

**MINUTES OF THE 2022 SPRING TERM
EDUCATION TEAM UPDATE FOR ESSEX PRIMARY HEADS' ASSOCIATION**

Tuesday 1st March – online

Recording available at <https://youtu.be/Lj3DIb7bpU0>

Action

1. WELCOME, THANK YOU AND NOTICES

- a) Clare Kershaw, Director for Education, sent her apologies for the meeting. Lisa Fergus, (Assistant Director South) welcomed those present, extending a particular **welcome** to the new (or new in post) headteachers in each area, who are:

North East

Hannah Coyle	Fingringhoe Primary (Acting Headteacher)
Nathan Kempster	Ardleigh St Mary's Primary (Acting Headteacher)
Rebecca Loader	Stanway Primary

South

Gareth Allen	Vange Primary (Executive head)
Sarah Carswell	Vange Primary (Head of School)
Liam Daley	St Helen's Catholic Juniors, Brentwood (Acting head)

West

Shaun Kelliher	Holy Cross Catholic Primary Academy (Acting Head)
Sarah Noden	Chigwell Row Infants (Executive headteacher)
Marnie Tait	Manuden Primary (Acting Head)
Justine Brooks	Thaxted Primary (Acting Head)

- b) **Thank you and farewell** to those headteachers who are retiring or leaving their current post this term:

North East

Ruth Cornell	Kings Ford Infants and Nursery
Cherry Curle	Engaines Primary

South

Nicola Bache	Glebe Primary
Shelagh Harvey	Ingatestone Infants

West

Amy Dowling	Chigwell Row Infants
Sonia Strickland	St Mary's Hatfield Broad Oak/Little Hallingbury
Nikki Willis	Flitch Green Academy

Mid

Michelle Keeling	Rayne Primary
Lois Osbourne	Larkrise Primary
Mike Williams	Trinity St Mary's CE Primary

2. ESSEX EDUCATION TASKFORCE AND THE ESSEX YEAR OF READING

Presented by Anita Kemp, Head of Strategy Planning and Performance

The presentation started with a video recorded by author, Frank Cottrell-Boyce, about the importance of reading. The video can be accessed at <https://www.youtube.com/watch?v=h5rwcoNC0S4>

The Taskforce Board, chaired by Roy Blatchford, is independent of the LA, working on behalf of the system in Essex. The make-up of the Taskforce Board was shared with headteachers.

The agreed activity focuses on the following actions:

- Colleges – support young people to transition into colleges well – Transition coaches identified and in place (*EETF lead: Dan Pearson*)
- Transition coaches from year 6 to Year 7 – to have specific transition coaches to support young people transition into secondary school in order to prevent permanent exclusion. (*EETF leads: Harriet Phelps-Knights and Carole Herman*)
- Early Years – pre-school language – Building on the work being done as part of the Early Years Strategy training to be provided to settings on early language development, and to invest in the development of Communication Champions ensuring sustainability of above (*EETF lead: Jo Nice*)
- Year of reading – Every Essex child a confident reader. EETF will focus on reading programmes for years 6/7. (*EETF lead: Project group*)
- Outdoor education – Martin Solder to send nomination forms to schools via Task Force (*EETF lead: Martin Solder*)
- Research EPI – Impact of Taskforce on education in Essex. Wellbeing survey. (*EETF lead: Roy Blatchford*)
- Young people wellbeing – Mental Health support to secondary schools, investment in training additional mental health leads. TPP principles to drive this work. Survey developed to track individual children over a 3 year period. (*EETF lead: Carole Herman*)
- Leaders' wellbeing – Headteacher wellbeing; a designated wellbeing governor in each school; toolkit to be created and distributed. (*EETF lead: Linda Robinson*)

The Task Force has made a £1 million investment in reading, with a focus on the primary/secondary transition years: Years 6/7. Links to Essex Year of Reading 2022. There was an official launch on the 23rd February, with a number of satellite events in libraries over half term. [Essex Year of Reading launches - Essex County Council](#)

The aims of the Task Force reading programme are set out as:

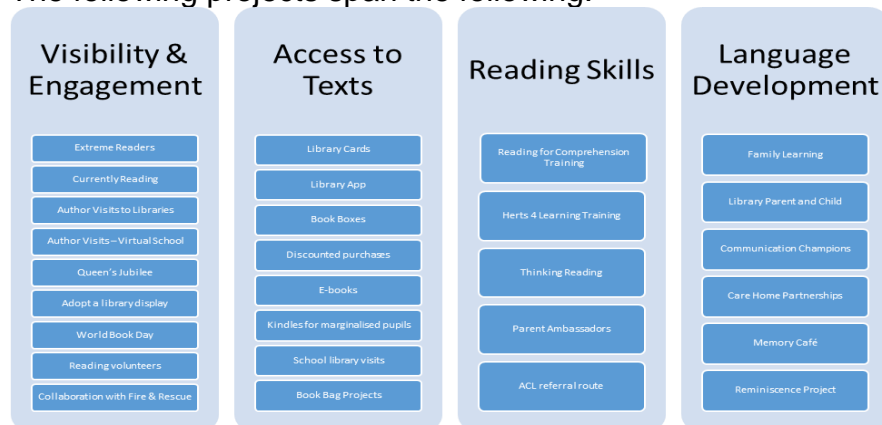
- Renewal: to support children and young people who have fallen behind with their reading over the past year.
- Equality: to read confidently is the golden key to being a successful learner
- Ambition: to ensure that every Essex child leaves school able to read at their age level or better.

The Education Taskforce has committed £1 million to the project over 12 months and Gareth Honeyford, Education Delivery Manager, is leading on the project, supported by Ian Fisher, Project Administrator.

Ian.Fisher@Essex.gov.uk – Project Administrator

Gareth.Honeyford@Essex.gov.uk – Project Lead

The following projects span the following:

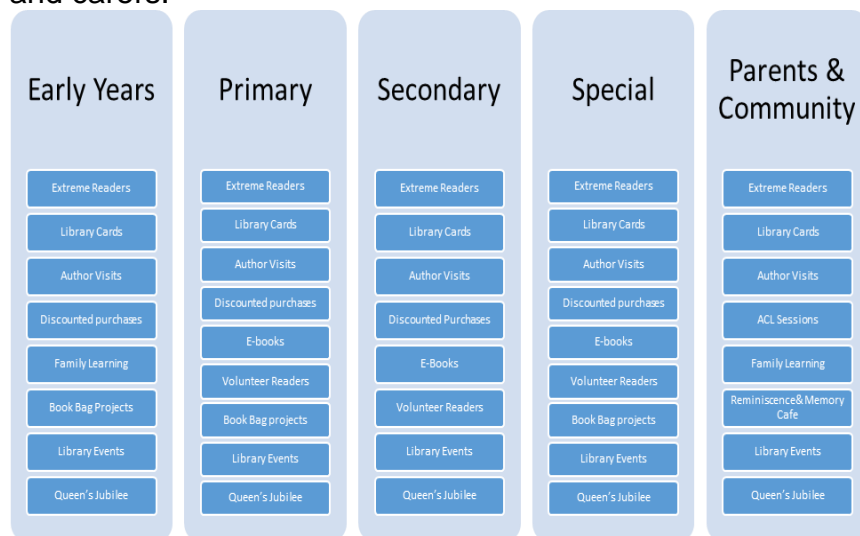


Year of Reading App

The Project Directory can be accessed at

https://schools.essex.gov.uk/info/News/Documents/EYOR_Project%20Directory_05a.pdf

The audience and activities cover the whole spectrum of education including, parents and carers:



Launch of the Essex Year of Reading App

Headteachers were encouraged to download the app, and to encourage parents/carers to do the same. The app includes information about helping children to learn to read and a vast amount of text. The app is connected with Essex libraries.

The Essex Year of Reading app is an initiative to inspire young people and families across Essex to read at any time, wherever they are. The app is free and will give children, young people and adult learners who want to improve their literacy and parents/carers seamless access to a digital library full of engaging texts.

Pupil library – includes poetry and fiction and non-fiction stories

Literacy boosting library – includes high-interest, phonics-based reading support

Parent/carer library – includes guides on how to support children's reading and wider learning

The main features of the app include but are not limited to:

- an introductory guide with information about how to navigate the app and the Essex Year of Reading e.g. competitions, events
- Offline and mobile access – readers can download texts to read offline on a mobile phone or tablet, anytime, anywhere
- Interactive experiences and immersive engagement via audio readings, animations and quizzes
- Updates and new texts added throughout the year
- Signposting to other reading opportunities such as Essex Libraries

Free workshop with broadcaster and children's author, Dermot O'Leary

On 15th March, from 1.15- 2.15 pm, Dermot will present live, via Zoom, to 500 schools and deliver a fun event based around his bestselling series of books, 'Toto the Ninja Cat'.

Dermot's books are targeted at readers aged 6-9 and are based on a true story – his own rescue cat Toto is almost completely blind with her other senses heightened!

Dermot has imagined Toto and her brother Silver's adventures in an alternative animal world. In his latest book, 'Toto the Ninja Cat and the Legend of the Wildcat' the heroes are sent to the Scottish Highlands to a bootcamp for naughty animals but find themselves on the trail of a mysterious wildcat. In this fun and interactive event, Dermot will chat to the audience about the real-life Toto, his favourite childhood books and

what he was like when he was at primary school! The event will also include a draw-along session with the series illustrator, Nick East, where children can learn how to draw Toto.

To sign-up please email Essex.yearofreading@essex.gov.uk with Dermot O'Leary Workshop as the subject line. Those who are successful will be notified and then sent a link to access the workshop closer to the date.

A library card for every child

Project Lead: Juliet Pirez, Head of Libraries

Essex Libraries are working with colleagues to ensure that all Essex school children get their own library card in celebration of Essex Year of Reading. Schools will work with parents to sign children up for their entitlement and cards will be delivered through the school. In future we hope that library cards are aligned with the school admissions process.

Further information: wendy.clark@essex.gov.uk

Adult Community Learning (ACL)

2 parent ambassadors are being recruited, funded by the Essex Education Task Force. One will be based in Harlow and one in Tendring. They will join the 2 already in post (Basildon and Colchester).

Each ambassador will recruit 30 volunteers, who each recruit 10 more. All participants receive training through ACL. Two Community Engagement Officers, one based in the south and one in the north of the county will have an information and guidance role and will aim to support parents to take up opportunities to enrol in family learning programmes and English programmes at ACL. Furthermore, ACL have developed a direct referral route for schools to signpost parents needing literacy support.

Further information: melissa.williamson@essex.gov.uk

The Developing Reading Comprehension programme

Project Lead: Rachel Pritchard, Lyons Hall Primary School

Rachel explained that the aim of the year of reading is to ensure that all children are reading at at least their chronological age when they leave primary school. The Developing Reading Comprehension programme is a 4 day training course which is based on best practice and current research. ECC will fund three-quarters of the programme, so the cost will be just £60 for each teacher who participates. Originally intended for primary schools, the content has been shown to be equally applicable to secondary schools. Rachel recommended that two teachers from each school would benefit from the training: e.g. the literacy coordinator and a Key Stage lead. Two programmes start in the summer term, two more at a later date. Participants will have access to the Hive Learning Platform, which provides resources and expertise.

The programme has been highly effective in supporting schools across all key stages to implement a whole-school approach to improving reading, in particular reading comprehension. The aim is to ensure that teachers have the knowledge to support children so that they leave school reading at the expected level or beyond.

Key elements of the programme that develop comprehension include:

- fluency – with a focus on prosody
- vocabulary – in context and imported vocabulary to show understanding
- reading stamina
- reading for pleasure
- activating and generating prior knowledge, including for text structures.

Delegates share their learning and resources using an interactive platform and so

practice is continually kept up-to-date. Teachers from across Essex and further afield have found that the strategies shared during the 4 days have had a significant impact on reading comprehension across the curriculum from early years to Year 11. Further information: rpitchard@lyonshall.org.uk

Herts for Learning reading fluency project

Project Lead: Justine McFarlane and Sonia Barber, Janet Duke Primary

A small group reading intervention that focuses on improving reading comprehension through decoding fluency and prosody, focused on the lowest 20% of children. The intervention lasts for 8 weeks and is taught for two 30 minute sessions each week, in groups of around 6 children from Year 6, as part of transition to Year 7. The first session focusses on prosody – this allows the development of the inner-voice, the inner picture and brings decoding to fluency level.

The young people then read the passage again three times before the next taught session. As decoding is fluent, the working memory has further capacity to focus on comprehension. Session two involves teaching and developing comprehension strategies and using these to answer questions.

Impact is measured through the YARC (York Assessment of Reading Comprehension) test and Herts for Learning are showing 2.8 years of reading comprehension age gain per intervention. 94 schools have already signed up to the programme.

Find out more information about

<https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks2-reading-fluency-project>

Sonia noted that teachers are welcome to view a session at her, or Justine's schools.

3. ESSEX RE SYLLABUS

Presented by Alison Fiala, and Ruth Everett

Ruth Everett has been commissioned by SACRE to develop the new RE syllabus for Essex schools, and to provide training for schools. The new syllabus will give schools a chance to engage with the new world of religion and beliefs, and the consider the needs of pupils.

Legislation requires that in maintained, community, foundation or voluntary schools without a religious character, RE is taught in accordance with the Local Agreed RE syllabus. Academies and free schools must teach RE within the requirements for a locally agreed syllabus, set out in section 375 (3) of the Education Act 1996 and paragraph (5) of Schedule 19 to the School Standards and Framework Act 1998. The requirements are that a syllabus must “reflect the fact that the religious traditions of Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain”.

RE must be included in the curriculum for all registered pupils, including pupils in reception classes and sixth forms, but excluding:

- Pupils in nursery schools or nursery classes in primary schools;
- Any person aged 19 or above for whom further education is being provided at school; and
- Any person over compulsory school age who is receiving part-time education.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190260/DCSF-00114-2010.pdf

<https://www.gov.uk/government/publications/re-and-collective-worship-in-academies-and-free-schools/religious-education-re-and-collective-worship-in-academies-and-free-schools>

Local Agreed Syllabus

The current Essex Agreed Syllabus for Religious Education March 2015 will remain in place during the year of implementation 2022/2023. From Autumn 2023 the current syllabus will be withdrawn.

The new syllabus is now available <https://essexprimaryheads.co.uk/files/essex-approved-ee-syllabus-approved.pdf>

Initial training for the new syllabus begins in the spring term 2022. During the summer term there will be an opportunity to attend a Q and A session in response to the initial training. Further support will be offered by Essex SACRE in the summer and during the year of implementation, including consultation with schools and networks.

Training sessions Spring Term 2022

Date	Focus	Who attends
Thursday 3 rd March 4pm – 5pm	Lens Training – Human and Social	Schools who attended the initial training on 8 th February
Friday 4 th March 9am-12pm	An Introduction and Overview of the new Essex Agreed Syllabus 2022	Schools who have NOT previously attended training this term. This is a REPEAT SESSION
Thursday 10 th March 4pm-5pm	Lens Training – Human and Social	Schools who attend Initial training on 4 th March. This is a REPEAT SESSION
Tuesday 15 th March 4pm – 5pm	Lens Training - Theology	ALL SCHOOLS who have attended the initial and first lens training.
Tuesday 29 th March 4pm – 5pm	Lens Training - Philosophy	ALL SCHOOLS who have attended the initial and lens training.

All sessions will be recorded and available to schools following completion of this Spring Term training. Opportunities to engage with further training during the year of implementation 2022-2023 will be circulated by Essex SACRE following completion of this initial training and incorporate feedback from schools.

Key messages – the purpose of RE

Religious literacy – this means that pupils will have the ability to hold balanced and well-informed conversations about religion and worldviews. Pupils will be able to make sense of religion and worldviews around them, and begin to understand the complex world in which they live. RE is primarily about enabling pupils to become free thinking, critical participants of public discourse, who can make academically informed judgements about important matters of religion and belief which shape the global landscape.

Designing a progressive, coherent and balanced curriculum for Key Stages 1, 2 and 3.

1. Religions and worldviews
2. The suggested core questions
3. Ensuring continuity and progression
4. The core knowledge and non-statutory age-related expectations
5. Check for balance
6. Creating YOUR scheme of learning

The SACRE consultant Ruth Everett can be contacted by e-mail reverett@chelmsford.anglican.org to further support.

4. **LEADERSHIP WELLBEING**

Presented by Stephen Chynoweth

Stephen acknowledged the challenges of the last two years, and the impact on schools leaders.

The LA has had a key focus on governor training, so that they understand the importance of leadership wellbeing. A survey has been circulated to governors, and there have been about 200 responses. A follow up webinar is being held on Tuesday 22nd March. There is a dedicated page on the Essex Schools Infolink [Headteacher Wellbeing - Headteacher Wellbeing \(essex.gov.uk\)](https://www.essex.gov.uk/headteacher-wellbeing)

The Local Authority has prioritised the wellbeing of headteachers and the ECC Wellbeing Strategy is aligned to the Trauma Perceptive Practice approach, which is the Essex approach to understanding and supporting behaviour. This is a long-term strategy, with a genuine focus on professional wellbeing. It will support headteachers and, in turn, impact on retention and recruitment and will equip leaders to provide the best outcomes for the children of Essex. The slides from the meeting included information and links about a number of support mechanisms, including Head Rest and Education Support.

The EPHA survey highlighted the importance of family and friends and colleagues, but also the support from governors.

Essex Education Task Force Toolkit for governors and trustees to support leadership wellbeing.

This Toolkit has been put together in direct response to widespread agreement that governors need to pay particular attention to leaders' wellbeing. Good governing bodies have done this for years, but the events of the past 24 months have thrown leaders' wellbeing into sharp focus.

[Book Creator - Essex Education Task Force Toolkit](#)

5. **BRINGING THE INCLUSION FRAMEWORK TO LIFE**

Presented by Catherine Hutley, Assistant Director, Mid

The Inclusion Framework is a key part of delivering effective SEND support, particularly focusing on early intervention. The framework is a non-academic framework that is suitable for all ages, focusing on the skill sets that a child/young person needs to access education and to seek eventual employment, including independence, resilience, health and well-being, without the need for a label, diagnosis or protracted statutory process.

The Inclusion Framework aims to avoid unnecessary complex (and expensive) intervention, including avoiding the use of EHCPs where they are not absolutely necessary. This will help reduce the burden on statutory administration and intervention, and should offer appropriate support to those children and their schools. In addition the aim is to achieve a reduction in out of county placements and transfers.

The Inclusion Framework: Lives without Labels, is a practical way of working supported by an outcomes framework, a digital solution and a toolkit, which together supports inclusive practice a whole school and individual child level. It has been created to enable both early and accurate identification of need and appropriate outcomes-focused intervention. The process follows the Assess-Plan-Do-Review cycle and aligns with current LA strategies. The Inclusion Framework will be made available to all schools, settings and other professionals across Essex.

Catherine Hutley explained that the LA is piloting the Framework with a number of schools (particularly in Mid) and involving other children's services such as Social Care. Following the development and discussion of the Framework in phase 1, the rollout of phase 2 is now taking place – working with individual and small groups of children, particularly those in crisis or at risk of exclusion.

Three headteachers gave examples of current projects in their schools, which are predominantly focused on children who have suffered trauma, or those who have been particularly affected by the restrictions and lockdown as a result of the pandemic.

Clare Griffiths, headteacher at Dunmow St Mary's Primary, noted that when the specialist service was redesigned, their school lost the specialist teacher they had worked with for years. A new LAC pupil joined the school who had complex special educational needs, and was at risk of permanent exclusion. The school reached out to the Inclusion Partner, and developed a package of support using the Inclusion Framework pilot. Clare noted that this was very different from the process that the school was used to; they completed the inclusion framework and wrote a case study which was child-centred – the onus was on the school to do the leg-work, and the paperwork was time-consuming, but no more than completing the process for an EHCP. They held a meeting with professionals and designed the support, including alternative provision for two days a week on a farm where children could take part in outdoor learning and social skills. The child started at the farm immediately and the outcomes have been entirely positive; she is now able to access school as well as the alternative provision. This has changed the leadership thinking in the school, and addressed a crisis in this child's life, rather than labelling her for her whole childhood and young adulthood.

Amanda Buckland-Garnett, headteacher at Collingwood Primary, explained that the school has always had a high level of SEN and children with complex needs and is, arguably, a victim of their own success, with many parents choosing the schools because of their expertise and experience. The pilot project, unusually, focused on a cohort in Year 1, most affected by interrupted schooling as a result of Covid. Amanda and her SENCo worked through the Inclusion Framework, and chose two statements to focus on: to be able to recognise a problem; and to interact positively with each other. The school then introduced lots of activities, including setting up an internal provision, teaching children to play games (and ensuring that Midday Assistants understood the purpose of this). Moulsham Junior School was extremely helpful supporting the process as they have already set up a similar provision. The Year 1 cohort now has focused outdoor learning, each Wellie Wednesday (whatever the weather).

The school wanted to ensure that there was consistent messaging and communication with parents, as well as a shared understanding of how children were progressing, and this has been a focus for the project. The school's SENCo has developed detailed criteria and a robust referral process for access to the internal provision, which is now available to pupils across the school.

The school had some funding from the pilot, and also uses Pupil Premium grant funding. Staff appreciate the fact that they can now be proactive rather than waiting for outside professionals to offer support.

Karen Riches, Head of School at Kings Road Primary, explained that historically they have high levels of SEN, which have increased during the pandemic. Their work with the Inclusion Framework is part of a wider strategy, including their involvement with TPP.

The school is running two projects, one in year 5, involving 8 children who are at risk of exclusion. They are setting up a Forest School provision, and have broken down what these children need to access the curriculum and education.

The EYFS cohort includes 10 children who really need one-to-one support. The school has worked with Carol Rushen to source support and provision from other agencies, including from special schools, helping the school to determine what these children need. Every term the school accounts to the Inclusion Partner to track progress.

All of the headteachers noted that they would welcome visits to their schools, to see the Inclusion Framework projects in practice.

Alex Abercrombie noted that ECC has commissioned an external company to undertake research and evaluation of the Inclusion Framework pilot. The schools taking part in the Inclusion Framework pilots are being asked to evaluate the effectiveness of the projects, along with child and parent interviews. The final report is due in March.

A survey has been sent to all schools to determine what is currently missing in the system, including support, intervention and advice. All headteachers were encouraged to complete the survey.

6. SEND WORKSTREAM FOCUS

Presented by Ralph Holloway, Head of SEND Strategy and Innovation

Ralph set out the current challenges faced by both the Local Authority and schools in relation to SEND provision, and the reasons for the current workstream activities:

Capacity and sufficiency:

- Budget pressures – the High Needs Block is reasonably healthy (and not as overspent as a few years ago) but there are significant pressures on funding.
- Specialist provision
- Resource/support for mainstream, therapies and EPs. There are particular pressures around Speech and Language Therapists, and Educational Psychologists; ECC is trying to recruit, but there is a shortage. A number of SALTs have left the country; this is a national problem. The LA is considering a layered approach.
- ECC SEND Ops teams under increasing pressure, mainly because of the sheer number of pupils in Essex, and therefore a high level of need. 11,000 plans create a lot of work.

Quality

- Ofsted/CQC findings
- Parental feedback and complaints
- Tribunals
- Feedback from partners – generally positive from schools and settings, but there are concerns as well.

Inclusive Essex

Do we have a consistent approach across our schools and settings around inclusion? Ralph is due to receive a report following research mapping where SEN children and young people live, and does this match with where they are at school/setting.

The data speaks for itself – it is the growth that it most challenging.

Tribunals – almost doubled

178 registered in 2017 (2% of all appealable decisions)

334 registered in 2020 (3% of all appealable decisions)

National average is 1.7%

More parents are unhappy about the decisions that are made; this may be about a

refusal to assess, or increasingly their choice of school (particularly if they want to go to an independent special school, even if there is a suitable setting in the county).

EHCPs

7,288 in 2016, now over 11,000. Forecasts suggest that it will over 12,000 by 2025; this is not sustainable to continue the reliance on EHCPs. The Inclusion Framework may help address some of this.

Special school places

2293 pupils in Essex special schools in 2015; 3,217 pupils in Essex special schools in 2021 – 40% increase. The special school estate has grown through a lot of investment, including new schools. The future build cannot keep pace with this growth, or the cost of place funding (£9 million alone) or top up. The forecast suggests another 516 special school places will be needed by 2025 if the trend continues.

The SEND Strategy sets out the vision for SEND in Essex

A local area strategy that sets out the vision, aims and ambitions for the SEND System in Essex, how they will be achieved and how success will be measured.

The strategy includes:

- Purpose/ Introduction
- Our Pledge
- Vision for SEND in Essex
- The strategy test
- Actions
- Outcomes
- Success measures

Barriers include parental confidence and understanding of a new system. Schools need support including training, strategic leads for specialisms. One of the biggest challenges is the changing needs of pupils, and this will need careful budget management and resourcing, through the SEND Sufficiency Strategy.

Continuous improvement includes:

- EY SEND processes, response and support
- 20 week process improvements
- Transitions
- Participation and Inclusion
- Training
- Review of SEND OD
- Links with social care
- SEND governance

Other workstreams include preparing for adulthood; systems data and recording; emotional wellbeing work (including TPP and SEMH work); the response to the SEND inspection in 2019; and the Inclusion Framework.

Ralph outlined the work that has been done in response to the inspection:

Quality of EHC Plans

Workstream led by Clare Kershaw, Director of Education (ECC)

High level actions include:

- End to end process review and re-engineering to deliver improved EHCP processes (including annual review)
- Develop options for new processes

- Review funding options
- Implement practices to drive improvement in quality of plans (including training, multi agency moderation, quality assurance)

The launch of EHCNA (Needs Assessment) improvements has seen a renewed commitment from schools and increased engagement with the panels. The feedback from mainstream schools has been largely positive and SENDOps has appreciated the input from headteachers and SENCOs, which gives them a different perspective on the experience of children and schools.

Every EHCP assessed is given a rating based on the four Ofsted scores: outstanding, good, requires improvement, inadequate. The quality of plans is moderated in quadrants, and then by a county-wide panel. This should ensure consistency and brings in different approaches and perspectives on the content of the plan. The moderation process should offer assurance that no plan which is judged to be RI or inadequate will be published; this might, however, delay the process.

Ordinarily Available framework

50 schools attended training in the week commencing 24 January, and 20 of those have agreed to become early adopters.

The Ordinarily Available framework is set out as 3 layers:

1st layer: Universal – that is what is usually available in the school setting

2nd layer: Additional to

3rd layer: Different from

The OA framework is being developed simultaneously with Health and Social Care colleagues.

When using the framework, schools are asked to choose their starting point, which may be one of two focuses: the whole school ethos, or the inclusive teaching framework. The framework is being introduced between now and Easter; resources for young people (including training) and activities for parents are being developed for the summer term.

In June there will be an evaluation of the early adopters to agree the standards and content, and the aim is to make the framework available to all schools, early years settings and colleges in September.

Over identification of MLD/ Accurate Identification of Need

The issues around the over-identification of MLD were predominantly around data. There was a clear correlation between the under-identification of speech and language needs. Following training and more accurate assessment, the Essex data is now more in line with national (census data). Case studies are now being developed to understand the changed experience of parents, exploring whether identification is now more accurate and appropriate support is in place.

Joint Commissioning

RH gave an update on the progress on joint commissioning, which encompasses a number of strands. There has been work in the diagnostic pathways for autism and ASD, and the Essex Family Forum has published a document, Supporting Your Neurodiverse Child.

<https://essexfamilyforum.org/parent-surveys-and-feedback/resources-for-families/>

The work on the therapies workstream is in progress; there is continued inconsistency across the county. Following mapping and gapping, there will be consideration of models of delivery.

SENDIASS is currently centrally run. Funding is being given to support other external advocates who could add value to the system.

The Local Offer is being re-developed. A tender is out to build a new platform, and the expectation is that a new Local Offer will be in place in September.

Engaging health continues to be a challenge, but where it works (particularly in West Essex) this has added value to the identification and support provided for children and young people.

7. CLOSE

Lisa Fergus closed by thanking the presenters and particularly the headteachers who had shared information at the meeting. She stressed that headteachers are continuing to do an amazing job, and are a huge credit to families in Essex.

8. DATES AND TIMES OF FUTURE MEETINGS

Area Heads Meetings

Spring term 2022

N-EAST	Wednesday 2 March	Colchester Community Stadium
SOUTH	Thursday 3 March	Holiday Inn, Basildon
WEST	Wednesday 9 March	Manor of Groves
MID	Thursday 10 March	Lion Inn, Boreham

Summer term 2022

N-EAST	Wednesday 15 June	Colchester Community Stadium
MID	Thursday 16 June	Lion Inn, Boreham
WEST	Wednesday 22 June	Manor of Groves
SOUTH	Thursday 23 June	Holiday Inn, Basildon

Autumn term 2022

WEST	Wednesday 9 November	Manor of Groves, Sawbridgeworth
MID	Thursday 10 November	The Lion Inn, Boreham
N-EAST	Wednesday 16 November	Colchester Community Stadium
SOUTH	Thursday 17 November	Greenwoods Hotel, Stock

Spring term 2023

WEST	Wednesday 1 March	Manor of Groves, Sawbridgeworth
SOUTH	Thursday 2 March	Greenwoods Hotel, Stock
N-EAST	Wednesday 8 March	Colchester Community Stadium
MID	Thursday 9 March	The Lion Inn, Boreham

Summer term 2023

WEST	Wednesday 14 June	Manor of Groves, Sawbridgeworth
SOUTH	Thursday 15 June	Greenwoods Hotel, Stock
N-EAST	Wednesday 21 June	Colchester Community Stadium
MID	Thursday 22 June	The Lion Inn, Boreham

EPHA Conferences

Headteachers' Conference

Friday 25 March 2022 Chelmsford City Race Course

Deputy/Assistant Headteachers' Conference

Friday 7 October 2022 Colchester Football Stadium

Pam Langmead
EPHA Professional Officer
pam@langmead.me.uk