

ECC Education Directorate

Essex Primary Headteachers Meeting

21st June

North Quadrant

Clare Kershaw
Director of Education



Essex County Council

Today's agenda

Policy updates

Essex Transformation 2030

School Communications update

School Improvement and Traded Offer 2023-2024

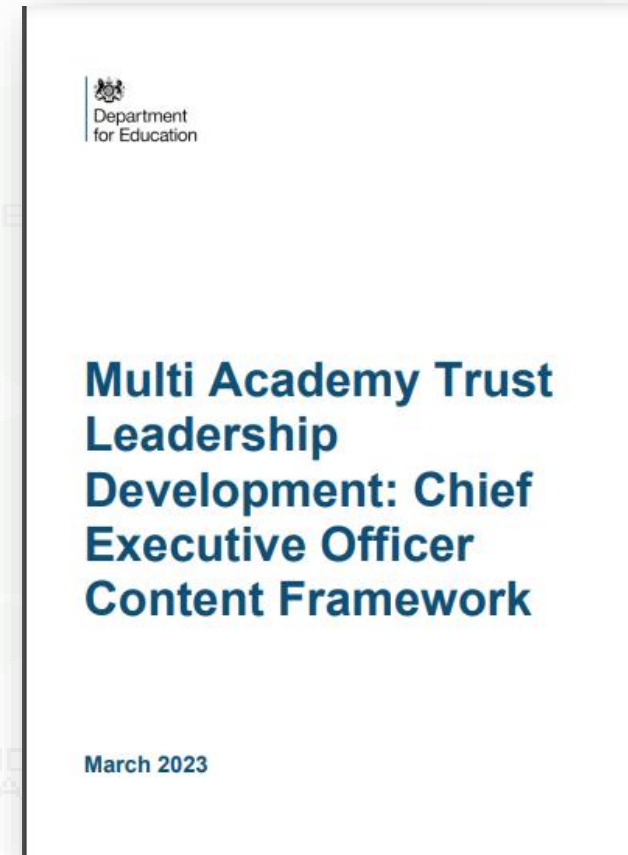
SEMH Update

LA Strategic Priorities 2023-2024

DfE Policy update – Trust Quality Descriptions & MAT Leadership Development: CEO Framework

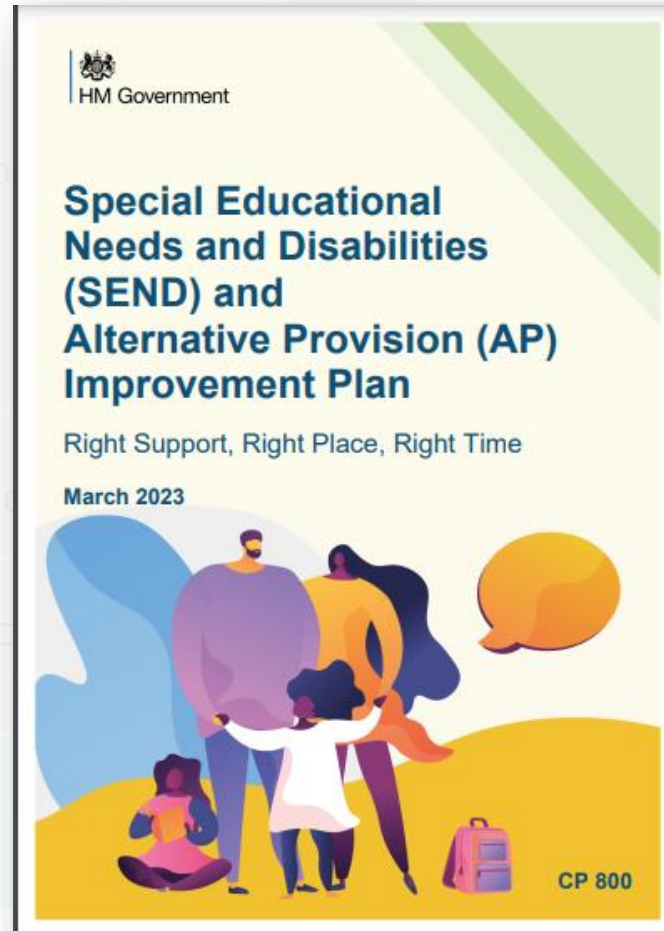


https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1152301/Trust_Quality_Descriptions.pdf



<https://www.gov.uk/government/publications/multi-academy-trust-leadership-development-ceo-content-framework>

DfE Policy update – SEND and Alternative Provision Improvement Plan



https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1139561/SEND_and_alternative_provision_improvement_plan.pdf

OfSTED inspections Update



Recently, Ofsted have announced changes to the inspection process— press release available here: [Changes made to school inspections - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/changes-made-to-school-inspections)

Changes to **inspection processes**, a **revised complaints procedure** and **new wellbeing** investment from government, are part of a package of measures being announced following a wide-ranging debate about the impact of school inspections.

- Revisions to **school inspections** will see inspectors return more quickly to schools graded inadequate where this is only due to ineffective safeguarding
- Proposed changes to Ofsted's complaints process will **increase transparency and make it easier for schools to raise concerns**.
- The Department for Education (DfE) already funds the charity Education Support, to provide wellbeing help for school leaders, and that programme will now **be doubled in size to support an additional 500 heads by March 2024**. In the longer term, the DfE commits to further expand its mental health and wellbeing offer beyond March 2024.

In addition, [MPs are to investigate OfSTED impact on schools standards and staff wellbeing](https://www.gov.uk/government/consultations/changes-to-ofsted-post-inspection-arrangements-and-complaints-handling-proposals-2023), with details of how to submit written evidence to the consultation available at [Changes to Ofsted's post-inspection arrangements and complaints handling: proposals 2023 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/changes-to-ofsted-post-inspection-arrangements-and-complaints-handling-proposals-2023)



Essex Transformation 2030



Outcomes - Education

- By 2030, ECC will be the 'Champion of Children', driving and enabling an inclusive, safe and equitable education system across Essex. We will have clearly defined partner roles and responsibilities across the whole education system, enabling our strategies in collaboration with all providers - from EY settings to Post 16 providers.
- By 2030, all young people in Essex will be prepared for adulthood and have equitable access to the employment and independence opportunities of the future. We will ensure feedback from our young people and families is constantly contributing to improved lived experience of our services.
- By 2030, we will deliver a high quality continuous professional development offer – promoting a workforce that is skilled, competent, diverse; one with the resilience and agility necessary to service the increasing demand and complexities of all children in our education settings, especially the most vulnerable.
- By 2030, we will ensure that the directorate is optimising all feasible technological developments - in terms of processes, systems and communication tools; with a clearly informed and defined corporate commitment, to enable the directorate to drive forward our core approach to inclusion, safety and equity in the education system.





Theme: Education

Subject to further review during March and April






Theme Rationale

Essex is committed to enabling all children and young people to obtain the best educational outcomes to support their adult life and optimising opportunities for employment. The education system has been significantly impacted by challenges and opportunities for ECC to transform education services.

2030 outcome overview

 <p>Outcome 1 ECC will be the 'Champion of Children', driving and enabling an excellent, equitable, safe and inclusive education system across Essex</p>	 <p>Outcome 2 All young people in Essex will be prepared for adulthood and have equitable access to future employment and independence opportunities</p>	 <p>Outcome 3 We will deliver a high quality continuous professional development offer – promoting a workforce that is skilled, competent, diverse & agile</p>	 <p>Outcome 4 We are optimising technological developments to drive forward our core approach to excellence, equity, safety and inclusion in the education system</p>
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High Level View of Key Solutions being investigated

 <p>Inclusion Strategy Ensuring every school is inclusive of every child's needs through the development of workforce, leadership and partnerships.</p>	 <p>Education Taskforce Closing gaps in core education skills for children through targeted interventions e.g. reading, numeracy & science.</p>	 <p>Lifelong Learning & Belonging Delivering a strategy to ensure that education outcomes deliver the best economic opportunities for our Essex residents.</p>
 <p>Workforce Ensuring the future workforce is developed through enhanced capability and capacity, as part of a revised workforce strategy which responds to and enables the transformation of Education within Essex</p>	 <p>SEND Developing our approaches to SEND through research and evidence to deliver a pro-active SEND strategy which is agile in response to changes in demand and contributes towards inclusion.</p>	

Equity and excellence- an inclusion strategy for Essex

May 2023

The position (1)

The need for inclusive, high-quality education in Essex is greater than ever.

In 2022, our pupils' overall progress and attainment was too low. In addition, there have been stark increases in pupils' overall absence and persistent absence. The number of pupils being suspended or permanently excluded has risen significantly, as has the number of pupils being withdrawn from schools to be home educated. Concerns over pupils' social, emotional, and mental health are rising, while the needs of pupils within our school communities are both increasing and becoming increasingly complex.

Underpinning these headlines are the continuing socio-economic effects of the pandemic, real term reductions in education funding (that often disproportionately impact the most inclusive schools), increasing recruitment challenges, staffing shortages, and consequent rising pressure on school staff. Mental health and Social Care services continue to face unprecedented demand, while there are also significant rises in requests for SEND support, statutory assessment, and access to both Alternative Provision and Special School places.

Although most Essex schools and their leaders are fully committed to supporting the inclusion and success of all pupils, many are finding the landscape an increasingly difficult one to navigate.

The position (2)

The challenges of the current context are acknowledged locally and nationally, including in or by:

- the DfE SEND and alternative provision Green Paper
- the DfE SEND and alternative provision improvement plan
- the DfE Trust Quality Descriptions
- the DfE Multi Academy Trust Leadership Development: Chief Executive Officer Content Framework
- the Essex Education Taskforce
- the Headteachers' 'Roundtable'
- the DfE paper, Research into how local authorities are ensuring sufficient places and supporting vulnerable children

The education system must work together, and work differently, to ensure inclusivity throughout schools and settings, prioritising compassion, kindness, hope, connection, and belonging for all stakeholders.

Inclusion is a crucial priority for Essex County Council, and we are fully committed to working collaboratively with schools, trusts, dioceses, parents, the DFE and other local partners, using evidenced-informed inclusive practices, to support the success of all pupils. We will work in partnership to level-up educational outcomes across Essex and, by doing so, we will support the lifelong learning and belonging of our children and young people.

Our vision

Our vision for Essex schools is that:

- a) positive, mutually respectful relationships underpin and support the inclusion of all pupils and their families, and promote equality and diversity
- b) the wellbeing of all members of school communities is well-supported
- c) all pupils enjoy school and have high levels of attendance
- d) all pupils are empowered and eager to participate in all aspects of school life
- e) an equitable, high-quality curriculum supports all pupils to achieve well, from their different starting points
- f) all pupils are well-supported to move on to appropriate next steps

To achieve this vision, we need:

- g) an incisive understanding of school contexts and pupil cohorts that inform the development and implementation of inclusive practices
- h) inclusive practices that are grounded in, and influenced by, the views and experiences of stakeholders
- i) appropriate resources to support system-wide initiatives and improvements
- j) strategies to support inclusion that are appropriate and evidence-informed
- k) to provide access to high quality, evidence informed CPD
- l) to maintain a 'spotlight' on the outcomes for children and young people with SEND and/or who are disadvantaged
- m) to work collaboratively with schools, trusts, dioceses, parents, the DFE and other local partners

Alignment between the ECC vision for inclusion and the DfE *Descriptions for High quality and Inclusive Education*, taken from the Trust Quality Descriptions

Theme	Description	ECC link
Culture	Creates a culture in all its schools that is motivating and ambitious for all, including disadvantaged children and children with SEND, so that students can achieve their full potential.	a-k
Curriculum	Oversees the design and implementation of ambitious, broad, well-sequenced and knowledge-rich curricula in all of its schools.	e
Student outcomes	Achieves good outcomes for all its students by delivering education that is both high quality and inclusive.	e
Accessible to all	Operates fair access. Welcomes and effectively teaches disadvantaged children and children with SEND from their local areas.	j
Inclusive pastoral support	Supports students and schools to address issues so students can stay in mainstream school where possible. Supports students to re-join mainstream education when they have spent time in Alternative Provision.	a, b
Enrichment	Enables children to take part in sport, music and cultural opportunities that enrich the curricula and support children's wider development.	d
Behaviour & attendance	Ensures its schools are places where all students attend regularly, are kept safe, feel calm and supported, and are able to actively participate and progress.	a, c
Destinations	Ensures all children leave its schools well prepared for the next stage of education, employment or training and prepared to become confident citizens.	f
Collaboration	Works collaboratively with schools, trusts, local authorities, dioceses, parents and other civic partners to ensure the delivery of statutory functions and acts in the wider interests of the local community.	k

Our commitments

1. Essex County Council is committed to supporting schools to plan, implement, and review inclusion strategies that are evidence-informed and tailored to their cohorts and contexts.
2. In addition, we will review and support:
 - a) the extent to which positive relationships and children's* wellbeing is prioritised
 - b) children's* attendance and participation
 - c) children's* achievement and the extent to which they move-on to appropriate destinations

*all children, with a spotlight on disadvantaged and SEND

What have we done so far?

- Developed a draft strategy, including:
 - a **position** statement (with links to the local and national context)
 - our **vision** for an inclusive system
 - our response (**commitments**)
- Revised and updated the draft position, vision and commitments in collaboration with Andrew Smith and Andy Hodgkinson
- In conjunction with Marc Rowland, incorporated the Disadvantaged Strategy within the Inclusion Strategy
- Developed and piloted Inclusion Reviews (aligned to the vision)
- Currently aligning the Inclusion Framework to the vision

A word on inclusion reviews

Development

- Developed from the original first section of the Ordinarily Available
- Phase 1 pilots completed during Autumn 2022
- Phase 2 pilots (revised on feedback from the initial pilots and grounded in: TPP; Ordinarily Available; Inclusion Framework; Multi-Schools Council; Disadvantage Strategy; SEND Strategy) completed during Spring 2023
- Phase 3 pilots (with further revisions and developed for different size schools) ongoing
- Schools that have been part of the pilots: Clacton Coastal Academy, Helena Romanes School, William de Ferrers, Chelmer Valley, Maltings Academy

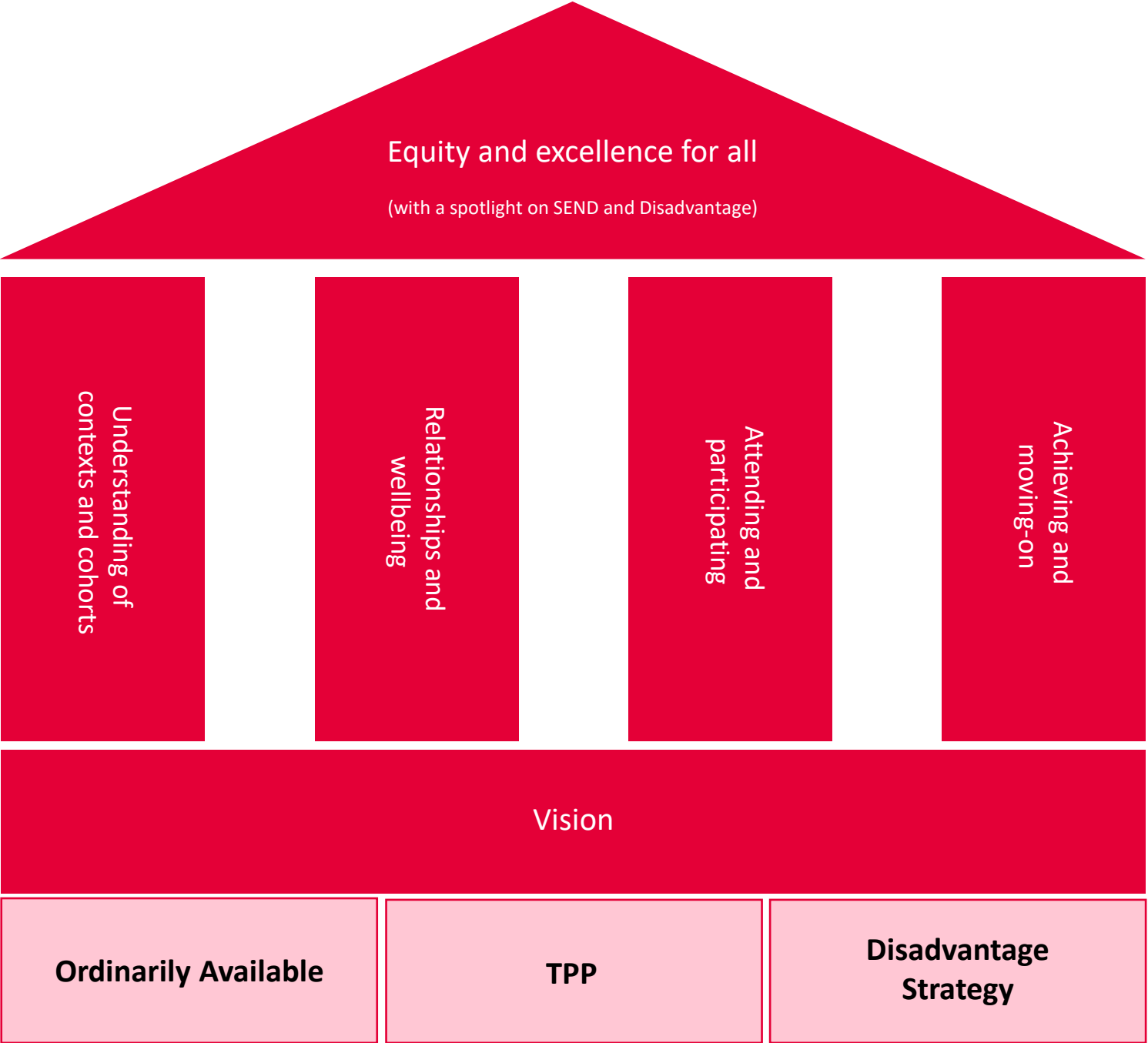
Review foci

- Culture, values, and ethos
- Pillar 1: relationships and wellbeing
- Pillar 2: attending and participating
- Pillar 3: achieving and moving-on

Broader system join-up

- As well as being strongly inclusive in focus, it also tightly aligns to Ofsted's Education Inspection Framework and the DfE *Descriptions for High quality and Inclusive Education*.

Bringing it together...



Enablers:

1. Inclusion Framework
2. Inclusion Reviews
3. Coordinated offer of support for schools
4. Directorate-driven delivery plans for each commitment

SCHOOL COMMUNICATIONS UPDATE



At the EPHA Executive meeting on 24 May it was agreed that:

1. Internal ECC teams would be reminded about the protocol of including any generic all school wide communications via the **weekly Monday director email**, and not directly to schools
2. **EPHA and schools will work with the Local Authority to discuss examples with Shamsun Noor** where this practice is not being followed

SCHOOL COMMUNICATIONS UPDATE (Contd.)



- ECC Schools Communications will work with services to try and establish **an internal calendar of key milestone asks of schools** *e.g. census returns, budget closure etc*
- This is with the purpose of trying to **avoid other less critical asks of schools at the same time as statutory returns**, as if multiple asks are made at the same time, this adds additional pressure onto schools and can mean that opportunities to participate in surveys etc are limited

School Improvement and Traded Offer 2023-2024



Essex County Council

Overview – School Improvement services 2023-2024

- ECC's School Effectiveness team will be making changes to the way its school improvement service to schools will be offered from September 2023.
- **Maintained schools** will continue to have a core offer of support provided to them through their School Effectiveness Partner. This core offer will continue to be linked to the level of support they receive. Additional support will also come through a core partnership model. There will also be the option to select additional support from a traded services menu.
- **Academies** will no longer have access to a core support offer from September 2023. Academies will retain a named SEP for immediate contact purposes. School Improvement services will be available through the traded services menu. The core partnership model will retain some support that will be available to all Essex schools.
- The Traded Offer to schools will retain prices that remain highly competitive.
- ECC remains committed to providing a best-in-class service to all schools through its new bespoke offer.

Prioritisation of maintained schools

- All maintained schools will be allocated their **core offer based on the level of prioritisation** awarded to them.
- Schools are currently familiar with this model and it has been communicated that this is the intended mechanism by which schools will continue to be prioritised.
- Maintained schools will continue to be monitored through the **Standards and Intervention Board for moderation of prioritisation** as well as any decision making that may need to be taken if a school is causing significant concern.

	HIGH	MEDIUM	LOW
SAFEGUARDING	Safeguarding is ineffective (evidenced by a review/ high number of qualifying complaints) therefore the school's arrangements for safeguarding pupils gives the LA serious cause for concern.	There has been an increasing number of complaints where advice has had to be given in relation to the schools safeguarding procedures and practices. This has made the school vulnerable at this time.	
INSPECTION	Schools which remained good under an Ungraded inspection and received an indication that their next inspection will be Graded because there are identified priorities for improvement. The school is due inspection AY2023-2024.	Schools which have had a recent Ungraded inspection which indicated that they are unlikely to retain good at their next inspection. There is evidence that the school has addressed the areas for improvement and on track to be judged at least a Good school.	School is unlikely to be inspected this academic year.
	Good or Outstanding school due an Ungraded inspection but there is a known risk that the inspection could convert to a Graded inspection.	Schools which remained good under an Ungraded inspection and received an indication that their next inspection will be Graded. Ofsted evaluated that there is enough evidence of improved performance to suggest that the school could be judged outstanding.	
	Good or Outstanding school, due a Graded inspection, but there is a known risk that is unlikely to be judged at least good if inspected within the academic year.	School is likely to be inspected in the academic year and was not supported as a medium priority school last year.	School is due an inspection, it was supported as a medium priority last year and is on track to be judged at least a <u>Good</u> school.
	Requires improvement due Graded inspection AY2023/24 and there is evidence that the school is unlikely to be judged at least a Good school if inspected. Requires improvement for the last 2 inspections and due Graded inspection.	School is currently graded as Requires Improvement. EYF5/Sixth Form judgement is less than Good.	
Inadequate Ofsted outcome	Inadequate Ofsted but there is evidence that the school will be Good at its next Graded inspection.		
LEADERSHIP	The school is experiencing temporary adversity affecting leadership, governance, staffing, SEND, budget, which is impacting on leadership and management of the school.	Has a new or acting headteacher this year.	
	As a result of a likely deficit in the future, or due to school receiving an LA loan, the School is undergoing a significant staffing or school restructure and this is likely to impact on leadership and the quality of provision.	The School is experiencing a challenging time which may be linked to a critical incident, significant leadership changes and, therefore, additional support for at least this term is required.	
		School is going through a consultation for a structural change, significant expansion or was recently amalgamated, federated or is in its first year of operation.	
	There are concerns about inclusive practices (e.g., admissions practices, off-rolling, use of part time timetable/AP, equality of curricular access, etc.).	Leaders are committed to inclusive practices (e.g., admissions practices, off-rolling, use of part time timetable/AP, equality of curricular access, etc.), but the impact of their work (as evidenced by their self-evaluation) is not fully embedded across the school for all pupils.	
There are concerns in relation to key indicators such as permanent exclusions, suspensions, EHE, absence/persistent absence, SEND/DA outcomes.	There are emerging, or isolated concerns in relation to key indicators such as permanent exclusions, suspensions, EHE, absence/persistent absence, SEND/DA outcomes.		

Traded Offer

Schools will be able to access the school improvement services brochure and booking form via Schools Info Link which details the type of support available to schools and to governing bodies. Alternatively, schools may wish to speak to their named School Effectiveness Partner about any school improvement support they require.

Within the school improvement services brochure, schools will be able to browse the pen portraits of the school improvement team, which gives an overview of some of their key specialisms.

Also contained within the brochure is the detail of one off training dates and costs for some specific activity e.g. training support for teachers to effectively carry out statutory assessment processes.

Examples of some of the type of school improvement support available:

- *Headteacher performance management with/without a mid-year review*
- *Bespoke reviews – E.g. Curriculum/RSE/Inclusion/Disadvantaged/Governance*
- *Self-evaluation sustainable schools' toolkit*
- *Early Reading and Phonics*
- *Middle and senior leadership development*
- *Bespoke Governor training and support*
- *Assessment and Moderation*
- *Statutory assessment support (administration of KS1 and KS2 stat test, phonic screening check, KS1 & 2 assessment writing clinics, moderation health checks)*
- *Sixth sense (Bespoke 6th Form support for schools and colleges)*
- *Flying start (new headteacher support)*
- *Data packages available to schools*

N.B: All traded activities are inclusive of report-writing time and costs such as travel

Indicative Pricing Model

The model will allow all schools to benefit from an **Early Bird discount model** where days of support are purchased in advance of **Friday 20th October 2023**.

In addition to this, the traded model will have a further discount applied to prices linked to the number of days a school purchases.

All days purchased will have to be used within the academic year or they will be lost.

Early Bird Discount - 5% off package if this is purchased before 20th October 2023.

Packages

Package	Cost	Number of days	Equivalent day rate
Bronze	£650	Individual days	£650
Silver	£1240	2 days	£620
Gold	£2340	4 days	£585

Any school purchasing more than 4 days support will automatically receive these at a discounted rate of £585.00 per day.

Nb: There will also be a menu of one off purchasing of key products that can be made by schools e.g. data packages of support.

Programme title

Headteacher Performance Management

Traded Activities catalogue

Governors, do you provide and evidence the right support for your Headteacher and ensure that they are held to account for effective performance of the school?

Prompts to help determine if programme meets needs

Intended audience

Audience
Headteachers, Governors

The programme includes:

- A constructive discussion with Headteachers gathering evidence of impact and identifying areas for whole school and individual improvement
- A constructive discussion with Governors gathering perceptions and evidence of impact
- A quality assurance of the evidence base presented by Headteachers
- A facilitated discussion between Headteachers and Governors to celebrate achievements and impact and to identify areas of development individually and as a school
- A full write up of discussions, targets and expected evidence base linked to [National Headteacher Standards \(2020\)](#)
- A mid-point review of impact and next steps

Cost of programme in days

Programme overview

Headteacher support
Performance Management is a key element of a secure and effective working relationship between Governing Bodies and Senior Leaders. Within an open discussion about the performance of the school in general, the successes throughout the year and the plans to further improve the school, Governors can be assured that the school is continuing to improve under its current leadership and can be supported to ask challenging questions. Equally, Headteachers have the opportunity to assess and evaluate their own effectiveness, identify areas for improvement in their practice and share evidence of impact throughout the course of the year.

Cost
£ 1.5 days (includes SEP preparation and report writing)

Onsite Delivery
1 day spread across the year - includes a short mid-year review

Approximate onsite duration

TRADED BROCHURE ONLINE

Online booking form

Essex County Council

Home Find Activities We Asked, You Said, We Did

Support Offer to Schools and Education Providers

Overview

Full details on the high quality improvement activities and what that includes can be found in the published catalogue [School Effectiveness Traded Activities](#).

A subscription model is available to purchase, whereby your school or organisation can purchase a number of days in advance at a discounted rate, or you can pay as you go.

Please ensure you have your financial information to hand before completing the form. Please make sure you have a purchase order ready if you require this on your invoice and know if you require VAT added.

Closes 31 Jul 2024
Opened 26 Mar 2023

Contact
03330139891
WorkforceDevelopment@essex.gov.uk

Access the booking form
[Please complete >](#)

Click to access online traded programmes catalogue

Click to access online booking form

[CLICK TO ACCESS TRADED SUPPORT OFFER BOOKING LINK](#)

Online booking form

Terms and conditions can be accessed here

The screenshot shows the 'Terms and Conditions' step of the booking process. At the top, there is a red navigation bar with the Essex County Council logo, a search bar, and links for 'Home', 'Find Activities', and 'We Asked, You Said, We Did'. Below this is a blue banner with the text 'Support Offer to Schools and Education Providers'. The main content area includes a 'Closes 31 Jul 2024' notice and a note that cookies are enabled. A pink arrow points to a link that says 'Please click here to view terms and conditions'. Below this is a form section with the heading '1. I confirm I have read and agree to the terms and conditions of this booking.' and a '(Required)' label. There are two radio button options: 'I confirm' and 'I do not confirm therefore this booking is void'. At the bottom of the form, there are buttons for 'Save and come back later...' and 'Continue >'.

Opportunity to purchase a Gold/ Silver subscription or pay-as-you-go Bronze days

The screenshot shows the 'Service Required' step of the booking process. It features the same top navigation bar and blue banner as the previous screenshot. The main content area includes a 'Closes 31 Jul 2024' notice and a note that cookies are enabled. A pink arrow points to a question: '2. Do you want to purchase a gold or silver subscription package?' with a '(Required)' label. There are two radio button options: 'Yes' and 'No'. Below the question, there are buttons for '<< First', 'Save and come back later...', and 'Continue >'.

<https://consultations.essex.gov.uk/workforce-development-1/6ca1baba>

Online booking form

The screenshot shows the Essex County Council website interface. At the top, there is a red navigation bar with the council's logo and name, a search bar, and links for Home, Find Activities, and We Asked, You Said, We Did. Below this is a large banner image of a coastal town. A blue header section reads "Support Offer to Schools and Education Providers". The main content area is divided into two columns. The left column contains the closing date "Closes 31 Jul 2024" and a note that cookies are enabled. The right column is titled "Programme Details" and contains a paragraph explaining that the School Effectiveness Team offers a range of traded programmes. Below this is a "Related Information" section with a right-pointing arrow. The main list of programmes is titled "8. Programme Requested:" and includes a "(Required)" label. A red arrow points to the checkbox for "Assessment - How to Ensure the Effective Use of Formative and Summative Assessment".

Essex County Council

Search

Home Find Activities We Asked, You Said, We Did

Support Offer to Schools and Education Providers

Closes 31 Jul 2024

This service needs [cookies](#) enabled.

Programme Details

The School Effectiveness Team are able to offer a range of traded programmes which schools may find of use. Schools can use their named SEP for this, or request a specific SEP from the Pen Portraits in the catalogue.

[▶ Related Information](#)

8. Programme Requested:

(Required)

- Action Planning and SEF Writing - 'Health Check' (2 Days)
- Assessment for Improvement - Evaluating the Impact of Pupil Feedback (1 Day)
- Assessment - How to Ensure the Effective Use of Formative and Summative Assessment
- Curriculum - Building on Effective Curriculum (2 Days)
- Essex Sixth Sense - Support for Sixth Forms for 'The Sixth Form Matters!'
- Governance - How to be Effective in Governance (0.5 Days)
- Governance Review (1 Day)
- Headteacher Performance Management (1.5 Days)

Click on the programmes you wish to access

<https://consultations.essex.gov.uk/workforce-development-1/6ca1baba>

Core offer to all schools via the partnership model

School Partnerships refers to all types of partnerships, including local authority-maintained school partnerships and multi-academy trusts (MATs) and mixed partnerships of maintained and academy schools.

- **Up to 4 days LA SEP/ Head of Education support** across the year which will include:
 - SEP will arrange a **termly meeting** with partnership Lead/MAT CEO or steering / management group - this will depend on size of partnership and the relationship and knowledge of the partnership. This meeting will include how collaborative working can improve curriculum equity and opportunity for all pupils with a focus on **Disadvantage and SEND Support outcomes**.
 - SEP support for collaborative working in and between partnerships so that Partnerships can be **accelerators of school improvement**.
 - Support for Peer review if requested:
 - Facilitating/Quality assuring peer review
 - Assessing the Impact of Peer review
 - Capacity training for Peer Review
 - Support with Partnership Meeting agenda planning.
 - Support and training for **Partnership Evaluation and Development Tool** and outputs where requested.
 - County Partnership Leads meetings.
 - Support and attendance at Quadrant meetings.
 - Support with **analysis and resulting actions of partnership data pack** if purchased.
 - Support for Quadrant chairs in their role.
 - Support **with identification of additional traded work** to support the partnership agreed priorities.

SEMH Strategy

Striving to provide the right support













Steve Whitfield
Strategy Lead

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?	 SEMH Training	 Teaching Resources and Assessment Tools
 Let's Talk Recovery and Returning to Education Settings (Covid-19)	 Essex Guidance and Let's Talk Resources	 Useful Links, Advice and Support	 What is SEMH?
 Designated Mental Health Lead Newsletter	 SEMH Jargon Buster	 Enhanced Provisions for SEMH	 Self-care for CYP Library

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

SEMH Support

semhstrategy@essex.gov.uk

22
supported
so far this
year

(43 last
year)

Critical
Incident

Designated
Mental
Health Lead

140
receive
newsletter

EPs in
SET CAMHS

94 consultations this year
(29 last year)

schoolscommunication@essex.gov.uk

educationalpsychologyCAMHS@essex.gov.uk

Designated Mental Health Lead

- 68% of all Essex schools have accessed the training
England average (62%) and East of England average (59%).
- Primary schools Essex is 66%
England average is 59%

Do let us know when you have someone and they can be added to our newsletters and our networking events.

Email: semhstrategy@essex.gov.uk

Summer Term newsletter contents

Newsletter Items:

- DMHL First Network Meeting – **Book your place!**
- Mental Health Awareness Week
- Trauma Perceptive Practice (TPP) Information Updates
- SEMH.co.uk
- Early Years specific guidance, resource and CPD opportunities
- Primary age phase specific guidance, resource and CPD opportunities
- Secondary age phase specific guidance, resource and CPD opportunities
- Whole-school Approach
- Parent/Carers Support
- Staff Training & CPD
- School/Settings: projects, pilots & other opportunities of interest
- Self-care resource for CYP
- Staff wellbeing
- Mental Health & Emotional Wellbeing Campaign Days – Calendar
- Designated Mental Health Lead Feedback

DMHL Network Meeting Invitation

DMHL Network Meeting Invitation!

Just a reminder to all Designated Mental Health Leads that we are hosting our first Designated Mental Health Lead's (DMHL) Network Meeting.

This event will be taking place on **Tuesday 11th July at 10am-12pm online via Teams.**

To book your place if you haven't already done so, and to request themes you would like covered during the meeting, please fill in the following form using either the link or the QR code:

<https://forms.office.com/e/Pq5w0RF0VX>

Designated Mental Health Lead
(DMHL) County Wide Network
Meeting (Summer Term 2023)





TPP Best Practice Submission

- TPP Hive Platform is where all the training material and the resources are shared
Spring term there were 23,000 active views of the content on Hive
- The TPP of families is a new offer : 42 schools who have been trained in this. Only available to those who have completed – 70% of those completed have gone to do the families offer.
- 6 Core Strengths Assessment tool will have a – curriculum component next academic year
- 2nd Edition of TPP Manual autumn release





TPP Best Practice Submission

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)
- ADHD (EP and IP)
- Selective Mutism (IP or EP)

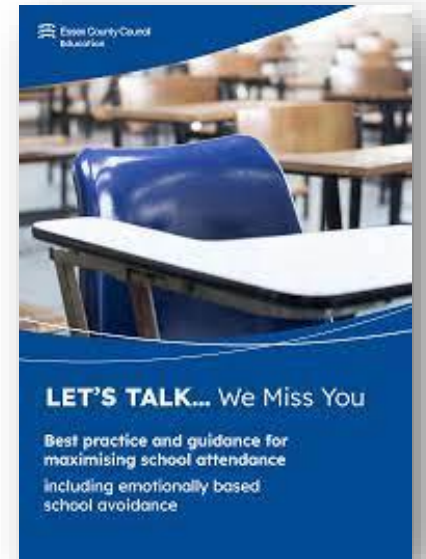


Our SEMH primary enhanced provisions

- Request for Support Process
 - HTs as part of the panel
- Increasing our number of provisions in out lying areas
 - Harwich – Spring Meadow
 - Woodham- St Mary's
 - Two further secondary provisions- mid- Chelmsford, south- Wickford
- Ofsted are satisfied that these are not unregistered/unlawful provisions – value the strong partnership that is evidenced
 - Make contact with the provision to discuss the child
 - Will visit the provision if the host school is inspected

Other news

- Let's talk ...we miss you. Guidance for School Attendance Difficulties including emotionally based school avoidance (EBSA)
- An Emotional Wellbeing and Mental Health conference: **6th July 2023** at the Chelmsford Race Course
- The Education Policy Institute (EPI) Pupil Wellbeing Survey
- Brook Traffic Light Tool training



Mental Health Support Teams

North East MIND- WARMS: Clacton, Colchester and Harwich

West Essex- Mind: Epping, Harlow and Uttlesford

For Mid and South Essex NEFLT

<https://www.nelft.nhs.uk/essex-mental-health-support-teams---find-your-school/>

Find your school

Please see below the list of schools linked to SET MHST, alongside the lead clinician name and contact details.

Basildon schools



Braintree schools



Canvey Island and Benfleet schools



Castle Point and Rochford schools



Chelmsford North schools



Chelmsford South schools



Maldon schools



Wave 9 teams coming- Billericay and Brentwood

Wave 10 – west Essex and NE Essex

NHS System pressures

[Young mental health patients 'at risk' in child wards - BBC News](#)

System partners:

Acute Hospitals

- Children admitted to children's general health wards whilst waiting for Inpatient bed or a Social Care placement for prolonged periods due to limited availability of these resources. National shortage.
- Staff not suitably trained to provide mental health support as general nurses. Do not have the capacity to provide level of observation and support required for individual young people. Having to bring additional staff in to support.
- Environment not conducive to the needs of highly anxious, suicidal or emotionally dysregulated young people often experiencing sensory issues. Noisy, lots of changes of people.
- Young people's behaviour escalating due to uncertainty about where they will be moving onto. Limited access to stimulation/activities/education.

Families:

- Frightened parents. - rise in young people suicide. Social media. Worried that cannot keep them safe.
- Parental mental health
- Family pressures cost of living. Pressure to work long hours. Unable to support intensive support packages at home.
- Limited availability of extended family to offer support.
- Impact on siblings-trying to continue on with their lives amongst high family anxiety

State of the nation 2022: children and young people's wellbeing

Research report

February 2023

Department for Education

[State of the nation 2022: children and young people's wellbeing - GOV.UK \(www.gov.uk\)](https://www.gov.uk/state-of-the-nation-2022-children-and-young-people-wellbeing)

State of the Nation 2022: Key findings

- Overall, the findings presented in this report suggest an inconsistent recovery of children and young people's wellbeing and mental health towards pre-pandemic levels by the end of the 2021/22 academic year.
- those who feel safe in school, enjoy coming to school, and that they belong in school were less likely to have a mental disorder, and report greater subjective wellbeing.
- unable to establish the causal relationships between these feelings and experiences, they highlight importance of a supportive school environment in the mental health and wellbeing of many children and young people.
- around 7 in 10 children and young people agreed or strongly agreed that adults at their school were interested in their wellbeing, that there was at least one adult at their school who they could talk to about how they were feeling, and that young people in their school got on well together.

Need something more from the SEMH Strategy Team?

We will endeavour to provide support when you need it

semhstrategy@essex.gov.uk

Beth, Deb, Lianne and Steve
SEMH Strategy Team

LA Strategic Priorities 2023-2024

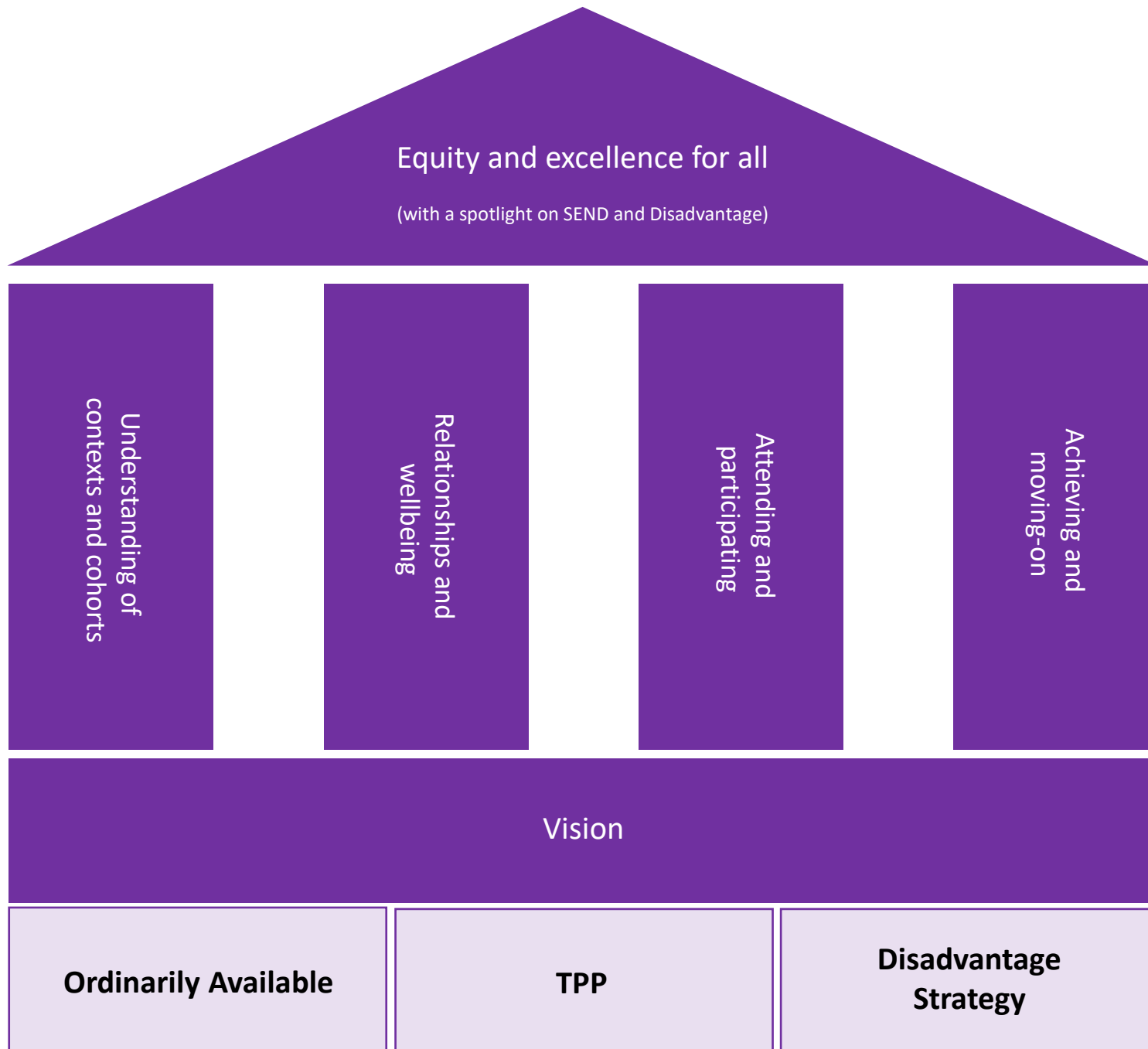


Essex County Council

LA Strategic Priorities 2023-2024

- Continued SEND Improvement including SEND Sufficiency Plan, Transformation Plan and development of an outreach offer (to bring to the Autumn term)
- SEND Mitigation work re. rise in EHCPNAs and EHCP completion rates
- Maturing the School Partnership system to ensure all partnerships are enablers and accelerators of school improvement
- Sufficiency of school places plus school sustainability
- Refugee placement and support
- Essex 2030 Transformation work
- Children not in education (EHE / CME / Levels of attendance)
- Recruitment and Retention with the Teaching School Hubs

Bringing it together...



Enablers:

1. Inclusion Framework
2. Inclusion Reviews
3. Coordinated offer of support for schools
4. Directorate-driven delivery plans for each commitment

LA Strategic Priorities 2023-2024

On your tables, please discuss the LA's strategic priorities proposed for 2023-2024 and capture on post-it notes:

- Is there anything you would want the Local Authority to include as an enabler to ongoing school improvement?
- What would you want to see more/ less of?



NE Quadrant update



LEVELLING-UP - Colchester

- For September 2023+
- Learn from TESB work to refine levelling up focus for Colchester
- Focus on GLD outcomes, specifically Language & Communication
- Creation of Communication Friendly settings
- 1 x Communication Hub
- Communication Champions training

CONNECTIVITY

- 16th March 3.30pm – 5pm: Termly quadrant leaders' School Partnerships Lead Headteachers meeting linking with Alpha Teaching Hub, Venn Maths Hub, Myland Literacy Hub

LEVELLING-UP Tendring Education Strategic Board(TESB):

- Tendring Headteacher's meeting – Weds 22nd March 1.30pm – 4pm @ Clacton Town Hall
- SEMH Working party – short 8 question survey (<https://forms.office.com/e/pVJtqJDXdv>) emailed shortly to schools

CONNECTIVITY

- 16th March 3.30pm – 5pm: Termly quadrant leaders' School Partnerships Lead Headteachers meeting linking with Alpha Teaching Hub, Venn Maths Hub, Myland Literacy Hub

A poster for North Essex Early Help Drop-in. It features the Essex County Council logo and the text 'North Essex EARLY HELP DROP-IN'. The drop-in is held every Tuesday from 15:30pm to 16:30pm. The poster explains that Early Help is the identification of, and response to, emerging problems for children, young people and their families. It also lists the support services provided, such as the Team Around the Family Support Officer (TAFSO) Inclusion Partners, Essex Family Support Service, and others. A feedback quote from a partner is included: "So useful. Thank you for the time and support and ideas given. Thank you for being so informative and reassuring. The team are extremely knowledgeable." A link is provided to join the session: [CLICK HERE TO JOIN THE SESSION](#). A note at the bottom states: "PLEASE NOTE - These sessions DO NOT replace work undertaken by the Children & Families Hub as outlined in Effective Support for Children & Families in Essex". The bottom section of the poster specifies: "NE Early help drop-ins Tuesdays 3.30pm – 4.30pm (Rita Jenner)".

EPHA update for Tendring (and Greenstead) schools from the Tendring Future Skills Partnership

1. We will be rolling out the successful My Future My Southend programme of **interactive encounters with employers for Primary schools** in Tendring and Greenstead in the Autumn. The aims are:
 - To raise aspirations
 - To challenge stereotypes
 - To broaden horizons

Via interactive hybrid sessions run in partnership with the University of Essex, Tendring Future Skills, Skills Builder and many more. **Free to schools, all classes from Year 1-6 can be included.**

2. All Schools are able to apply for the fully funded **Skills Builder Accelerator programme** - Deadline: 7th July 2023. If schools apply we are exploring commissioning wrap around support for added value and impact.
3. **Step into STEM** – interactive sessions for year 6 being planned for October
4. Any interest in STEAM for sustainability kits and curriculum resources?

For further information on any of these opportunities please read:

and/or contact robin.harbord@essex.gov.uk



Adobe Acrobat
Document

