantaged pupils



Ongoing SEND Improvement Priorities



Launch of the **Essex SEND Strategy and Delivery Plan**



Wider engagement and rollout of the **Inclusion Framework: Lives without Labels**



Wider engagement and rollout of the **Ordinarily Available**



Continued roll-out of **Trauma Perceptive Practice (TPP)**



Workforce Development and Training



Continued improvement of our statutory process, including **Annual Reviews**



New approach to **SEN Top-Up Funding**



Inclusion Framework and Ordinarily Available:

Update

Early Adopters have provided us with much appreciated feedback on the size, content and structure of the Ordinarily Available.

In response to this feedback, we are adapting the current version to:

Reduce the size and complexity of some sections

Incorporate more specifically the high-quality teaching methods and tools in the Disadvantaged Strategy

Revise the 'Targeted layer' of the OA to 'Beyond Ordinarily Available' and more clearly align to the Inclusion Framework

Align more obviously to the Teacher Standards

It is important that schools feel supported by the Ordinarily Available, TPP and the Inclusion Framework and can easily see how they align and together enable the county's ambitions of inclusion for all children.

SEMH Strategy Team

Striving to provide the right support

Stephen Whitfield & Beth Brown

EPHA Primary Headteacher Meetings

November 2022



Essex County Council

Who we are and what we are doing

Who we are:

- Steve Whitfield stephen.whitfield@essex.gov.uk
- Lianne Canning lianne.canning@essex.gov.uk
- Beth Brown beth.brown@essex.gov.uk (Mon, Tuesday and Thursday)
- Deb Garfield deb.garfield2@essex.gov.uk (Tuesdays & Thursdays)

What we are doing:

Leading collaboration for...

- Developing and delivering relevant SEMH training
- Creating high quality SEMH guidance and resources
- Signposting to alternative or existing SEMH sources
- Commissioning and support for SEMH Enhanced Provisions

TPP Values underpin *everything* we are involved in.

Compassion & Kindness, Hope, Connection & Belonging.



SEMH Infolink Portal



[Home](#) > [Pupil Support & Welfare](#) > Social, Emotional and Mental Health Portal for Schools, Colleges and Settings

Social, Emotional and Mental Health Portal for Schools, Colleges and Settings

| | | | |
|---|---|--|---|
|  National Guidance |  Is It An Emergency? |  Let's Talk Recovery and Returning to Education Settings (Covid-19) |  Essex Guidance and Let's Talk Resources |
|  SEMH and Healthy Schools Newsletter |  SEMH Jargon Buster |  SEMH Training |  Teaching Resources and Assessment Tools |
|  Useful Links, Advice and Support |  What is SEMH? | | |

https://schools.essex.gov.uk/pupils/social_emotional_mental_health_portal_for_schools/Pages/default.aspx

Emotional Wellbeing and Mental Health

Four posters have been produced to support staff in school/settings to help children and young people who may be experiencing key areas of mental health needs:

Essex County Council Education
Let's Talk:
Disordered Eating

Disordered eating has been identified as an increasing concern for all ages.

If you are worried about a child or young person's eating, body image or changes in their weight, there are things you can do to help.

If you are noticing any changes from a child/young person's presentation, be curious with the family to find out more. Remember to discuss confidentiality agreement and boundaries with the pupil before having conversations with them.

Look

- Are there changes in eating and exercise habits?
- Are there fluctuations in weight and mood?
- Are the signs of fatigue, dizzy spells and low concentration?
- Are there rituals and routines around meal times?

Listen

- Distorted views about body image
- Preoccupation with diet and exercise
- Seeking to control aspects of their life
- Indicators of stress or hopelessness

Say

- "I've noticed... and I'm wondering what's happening?"
- "Let's think about this together."
- "Help is available for you."

Do

- Offer emotional support and let them know you care with regular check-ins
- Think with the child/young person about distraction and calming techniques e.g. music, breathing exercises, writing their thoughts down
- Make reasonable adjustments
- Let's Talk Disordered Eating Guidance https://schools.essex.gov.uk/pupils/social_emotional_mental_health_portal_for_schools/Pages/lets_talk_smh_resource_suite.aspx
- Follow your policies and procedures for Safeguarding

Signpost

- BEAT www.beateatingdisorders.org.uk
- Essex Wellbeing Service 0300 303 9988
- Educational Psychology in CAMHS helpline: EMHSchools@advice.essex.gov.uk
- SET CAMHS: Freephone 0800 953 0222 or email SET-CAMHS/referrals@nelft.nhs.uk

Essex promotes the values of Trauma Perceptive Practice (TPP) in all that we do:
Compassion & Kindness Hope Connection & Belonging

Other topics available in this series of posters:
Self-injury, Loneliness & Isolation and Social, Emotional and Mental Health Pillars.

If you found this poster useful and would like to propose more themes to add to the range, please get in touch: senstrategy@essex.gov.uk

Essex County Council Education
Let's Talk:
Loneliness & Isolation

Loneliness and isolation have been identified as an increasing concern for all ages.

If you are worried about a child or young person feeling lonely or isolated, there are things you can do to help.

If you are noticing any changes from a child/young person's presentation, be curious with the family to find out more. Remember to discuss confidentiality agreement and boundaries with the pupil before having conversations with them.

Look

- Are they spending increasing time on their own?
- Are there changes in their engagement in social situations?
- Are there changes in their relationships with friends and family?

Listen

- Others saying that they are not engaging as before (slubs etc)
- Crying, sadness, low mood, anger, expressing their loneliness
- Changes in connection-seeking behaviours

Say

- "I've noticed... and I'm wondering what's happening?"
- "Let's think about this together."
- "Help is available for you."

Do

- Offer emotional support, let them know you care with regular check-ins
- Divide them and their peers in acts of kindness and belonging
- Think with the child/young person about distraction and calming techniques e.g. music, breathing exercises, writing their thoughts down
- Devote encouragement and scaffolding where needed
- Let's Talk Best Practice for Supporting Engagement http://schools.essex.gov.uk/pupils/social_emotional_mental_health_portal_for_schools/Pages/lets_talk_smh_resource_suite.aspx

Signpost

- Essex Youth Service www.youth.essex.gov.uk
- Kauffman www.kauffm.com & Togetherall togetherall.com/en-gb
- Essex Wellbeing Service 0300 303 9988
- Educational Psychology in CAMHS: educationalpsychology@CAMHS.essex.gov.uk
- Shout text service: 83288

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Essex County Council Education
Let's Talk:
Self-injury

Self-injury has been identified as an increasing concern for all ages.

If you are worried about a child or young person self-injuring, there are things you can do to help. If you are noticing any changes from a child/young person's presentation, be curious with the family to find out more. Remember to discuss confidentiality agreement and boundaries with the pupil before having conversations with them.

Look

- Are there signs of repeated or ritualistic self-injury?
- Are there signs of scratches, lacerations, scuffs and bruises?
- Are there signs of soiled and torn marks of cloth?
- Are they wearing clothes specifically to cover up?
- Are they seeking to control aspects of their life?

Listen

- To the story about the injury
- To the account from another person describing the injury
- For indicators of stress, hopelessness and/or anger
- Distorted views about self-harm and relationships

Say

- "I've noticed... and I'm wondering what's happening?"
- "Let's think about this together."
- "Help is available for you."

Do

- Be curious first and offer emotional support, let them know you care with regular check-ins
- Think with the child/young person about distraction and calming techniques e.g. music, breathing exercises, writing their thoughts down
- Make reasonable adjustments to the school day for the child/young person, so they feel supported through this difficult period in time
- Follow your policies and procedures for Safeguarding

Signpost

- Self-harm management toolkit: https://schools.essex.gov.uk/pupils/social_emotional_mental_health_portal_for_schools/Pages/lets_talk_smh_resource_suite.aspx
- 0300 303
- Essex Wellbeing Service 0300 303 9988
- Psychics www.psychics.uk
- Educational Psychology in CAMHS: educationalpsychology@CAMHS.essex.gov.uk
- SET CAMHS: Freephone 0800 953 0222 or email SET-CAMHS/referrals@nelft.nhs.uk

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Essex County Council Education
Let's Talk:
Social, Emotional & Mental Health Pillars

In Essex we believe that all children, young people and families are entitled to a holistic approach to support their emotional wellbeing and mental health needs. This needs to start with a whole school/setting approach.

This should include support that is 'ordinarily available' for all children and young people in Essex. Some may also require additional support provided with more personalised intervention programmes, through either 'targeted' or 'specialist' support packages. All of these approaches require short, medium and long term planning.

Pillars of Support

Pillar 1: Relationships providing the compassion and kindness

A key component to support our holistic development is having consistent opportunities to make and maintain meaningful connections with others. For most children and young people, their daily goal is going to school is not just to learn, but to see their friends. This provides them with a sense of self-worth and belonging that only a peer group can offer.

Pillar 2: Openness and understanding providing the hope

Hope enables individuals to look forward in life instead of being stuck in the past. Opportunities for growth is the hope. It enables people to bounce back from stressful life experiences with increased resilience.

Pillar 3: Time and space to be free and fun providing the connection and belonging

Connecting with others makes us feel safe and provides a sense of belonging that we all need. Improving someone's relationships within their positive social network increases their resilience. Being kind and connected is the best thing we can do for each other. Everyone must have quality relationships with at least one adult and one friend.

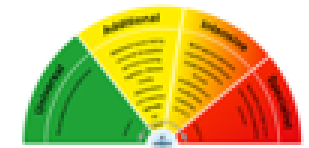
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Social, Emotional and Mental Health Portal for Schools, Colleges and Settings - Essex Guidance and Let's Talk Resources

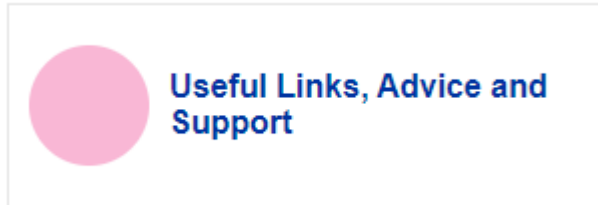
Accessing support Signposting



It is important that families access the right support to meet their emotional wellbeing needs, from the most appropriate services. Schools/settings are well placed to be able to offer support and signpost families as a result of the consistent relationships and regular contact they have.

This document is designed to enable school/setting staff to navigate the support provided by Essex County Council and partners for Essex families.

Please note, this document does not capture everything that is available, but instead acts as a starting point for exploring what is available at the varying levels of need and intervention. The embedded links will take you to further information.



- Essex Directories
- Advice for Education Settings
 - Essex Based Support
 - Whole School Approach
 - Staff Helplines
 - Support for Presenting Needs
- Advice for Children and Young People
- Advice for Families

| Universal / Coping | Additional / Getting Help | Targeted / Intensive / Getting More Help | Specialist / Getting Risk Support |
|--|---|--|--|
| School and community-based provision SEMH InfoLink Portal Essex Child and Family Wellbeing Service Essex Schools InfoLink Covid Update Pages Event Family Matters Think Family Approach Essex Local Offer Essex Youth Service | Community based provision Essex Wellbeing Service 0300 303 9955 Team Around Family One Planning Mental Health Support Team (where available) ECFWS Children's Wellbeing Resilience SEMO Quadrant Teams EP Parent Helpline 01246 433293 (Mon & Weds 1pm-5pm) CAMH/EP school's helpline Thursday 9am-5pm essex@essex.gov.uk | CAMHS single point of access 0300 300 1600 (Mon-Fri 9am-5pm) Family Solutions 1-2-1 support for parents through voluntary engagement Families Hub 0345 603 7637 | CAMHS Crisis Support 0300 963 0222 NELFT Urgent Out of Hours: 0300 666 1200 Contact the family's Mental Health Support Worker or Care Coordinator (if relevant) Essex Crisis Management page NHS 111 Life-threatening Emergency 999 |

*Please note: [Safeguarding](#) applies to all levels



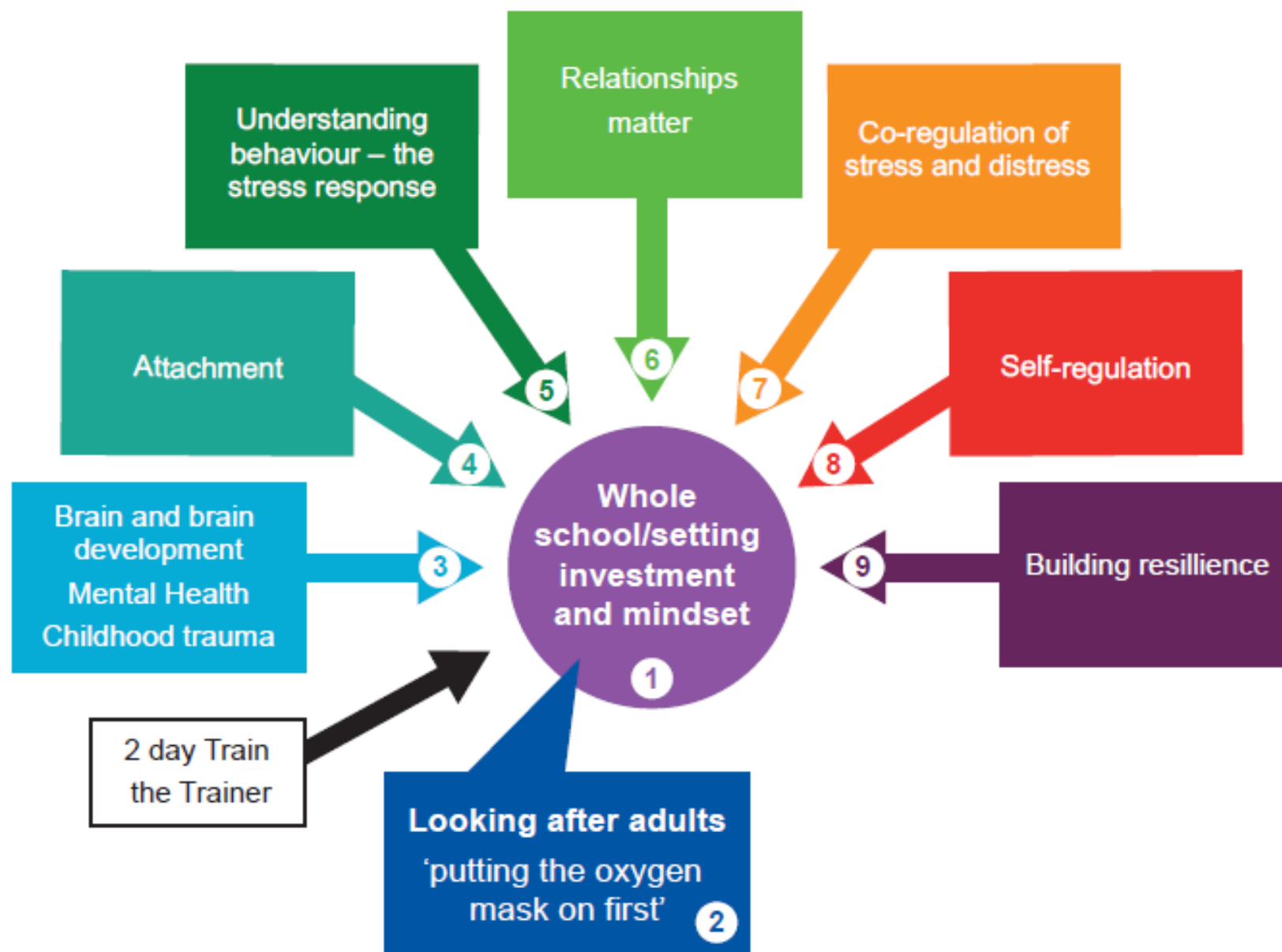
The Essex Approach to Understanding Behaviour and Supporting Emotional Wellbeing

Updating the way you can adopt and embed TPP in your schools based on the feedback we have received.

2 options

- 1) New Intermediate shorter version
- 2) Advanced longer version

| Essential Overarching Principles from Elements 1 and 2 | |
|--|-----------------|
| Values | Staff Wellbeing |
| TPP Language | KASH Reflection |





Intermediate TPP Training Approach

The shorter version includes the essential principles and content for understanding along with all the practical approaches, strategies and tools. This amounts to approx. 5 hours of whole-school/setting CPD.





Benefits for the Advanced Version

- ✓ Become and be recognised as a Best Practice TPP School because of the breadth and depth of what has been covered
- ✓ TPP for families is available
- ✓ PRICE 3 day train the trainer
- ✓ Achieve and maintain the Healthy Schools Award





Complementary training

- ECC Partnership with PRICE for Restrictive Physical Intervention
- Active Essex – physical activity for emotional wellbeing
- Essex YOS – restorative practices
- Resilience programme (SEMH info link and Hive)

SEMH Support and Training

semhstrategy@essex.gov.uk

Critical
Incident

Designated
Mental
Health Lead

EPs in
CAMHS

schoolscommunication@essex.gov.uk

educationalpsychologyCAMHS@essex.gov.uk

SEMH Training

Plus Additional Training:

Provided by ECC Education Teams

- [Attachment Aware](#) – 1 day virtual training, delivered by the Virtual School
- [Maximising School Attendance](#) – half day virtual training, delivered by the Educational Psychology Service
- [Bright Minds Bright Moods](#) – 8 week programme for KS2-4, delivered by the Educational Psychology Service
- [Assessment and Intervention Pyramid](#) - 1 hour training, delivered by the Educational Psychology Service
- [Solution Oriented Meetings](#) – delivered by the Educational Psychology Service
- [Let's Talk the Risk of Reducing Suicide](#) – 10 minute pre-recorded webinar to introduce the guidance
- [Being Restorative](#) - 1 day training, delivered by Essex Youth Offending Service
- [Think Family](#): How family experiences impact children and young people – 1 hour pre-recorded webinar, delivered by Educational Psychology Service and MHST

Other ECC Teams or External Providers

- [Essex Adult Community Learning](#) - a range of mental health and wellbeing courses
- [Mental Health First Aid England](#) - 1 day virtual training, developing skills and reducing stigma through understanding
- [Zero Suicide Alliance Training](#): - up to 1 hour suicide awareness training session aiming to give you the skills and confidence to help someone who may be considering suicide
- [CYP Psychological First Aid online course - FutureLearn](#) - 3 hours (across 3 weeks) online training
- [Training and Research | Child Mental Health Training | Anna Freud Centre](#) – a range of courses
- [Level 4 Award in SEMH from Eastern Partnership](#) - a training qualification suitable for staff in all education phases
- [Setting up a Peer Mentoring Programme – Anna Freud Centre](#) - evidence-based programme resources, training slides and evaluation information to successfully develop a peer mentoring programme in your school/setting



SEMHS Training



Priorities from the EWMH Strategic Partnership Board

1. Revisit the Thematic Review of Suicide – what else can we learn from when young people have taken their own lives?
2. School Attendance Difficulties including emotionally based school avoidance (EBSA)
3. Self-care development of advice and guidance
4. An emotional wellbeing and mental health conference
5. The Education Policy Institute (EPI) Pupil Wellbeing Survey

Pupil Wellbeing in Essex

All 12 districts making up the Essex local authority were represented in the survey. Surveyed schools included 38 in total. A random sample of 65 primary and 62 secondary schools were invited to participate out of a total of 550 state-maintained schools in Essex.

This random sample was supplemented by an opportunity sample to improve the number of primary pupils participating in the study.

Pupils surveyed were from years 6, 7, and 11 (referred to as 'headline year groups').

Key Message

Most pupils in Essex report wellbeing scores broadly in line with results observed in the most similar survey of pupils in the UK, the Good Childhood Report.

However, pupils in Essex have lower wellbeing relating to their appearance

- 26.7% report low wellbeing for this item in Essex compared with 11.7% nationally
- and
- Pupils across Essex feel less happy about how they use their time (16.7% report low wellbeing for this item in Essex, 6.1% nationally).

In line with national trends,

Younger pupils report higher rates of wellbeing than older pupils.

10.6% of pupils in year 6 report low wellbeing, compared with 21.1% of year 11 pupils.

While there are no significant differences between younger boys and girls, **from year 7 onwards girls report lower rates of wellbeing than boys.**

Overall, girls in Essex report significantly lower wellbeing scores than boys.

This disparity is greater in later years, with over twice as many year 11 girls reporting low wellbeing than Year 11 boys.

While in Year 6 boys and girls report broadly similar scores.

Year 6 Key findings

Boys and girls in year 6 report broadly similar wellbeing scores across all wellbeing items.

Appearance stands out as the item with the largest differences between gender:

with 25.5% of Year 6 girls reporting low wellbeing in this area compared with 19.8% for year 6 boys.

Similarly, a significantly greater proportion of year 6 girls report low wellbeing in 'Choice' (happy about how they use their time)

compared to year 6 boys (14.8% and 10.4% respectively).

Wellbeing across ethnicity

Year 6 Key findings

Average wellbeing scores across ethnicities are broadly similar

Deprivation and wellbeing

Year 6 Key findings

In year 6, the data suggests a weak positive correlation between free school meals (FSM) quintiles and lower rates of wellbeing.

Average scores for 'Choice' and 'Appearance' are significantly lower in the most deprived quintile (6.2 and 6.3 respectively) when compared with the least deprived quintile (8.1 and 7.1 respectively).

We are proposing to complete another survey for next year

Looking to expand the scope of the survey on March 2023 to further explore the domains and drivers of wellbeing for pupils in Essex.

The updated survey questions:

These aspects include:

- how pupils feel about their school,
- their physical, mental, and emotional health,
- their hobbies, entertainment, and use of social media,
- as well as their appearance,
- relationships and local environment.

We hope the expanded questions will give both participating schools and Essex County Council a more focused understanding of areas of pupil's lives in need of support.

The survey will be for **secondary school pupils** only given the longer and more complex nature of the questionnaire.

SEMH Strategy Team

THANK YOU

semhstrategy@essex.gov.uk

View the SEMH Portal on the Essex Schools Infolink:

https://schools.essex.gov.uk/pupils/social_emotional_mental_health_portal_for_schools/Pages/default.aspx

ECC Education Directorate

New Guidance and Expectation for Attendance in schools.

November 2022



Essex County Council

Working together to improve school attendance

- Guidance published in May 2022 – statutory from Sept '23.
- Purpose to help maintain high levels of school attendance and improve consistency of support.

To do this, the guidance focusses on managing attendance by:

- **Preventing** patterns of absence from developing by promoting good attendance;
- **Intervening early** by using data to spot patterns of absence before they become persistent and working with families to remove the barriers to attendance; and
- **Targeting support for persistent and severe absentees** with all local partners working together to reengage pupils.

The 5 Key changes

- 1. Clarity of expectation:** schools, trusts and local authorities will all have clearly defined statutory roles for the first time, set out in a clear table of responsibilities;
- 2. Earlier intervention:** Schools will have legal responsibilities to proactively improve attendance for the first time (beyond existing requirements to record accurately) underpinned by timelier sharing of attendance data;
- 3. Support first:** All pupils and parents no matter where they live in the country will have clear expectations from their school, be informed about their child's attendance and have access to early intervention and **support first before any legal action** if it becomes problematic;
- 4. Targeted whole family support:** Attendance teams in LAs will work in tandem with early help to provide a whole-family response with a single assessment, plan and lead practitioner;
- 5. Independent schools:** data will be collected for the first time, and will receive the same support from LAs (which currently happens in some LAs but not others).

National Guidance key headlines:

- Recurring message from the DfE – not expecting reintroduction of EWS-style service;
- Persistent Absence – indicator of vulnerability and safeguarding risk;
- Severely Absent (Below 50% attendance);
- No additional funding expected;
- Levelling up tool – all pupils, ‘early’ access to support, barriers to non attendance removed – regardless of where they live;
- Schools and Safeguarding – Inextricably linked (Vital universal frontliner).



Expectations of Local authorities:

- Clear strategic approach required across Essex which focusses on improving attendance;
- Core offer of support to be available to all schools via their LA – at no cost to schools;
- Schools and LAs to work together to discuss pupils of concern;
- LAs to provide advice and guidance – signposting and assisting with access to support, where needed, particularly where pupils are severely absent;
- Acknowledgement that punitive approach may prevent identification of underlying causes – “*support, support, support*”;
- To hold termly meetings with ALL schools – including independent schools.



As a school, you can expect:

- Termly attendance meetings with Attendance officer and/ or SEP;
- Template for termly discussions – consistency across the county;
- Named point of contact for attendance queries – Attendance Specialist Team (advice and guidance) / Attendance Compliance Team (legal intervention);
- Focus within guidance:
 - At risk of becoming persistently absent;
 - already persistently absent;
 - severely absent;
 - pupils with SEND/medical illness + poor attendance;
 - pupils with a social worker (extended role of the Virtual School); and
 - Sharing of good practice / regular updates from the LA in relation to attendance (half-termly bulletins, training opportunities – responding to identified need).



Do take advantage of continuing provision

Access to Early Help Drop-Ins – held weekly, one per quadrant, key partners available to assist/signpost – positive feedback.

Maximising School Attendance Toolkit – reviewed and updated to be with schools soon – Let's Talk We Miss You.



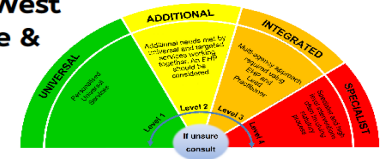
West Essex

EARLY HELP DROP-IN



Every Thursday 12:00pm – 13:00pm

This session is designed to give partners in West Essex who work with children, young people & families the chance to: discuss anonymised cases, gain peer support, be signposted to advice & help to answer general questions



These sessions will be facilitated by Fiona Bailey, Lead for Partnership Delivery (West), who will be regularly supported by our panel of subject experts including:

Children & Families Hub / Family Solutions Team Around the Family Support Officer (TAFSO)
Specialist Nurses / Senior Attendance Specialists
Essex Youth Service / ECFWS and others

Click [HERE](#) to join the session

For more information email Fiona.Bailey@essex.gov.uk

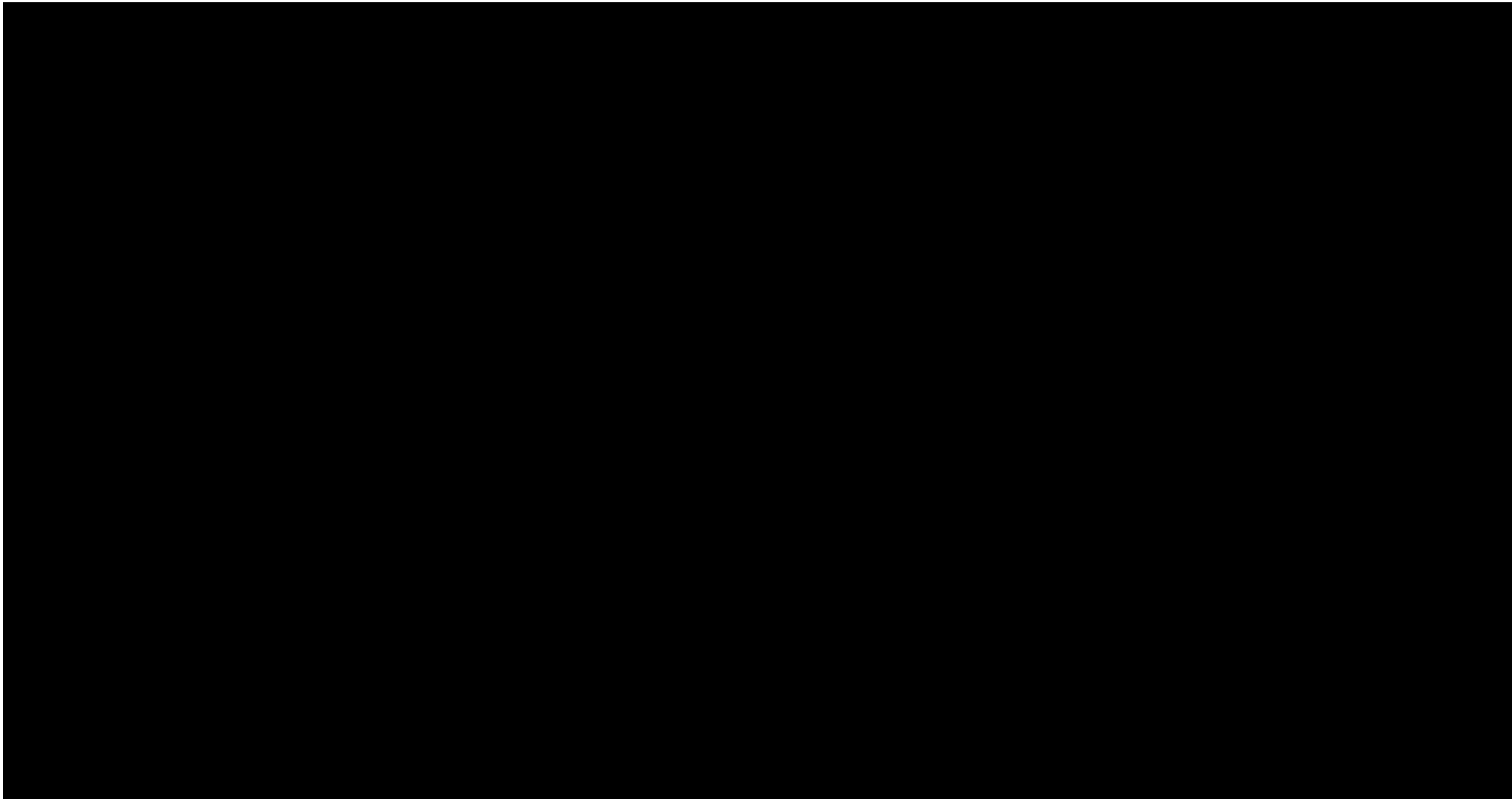
PLEASE NOTE - These sessions **DO NOT** replace work undertaken by the Children & Families Hub as outlined in [Effective Support for Children & Families in Essex](#)



Lead for Partnership Delivery West Essex



Student Voice



Case Study



ECC Education Directorate

Update on Year of Reading



Support for Early Reading and Phonics Spring 2023



The Essex Education Task force has made funding available to enable:

- All schools will be able to access the advice and training to support Early Reading and Phonics teaching
- Phonics/English leads in each school will be invited to 3 sessions commencing January 2023, led by specialists from Essex Teaching Hubs and supported by the partnership SEP, to supporting auditing of reading and early phonics materials in schools through peer review.

Alison Fiala, Head of Education & EY (Mid) will be writing to schools shortly outlining key details, contacts and timelines for the training.

Support for Early Reading and Phonics Spring 2023

Training

Session 1:

Using the DfE Reading Framework to support leaders to audit Reading and phonics teaching across Key Stage 1 (online). This session will also include resources and support available to schools from the Hubs to improve Reading and phonics

Training

Session 2:

Subject leaders will be taking part in an audit led by the specialist from the Teaching Hub (school based)

Auditing

Gap task – Peer review in small groups across the partnership (school based)

Training

Session 3:

Evaluation and sharing practice from the schools in the partnership (online)

Partnerships will be invited to attend these sessions by the partnership SEP, there is no cost to the schools, training is funded by the Task Force as part of Year of Reading.

Other updates for information:

Essex Agreed Syllabus for Religious Education

Copies of Essex RE Syllabus should have arrived in schools early November

This syllabus, to be implemented by LA Maintained schools from September 2023, reflects significant developments in education in religion and worldviews.

Training - 15th November 2022.

This training is for all schools who use the current Essex Agreed Syllabus for Religious Education which is changing from Autumn 2023. It is a repeat from Spring and Summer 2022 sessions. There is no charge for the training.

Booking and zoom link available from reverett@chelmsford.anglican.org Consultant to Essex SACRE

Disadvantaged Strategy

Completion of the Summary Reflection Tool Framework and Disadvantaged Champion Registration for 22/23 via the QR Code and send to Education.PBI@essex.gov.uk .

The completion of this tool will register your school and you as the designated champion for continued support this academic year.

Support this year: As part of your registration for this academic year you will receive the following:

- Termly virtual training with Marc Rowland, Essex Disadvantaged strategy leads and experts on the relevant topic: **Next is 8th December at 3.30pm via TEAMS, topic is Language and Communication**
- Access to a termly Disadvantaged Clinic to share learning between champions and build networks of support.
- Reduced price ticket for the Essex Disadvantage Conference 2023, speakers include Professor Becky Allen and Sarah Green (EEF Literacy specialist). More details to follow.
- Governor training with Emma Knights – National Governance Association.
- Regular emails with updates including recent research.

