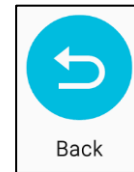


EPHA Quadrant Area Meetings

Summer Term 2025

Distribution Pack of additional items not
discussed on the summer term agenda.

CONTENTS



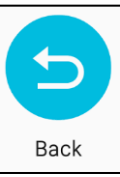
1. [SEND Funding for LA Maintained schools & Academies update](#) [\[Candice Thompson, SEN Provision Lead: Pupil Funding Places\]](#)
2. [The Balanced System update](#) [\[Kate Martin, SEN Provision Lead: Commissioning & Contracting\]](#)
3. [Multi-Schools council update](#) [\[Kieran Pearce, Multi Schools Council Lead\]](#)
4. [WalkThrus 2025-2026 CPD](#)

SEND Funding for LA Maintained schools & Academies

Candice Thompson
SEN Provision Lead: Pupil Funding Places

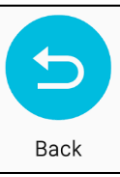
June 2025

Information for Mainstream Schools Regarding Top-Up Funding Payments from April 2025



- With effect from April 2025, all mainstream schools will receive the bulk of Top-Up Funding for pupils with EHCPs through their ***School Budget Share*** for the period April to March.
- Maintained schools have always received their funding in this way so this change will only affect academy schools. The change will mean that all mainstream schools will receive funding in equal monthly instalments for the year April to March.
- We are hoping that this will help schools with cash-flow as funding will be released regularly through the year.

Process

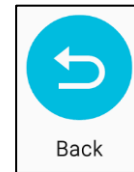


- The SEN Provision Team make payments to schools for Pupil Top-Up funding, based on information that the SEND Operations Teams have added to the Local Authority's 'Capita' system.
- During February/March time, a download of that information is taken and used to inform the value of funding that will be paid through school Budget Shares. Funding for future starters may already be recorded, and where that is the case, funding for those pupils will be included in the Budget Share funding.
- The value of the payments will not be amended as pupils start, leave or have changes made to their Banding. Instead, payments or reclaims will be made in year (see 'Changes to Pupil Funding', below).
- In most cases, the value of Pupil Top-Up funding paid through the Budget Share will not be the final value of the funding due.

Individual Pupil Information

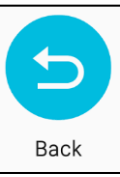
- Data regarding the funding allocated for individual pupils can be accessed via the secure area of the Schools Infolink.
- Amounts paid through the Budget Share will be clearly identifiable. Schools should be able to reconcile the funding shown on the Infolink back to their Budget Share.

Changes to Pupil Funding



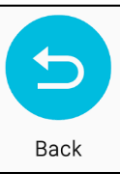
- SEND Operations teams make changes to Capita where a pupil starts, leaves or has a change made to their allocation.
- The SEN Provision Team will endeavour to take a download of the funding information every five weeks and will use that data to determine if further payments or reclaims are required. We have scheduled these downloads for: 14/04/25; 19/05/25; 23/06/25; 28/07/25; 01/09/25; 06/10/25; 10/11/25; 15/12/25; 19/01/26; 23/02/26; and 23/03/26 (subject to financial year-end deadlines).
- The process of cleansing the data and preparing it for payment can be lengthy. The SEN Provision Team will aim to have the 'Payment Run' completed in two to three weeks, but this can take longer at certain times of the year where a significant number of changes have been made to pupil funding.
- If the information added to Capita is incorrect, the SEN Provision Team will inform the SEND Operations Teams that a correction is required. Where that is the case, the funding will not be included until the correction has been actioned, usually the next download.
- Once complete, the Payment Run is sent to Corporate Finance for processing. The SEN Provision Team have no control over how long the payment take to process and for the funds to be paid into school banks accounts.
- The Schools Infolink will be updated after each Payment Run, to show the value of funding paid for each individual student. Funding paid on the Payment Runs will have a different description so schools will be able to identify the payments made outside of the Budget Share.
- The SEN Provision Team will endeavour to reclaim any overpaid funding made to academies that relates to the summer term, and prior terms, at the end of the Summer, in line with their financial year. All other reclaims will be actioned by the end of March.

Backdated Funding



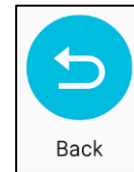
- Any funding added to Capita by the SEND Operations teams, that predates the start of the financial year, will be included in the Payment Run process, described on previous slide.

IPRA Funding



- IPRA Funding is not yet included in the Budget Share. Currently this type of funding is not recorded in the same way as EHCP funding on our Capita system and we are working to bring this in line.
- This funding will continue to be paid in the Payment Run process and the information regarding individual pupil allocations will be added to the Schools Infolink.

Contacts

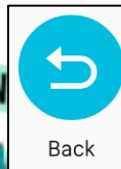


- If you have a query regarding individual pupils listed on the Infolink information, for example, the wrong band has been funded, pupil funding is missing, you've received funding for a pupil who has left etc, please contact the relevant SEND Operations Team.
- Data shown on the Schools Infolink relates to the Local Authority financial year, April to March. A pupil will continue to show on the report, even if they have left, as it reflects all payments/reclaims processed during that time period.
- The information on the Schools Infolink will show which quadrant the pupil belongs to.
- Mid - sendoperations.mid@essex.gov.uk
- North-East - sendoperations.ne@essex.gov.uk
- South - sendoperations.south@essex.gov.uk
- West - sendoperations.west@essex.gov.uk
- Telephone: **0345 603 7638** (all quadrants)
- If you have a query regarding the payment process, please contact: **SENessexMainstream@essex.gov.uk**

The Balanced system

Kate Martin
SEN Provision Lead: Commissioning & Contracting

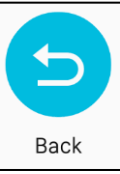
June 2025



Southend, Essex & Thurrock Children's Therapies Programme

EPHA Update – Summer
2025





Background.

- 2019 WSOA identifies fragmentation and a failure to deliver outcomes to CYP.
- Highlighted the need to work holistically as a system to meet the communication, occupation & physical needs of our population.
- The Balanced System® - proven whole system approach to deliver the best outcomes

www.thebalancedsystem.org

Programme Aims.

- Reduce the variation in delivery of therapy services through joint ownership of shared outcomes.
- Increase confidence across the system through the implementation of an equitable service model.
- Ensure the **right support** is available across the local area, at the **right time**, delivered by the **right people**, in the **right numbers**, with the **right skills**

What it covers:

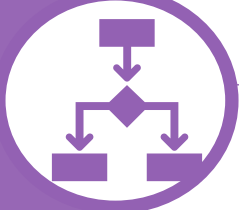
- Speech & Language, Occupational Therapy, Physiotherapy delivered across all levels (Universal/Targeted & Specialist)
- Whole System approach - Schools & Settings, Education, Early years practitioners, Health visitors, ECFWS.
- For all children and young people
- Being delivered across Southend, Essex & Thurrock
- Focused on the achievement of functional outcomes for children and young people.
- Underpinned by evidenced best practice and a recognised methodology.

What it doesn't cover:

- Mental Health Services / other therapies
- **Not only** about Therapists and Health.
- Only for those children with SEND
- Looking at the needs of Essex in isolation
- A quick fix
- Measuring outputs – i.e. the number of hours delivered.



Delivery Principles & Workstreams



Outcomes

Functional Outcomes: The therapeutic offer is focused on functional, child and family led outcomes. This includes both joint planning and joint problem solving with the child and family.

Impact: Impact rather than inputs are measured as indicators of success.



Access

Easy Access: Services are accessed by the simplest route to support at the lowest level. This could include drop-ins or advice lines across the age ranges and the wider workforce able to signpost and refer when necessary.

Appropriate Assessment: Assessment is enquiry-based rather than isolated and out of context. CYP are assessed in context, where the need arises and is carried out in consultation with the young person, their family and school.



Place Based

Link Therapists: Therapists geographically linked to clusters of schools & settings. Working alongside school & education teams to identify and support the needs of the area.

Resource Allocated on Need: Areas with evidence of higher need have their resources & nature of offer allocated accordingly and proportionally.



Targeted

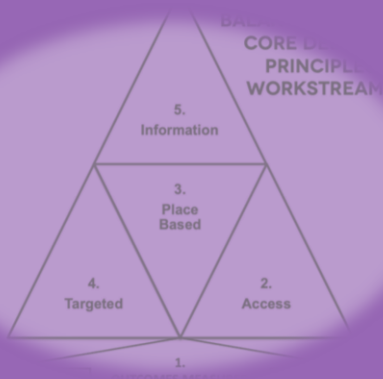
Targeted Offer: There is evidence of a robust coherent targeted offer across the 5 strands of the model: Family Support, Environment, Workforce, Identification, Intervention

Early Identification: Needs identified early, both in life and on emergence at any age. Parents/carers and professionals are supported to identify as need arises and access services in a timely manner.

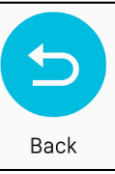


Information

Information is coherent and easy to find with a range of information & resources that support the delivery of the OA in schools and settings as well as referral information & signposting to other resources and services available.



Changes & Developments



ACCESS

Advice Lines now operating in 90% of services – 100% by Sept 2025

Easy Access Drop Sessions operating in Family Hubs

Rolling programme of open workshops for Sensory Processing / Hypermobility

TARGETED – Early Identification

Funding for Early Language Screening Tools in all EYFS settings.

PLACE BASED – Link Therapy Working

South-East Essex – Live (Sept 24)

West Essex – Live (Apr 25)

North-East Essex – Early Adopters in place (Live Sept 25)

Mid Essex – Early Adopters in place

South-West Essex – TBC

Multidisciplinary Delivery Oversight Groups in each quadrant

INFORMATION

Sensory Awareness Toolkit- Launched 2024 (Utilised as part of the PINS & STAY projects)

EYFS Sensory Awareness Toolkit – Being Finalised

Secondary Sensory Awareness – planned for 25/26

SLT Resource ‘Padlet’ launched for Schools & EYFS.

Early Signs of Impact



Reduction in wait times for assessment

Early adopters and launched sites are reporting up to 73% reduction in wait times. Assessment wait times down to 4 weeks.



Reduction in the number of children on Therapy caseloads

Numbers of children on Therapist & GP caseloads have reduced as parents and professionals are able to access advice / support without referral.



Increased levels of confidence in Services

Parents and Professionals find the introduction of workshops/advice lines beneficial and appreciate being able to access support and not having to wait for advice.



Appropriate referrals

% of appropriate referrals made to services has increased. Indicating that the right children are being seen quicker.



System working

Operational Delivery Groups enable join up & coordination between Education teams and Therapy services. Reducing duplication and providing more effective support for schools and settings.

Further Information & Useful Links

Want to get involved?
Contact – Kate.martin@essex.gov.uk

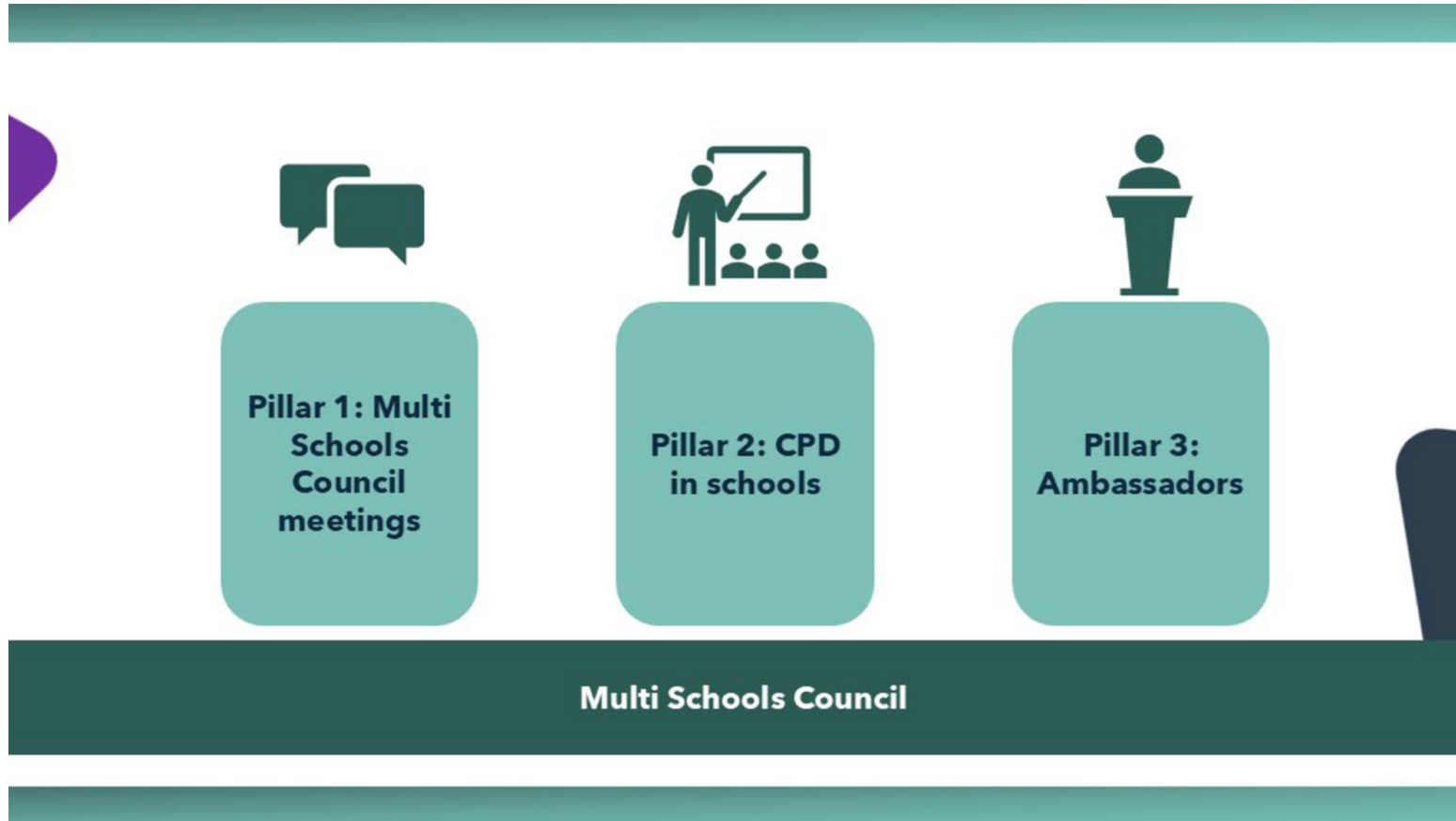
More information about the model and what it means for schools:
www.thebalancedsystem.org

Multi-Schools Council - MSC

EPHA update summer term
2025

Kierran Pearce
Multi Schools Council Lead

Multi-School Council's 3 pillars



Pillar 1 – We have termly opportunities in every district for young people of any age to engage in critical topics ranging from mental health to school attendance. Schools can bring between 5-8 pupils of any ability, meetings run between 10am & 11:30am, hosted by a local school.

Pillar 2 – The offer includes workshops for young people on autism & ADHD. We have 3 assemblies covering SEND, mental health & anti-bullying. Below a CYP offer we also have a range of staff-based sessions from the perspectives of young people (all free for schools to access). We also lead some bespoke projects in schools.

Pillar 3 – We now have over 200 young ambassadors across the East of England. Not only do they raise awareness of differences within their own settings, but they also have opportunities to link with our team out of school's hours virtually and at events. The role can include public speaking opportunities or working with local services to improve their offer.

What's the benefit? -

<https://www.multischoolscouncil.org.uk/>

Can give young people a sense of identity and understanding about their own needs.

Supports peers to understand different ranges of abilities.

Gives lived experience back to your own setting and local area.

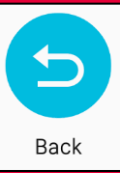
Provides links to other settings from various engagement opportunities.

Can support young people to discuss their differences with peers.

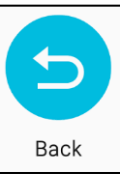
An opportunity for young people to attend different events to interact with peers and create a sense of belonging.

Further opportunities through becoming more engaged

- Good practice seekers project – An online workshop for young people who will be trained to use an 'inclusive checklist' where they will do an audit of your schools and give feedback on how inclusive it is.
- Access to the manual's produced for our bespoke resilience and self-esteem programmes.
- A chance to recognise the inclusive practice happening within your setting through the voices of young people within our awards system (see the next slide for further details).
- Opportunities to get involved in wider pieces of strategy work across the local area in relation to children and young people across health, education and social care.
- Various competitions such as recording your own versions of our awareness songs or designing a piece of artwork linked a focus topic.
- Priority over some of our county wide events such as the annual united in diversity event or our school transitions programme for year 6's.



Measuring impact & prioritising schools



502 of the Essex schools are now signed up to the MSC meaning we have had to find ways to prioritise schools, especially those who wish to access pillar 2 of our model.



We now run an awards programme (84 schools currently signed up across 3 cohorts) which helps to measure the impact of our work and give some recognition back to young people in your settings.



By signing up to the awards programme you will join the next available cohort (currently cohort 3 until July 2025) where you will get priority over bookings (pillar 2) for the next academic year.



We then provide an introduction for schools on how the Bronze, Silver and Gold process works, where will also consider your engagement with us across all 3 pillars, working with you in a way that suits your school's context and capacity.

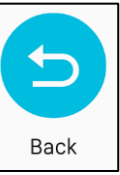


Over time those schools that achieve higher levels of our awards programme will all receive added benefits from our model that we are still developing in collaboration with young people.



Now is a fantastic to become more engaged within the programme as the focus across various policies and inspections becomes tighter on how we ensure young people have a voice within the system, well considering the impact this has.

Further details and contact



- In December 2024, the national research group ISOS published a case study base on our work through the 'What works in SEND' agenda - <https://whatworks-send.org.uk/resources/giving-young-people-with-send-a-voice-through-the-essex-multi-schools-council/>
- You can access our website here - <https://www.multischoolscouncil.org.uk/>
- To become more involved please contact kierran.pearce@essex.gov.uk

Want to learn more about WalkThrus?

Bringing pedagogy back into the conversation



TEACHING WALKTHRUS



With Matt Stone

- Perfectly aligned to Ordinarily Available as well as DfE Teachers’ standards
- Supporting the core purpose of school leaders to drive quality of learning and teaching
- The HT Standards identify teaching, curriculum and assessment, behaviour and provision for SEND as four of the ten standards.



Research is clear:
Head Teachers who lead on teaching and learning have the greatest impact on improving outcomes for children.



All 4 sessions to be delivered at
Colchester FC stadium, CO45UP

Friday 3 rd October '25 9am – 12.30pm	Friday 14 th November '25 9am – 12.30pm	Friday 6 th February '26 9am – 12.30pm	Friday 15 th May '26 9am – 12.30pm
Session 1 Building a WalkThrus-based PD Programme	Session 2 Explaining & Modelling	Session 3 Questioning & Feedback	Session 4 Practice & Retrieval
▪ Leadership and the WalkThrus Implementation Model ▪ Cluster Building ▪ Coaching With WalkThrus	▪ Theory, See It, Name It, Do It ▪ Core Cluster (Giving An Explanation; Worked Examples & Backward Fading; Live Modelling) ▪ ADAPT	▪ Questioning For Cognitive Ratio ▪ Questioning To Elicit Evidence Of Learning	▪ Core routines to promote rehearsal and application of knowledge ▪ Getting Retrieval Practice right
£50 per person Book here	£50 per person Book here	£50 per person Book here	£50 per person Book here

“Get-4-for-the-price-of-3!” when you book all 4 sessions at the same time

This information is issued by:
Essex County Council

Contact us:
schoolscommunication@essex.gov.uk

Education Directorate
Essex County Council
County Hall, Chelmsford
Essex, CM1 1QH

 **Essex_CC**

 **facebook.com/essexcountycouncil**

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can be translated, and/or made available in
alternative formats, on request.

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