

ECC Education Directorate

Essex Primary Headteachers Meeting

16th November South quadrant

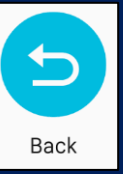


Essex County Council

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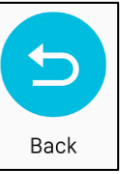


SEND Sufficiency

Ralph Holloway, SEND Strategy and Innovation



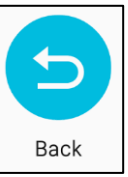
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Change and growth in volume and complexity

As evidenced by

- EHCP data
- Special School Population
- Independent special schools
- EHCNA data

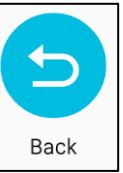


Number of EHCPs maintained by Essex

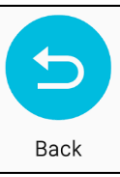
Jul-16	7550	EHCPs and Statements
Jul-17	8057	EHCPs and Statements
Jul-18	8536	EHCPs and Statements
Jul-19	9183	
Jul-20	9768	
Jul-21	10,824	
Jul-22	11,275	
Jul-23	12,193	

A 33% increase in number of EHCPs over the last 5 years

Number of EHCPs per quadrant



Quadrant	Jul-19	Jul-21	Jul-23	Total increase
Mid	2584	2965	3221	637 (25%)
North East	2019	2455	2867	848 (42%)
South	2789	3386	3812	1023 (37%)
West	1791	2018	2293	502 (28%)
Total	9,183	10,824	12,193	3010 (33%)



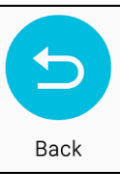
Plans by category of need

	Cognition and Learning		Communication and Interaction		Sensory/Physical/Medical		Social Emotional Mental Health		Unspecified	
2019	2227	24%	4485	49%	963	10%	1504	16%	4	0%
2020	2203	23%	4928	50%	986	10%	1644	17%	7	0%
2021	2294	21%	5517	51%	1089	10%	1916	18%	8	0%
2022	2200	20%	5851	52%	1101	9%	2073	18%	50	1%
2023	2229	18%	6256	51%	1119	9%	2350	19%	239	2%

% have stayed relatively consistent

Most significant change in communication and interaction, where **1771 additional plans** have been issued since 2019.

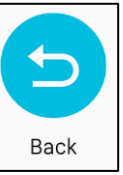
Number of pupils in Essex special schools



Sep-17	2720
Sep-18	2951
Sep-19	3154
Sep-20	3184
Sep-21	3387
Sep-22	3532
Sep-23	3671

35% increase since 2017
16% increase 5 years

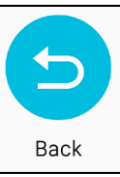
Essex pupils funded in Other LA special schools



Sep-17	220
Sep-18	237
Sep-19	244
Sep-20	234
Sep-21	259
Sep-22	282
Sep-23	266

Sep23 may not yet include all pupils so is likely to increase

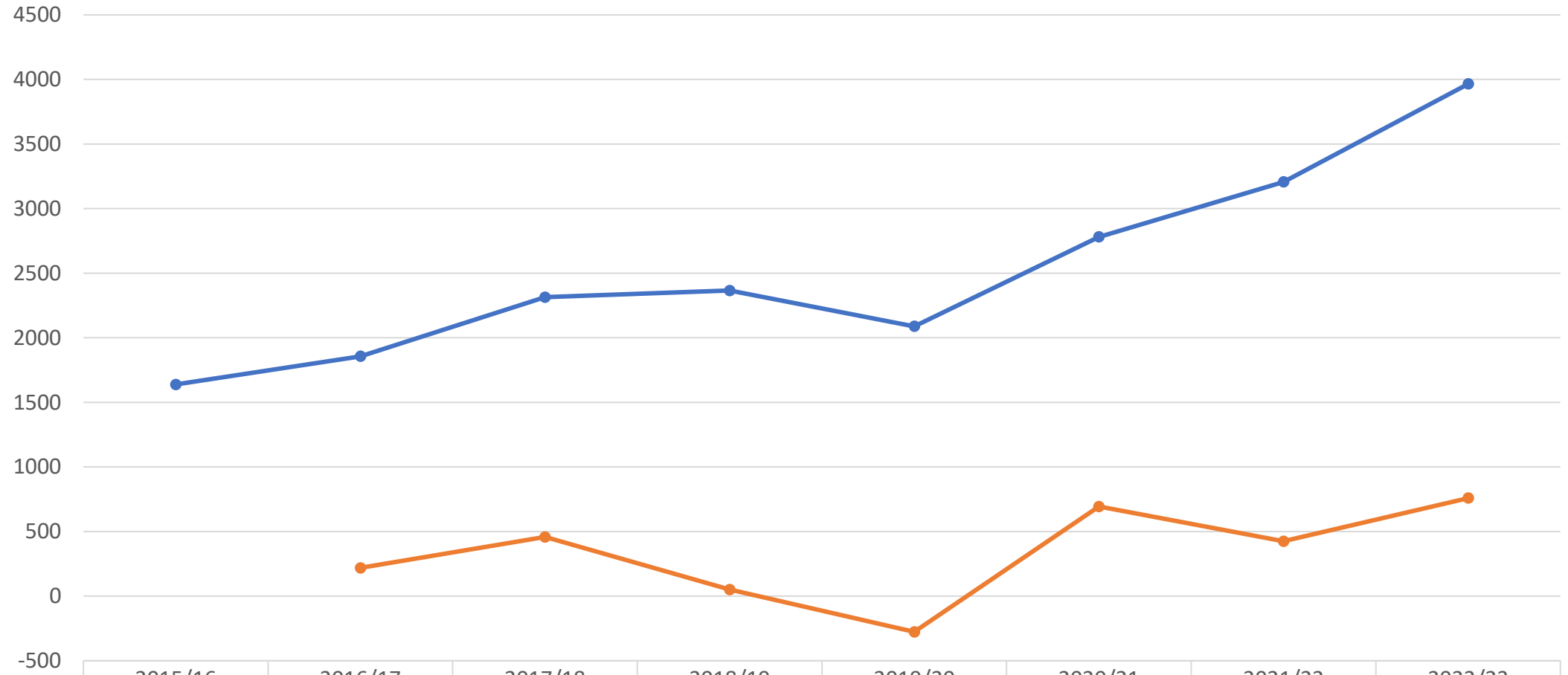
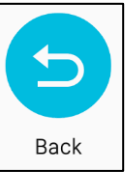
No. of pupils placed in Independent Special Schools (38 week day)



	No. of pupils placed	Average Yearly Cost of Placement
Sep-19	173	£48,544
Sep-20	174	£49,012
Sep-21	200	£55,102
Sep-22	256	£57,524
Sep-23	351	£60,453

- Between Sept-19 and Sept-23, the **number of known placements** has grown by 178.
This is a 102% increase.
- Between Sept-19 and Sept-23, the **average cost** of a placement has increased by £11,909.
This is a 24% increase.

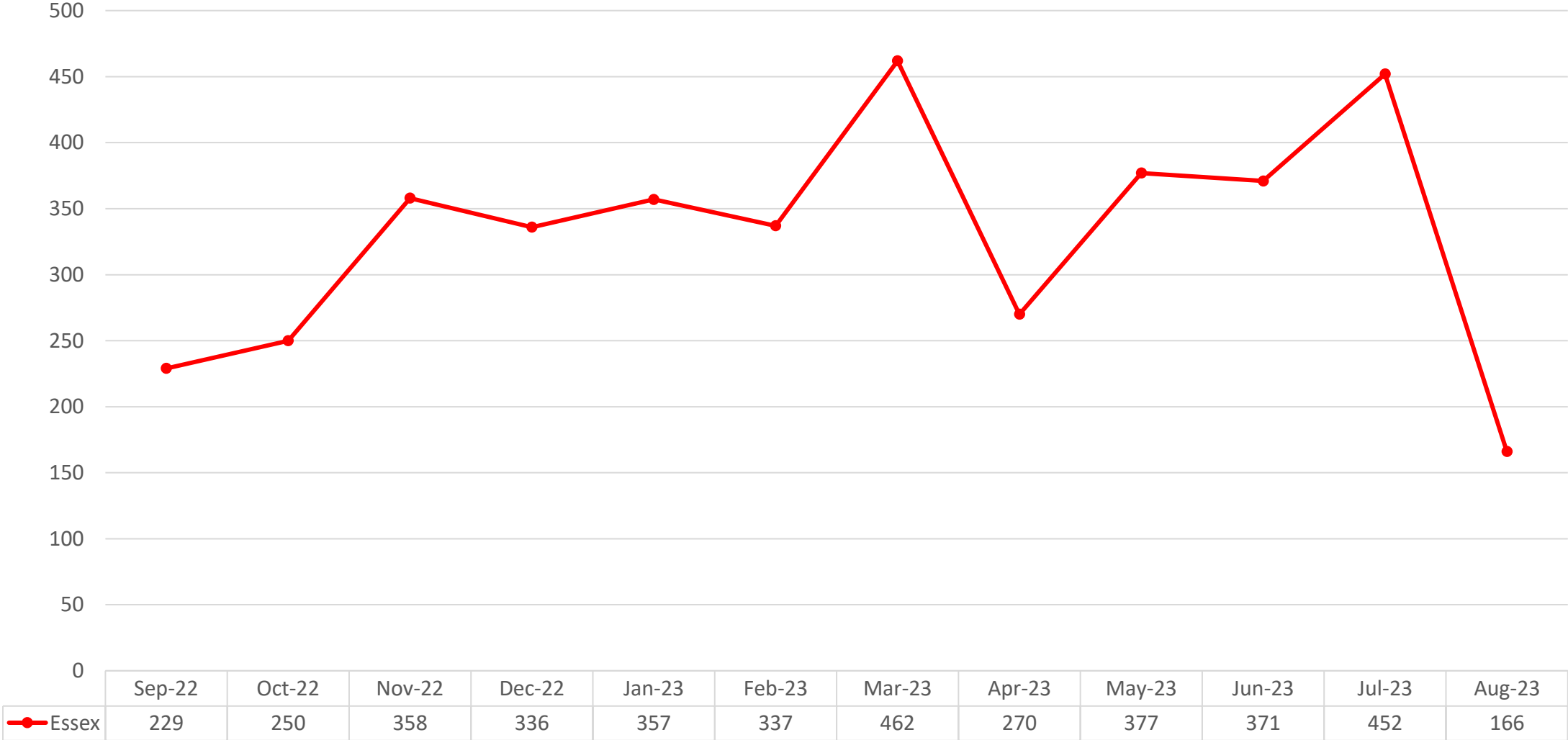
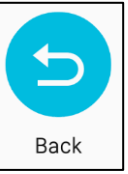
Requests for EHCNA over time – academic years



	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Essex	1638	1856	2314	2365	2088	2781	3206	3965
Increase		218	458	51	-277	693	425	759

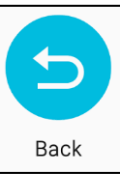
Essex Increase

Requests for EHCNA 22/23 - countywide



Essex

TOTAL countywide academic year = 3611



Response to date

- New and additional special schools
 - £115m capital investment in SEND, including the approval of four new free school special schools
- Increased / over-capacity in Essex special schools
- Additional PRU capacity
- Development of GROW provision and new Enhanced Provision
- £1m+ investment in early intervention for 22/23, additional for 23/24
- Collaborative working with individual schools to develop new onsite provision – primarily in primary

Future Plans



1. Ensure Inclusive Mainstream Provision



2. Enhance the Mainstream Offer for Children and Young People with EHCPs

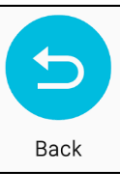


3. Review and Redesign the Enhanced Provision Model in Essex



4. Enhance Special School Capacity Appropriately

To deliver those intentions

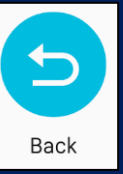


- Access new and different **funding streams** i.e. developer contributions, to invest in schools differently
- Develop **new and reclassify existing Enhanced Provisions** appropriate to the needs of Essex children and young people,
- Develop effectively supported **outreach/ inreach** models
- Support for mainstream schools with children for whom special school has been deemed appropriate
- Delivering the wider **inclusion support offer**
- Best practice visits bringing **research and evidence** into Essex
- Rollout of the **Ordinarily Available with associated support offer**
- Capacity analysis, **review and potential reclassification** of existing specialist provision
- Development of **satellite provisions**

What opportunities for growth in provision are available, that we have missed?



Discuss in your groups and share your thoughts?

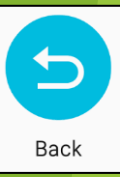


Autism update

Ondrea Bloom, SEND Strategy Lead- Autism



Essex County Council



Training- Professionals

- **Autism Education Trust Training (AET)**

New format for Good Autism Practice (GAP)

2 x 2hr sessions with implementation/development task

Initial discussion with IP/EP -

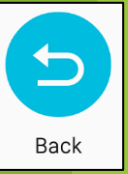
- **Advanced Autism Course (10 week course)**

In process of being rewritten and will be launched for Summer Term

AutismStrategy@essex.gov.uk

- **Procured training**


- **Autism, anxiety and transition package**



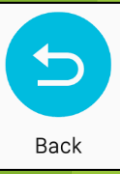
- **Autism Portal**

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

For more information about other conditions that co-occur alongside autism, visit the [Autism Central](#) website.

 Autism Language and Jargon Buster	 Autism Support Centres	 Autism Training
 Diagnosis, One-Planning and EHCPs	 Key Resources and Links	 Local and National Guidance
 Parent and Carers Support	 Referral Processes in Essex	 Teaching Resources and Assessment Tools

- **Bitesize Training/ Videos**



Training/ Events - Parent/ Carers

- Good beginnings- for parent/ carers of children in Early Years (inc Reception)
- <https://send.essex.gov.uk/search-support-groups-and-activities/good-beginnings-course>

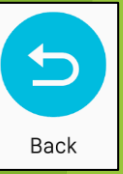
Good Beginnings Course

A face to face course for parents and carers of children aged 5 or under, who have autism or social communication needs

How it can help

This course covers:

- understanding autism
- communication
- play
- sensory processing
- behaviour is communication
- eating, sleeping and toileting
- managing anxiety



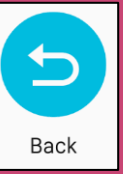
Training/ Events - Parent/Carers

- Peer to Peer regional support hub

peersuppothub@essex.gov.uk

3 part offer- see slides

Please promote with parents/ carers in your school



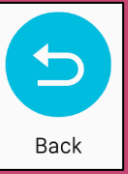
Programme Governance

Autism Central is a 3-year programme commissioned by Health Education England and will be delivered by a consortium of nine not-for-profit organisations:



Autism Central

- **National Autistic Society (host)**
- **Autism Education Trust**
- **Great Minds Together**
- **Contact**
- **Autism Alliance**
- **British Institute of Learning Disabilities (BILD)**
- **Autistica**
- **Ambitious about Autism**
- **National Network of Parent Carer Forums**



A Three-Part Offer

A free service for parents/carers of autistic people, with or without a diagnosis.

Peer Educators are all parents/carers with lived experience of autism. They are trained in sharing their knowledge and experience and offering support.



Autism Central

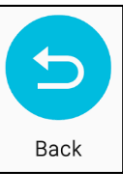


East of England Hub
Essex, Suffolk, Norfolk, Cambridgeshire,
Hertfordshire, Bedfordshire

Part One - The website



Autism Central



[Autism Central for Parents and Carers](#) | [Autism Central](#)

A growing source of information and guidance for parents and carers



Friendships

It's a myth that autistic people don't want to have friends and are 'loners'. This simply isn't the case for most, but some people do become socially isolated for many reasons. Read more about autism and friendships.

[Wellbeing, Adult, Child, Young person](#)



Eating

As a parent or carer, you may be worried that your child's diet isn't healthy enough or that they are not getting the nutrients they need. Read more about eating problems and how you can help.

[Wellbeing, Adult, Child, Young person](#)



Diagnosis

You can be identified as autistic at any age – some people will be diagnosed as young children, others later in life. Read more on how to get a diagnosis for children and adults and where to find information and support.

[Key topics, Diagnosis, Adult, Child, Young person](#)



How to prepare for secondary school

Moving from primary to secondary school can be a big jump for many autistic children. It often involves getting used to a bigger, noisier environment and changing routines. Find help and advice to make the transition easier for your child.

[Education, Transitions, Child](#)



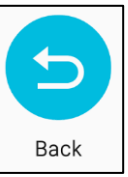
[Looking after yourself as a parent or carer](#)

When you are looking after the needs of someone else, it can be difficult to remember to look after yourself. However, it's important that you set aside time to participate in activities you enjoy and do things just for you. Read more about wellbeing for parents and carers.

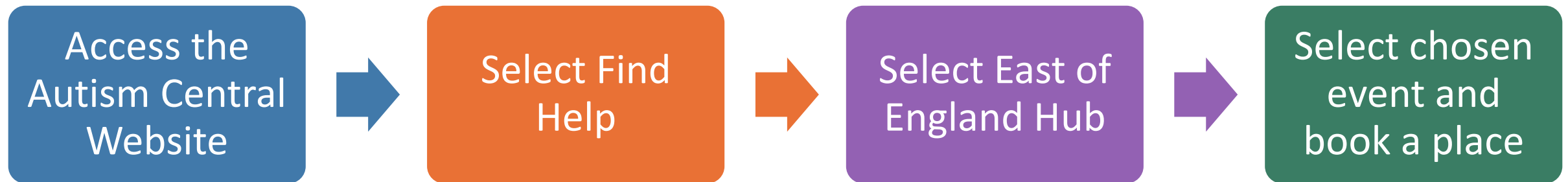
[Wellbeing, Adult](#)

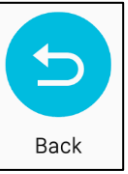


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Part Two - Group Online Session – accessed via the Autism Central Website





Group Online Session – accessed via the Autism Central Website

Featured events

[See all events](#)

Virtual Drop in for Parents/Carers of Autistic Children

An online drop in session for parents/carers of autistic children for advice, guidance and support.

Date:
Tuesday 26 September 2023

Location:
Online

Drop-in session

Virtual Drop in for Parents/Carers

An online drop in session for parents/carers of autistic children for advice, guidance and support.

Date:
Thursday 05 October 2023

Location:
Online

Group session

School Holiday Survival

This session focuses on school holiday support strategies.

Date:
Thursday 19 October 2023

Location:
Online

Group session

Back to School Support

A virtual session to discuss supportive strategies for autistic children when starting or returning to school after a break.

Date:
Thursday 26 October 2023

Location:
Online

Drop-in session

Virtual Drop in for Parents/Carers

An online drop in session for parents/carers of autistic children for advice, guidance and support.

Date:
Monday 30 October 2023

Location:
Online

Group session

Eating, Sleeping & Toileting

An opportunity for parents and carers of autistic children to discuss eating, sleeping and toileting support for autistic children.

Date:
Friday 03 November 2023

Location:
Online

Drop-in session

Virtual Drop in for Parents/Carers

An online drop in session for parents/carers of autistic children for advice, guidance and support.

Date:
Tuesday 07 November 2023

Location:
Online

Group session

Early Communication

An opportunity for parents and carers of autistic children to discuss early communication development and supportive strategies.

Date:
Thursday 16 November 2023

Location:
Online



Part 3 - 1:1 Support

- ✓ Parents, carers and Personal Assistants can request 1:1 support via a telephone call.
- ✓ For some, this is a brief conversation involving some fact sharing and signposting. For others, it is a longer conversation enabling parents/carers to share and unpick their experiences with someone with lived experience.
- ✓ Parents/carers can scan the QR code to register for a telephone call. The average wait time is less than one week.



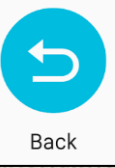
Autism
Central

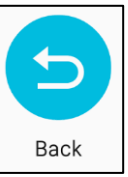


How else we can support you

- ✓ Schools and other groups can request Peer Educators to attend family/carerer events.
- ✓ Many schools are already arranging visits to coffee mornings and support groups.
- ✓ If you would like a visit, please email: peersupporthub@essex.gov.uk

EVENT

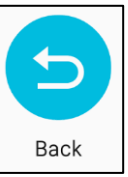




Termly Overview



EDUCATION DATA OVERVIEW - 2023



Essex Pupils

222,423 pupils in Essex schools

Year Group	Pupils (May 2023)	
<R	4445	
R	16963	
1	17254	
2	17421	
3	17283	
4	17329	
5	17550	
6	17554	
7	17515	
8	17348	
9	16832	
10	16817	
11	16091	
12	6283	
13	5625	
14	113	

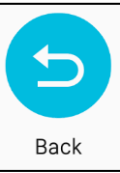
19.5% eligible for FSM

10.1% English as additional language

12.2% receive SEN Support

4.0% have an EHC Plan

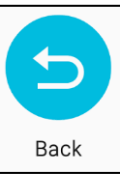
DATA OVERVIEW – Essex v National 2023



	National 2023 outcomes	Essex 2023 outcomes	Difference
Good Level of Development	67.2%	69%	+1.8%
Y1 Phonics	78.9%	79.2%	+0.3%
KS1 RWM	56%	57.9%	+1.9%
KS2 RWM	59.4%	60.7%	+1.3%

*This is subject to change until all data has been certified as final by DfE.

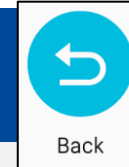
KS2 DATA OVERVIEW – Disadvantaged v Non-disadvantaged 2023



Year	Group	KS2 RWM
2019	All	65%
	Disadvantaged	50%
	Non- Disadvantaged	71%
	Gap	21%
2023* 17,531 cohort size	All	60.7%
	Disadvantaged	42.5%
	Non- Disadvantaged	67%
	Gap	24.5%

*This is subject to change until all data has been certified as final by DfE.

Attendance (Spring & Autumn terms 22/23)



Source: School Census files processed in NEXUS

% overall absence (Aut/Spr 22-23)

	Male	Female
Essex	7.2%	7.4%
Mid	7.1%	7.4%
North East	7.7%	7.8%
South	7.3%	7.4%
West	6.8%	7.0%
Basildon	7.9%	8.3%
Braintree	7.6%	7.8%
Brentwood	6.5%	6.4%
Castle Point	7.4%	7.4%
Chelmsford	6.7%	6.9%
Colchester	6.9%	7.0%
Epping Forest	7.2%	7.1%
Harlow	6.8%	7.0%
Maldon	7.5%	8.1%
Rochford	6.3%	6.8%
Tendring	8.9%	8.9%
Uttlesford	6.4%	6.8%

Disad.	Non disad.
11.6%	6.1%
12.0%	6.0%
11.8%	6.3%
11.9%	6.1%
10.5%	6.0%
12.7%	6.3%
12.3%	6.3%
10.6%	5.7%
11.2%	6.3%
12.0%	5.7%
11.4%	5.8%
11.2%	6.1%
9.7%	5.8%
11.8%	6.7%
10.4%	5.7%
12.1%	7.3%
10.9%	5.9%

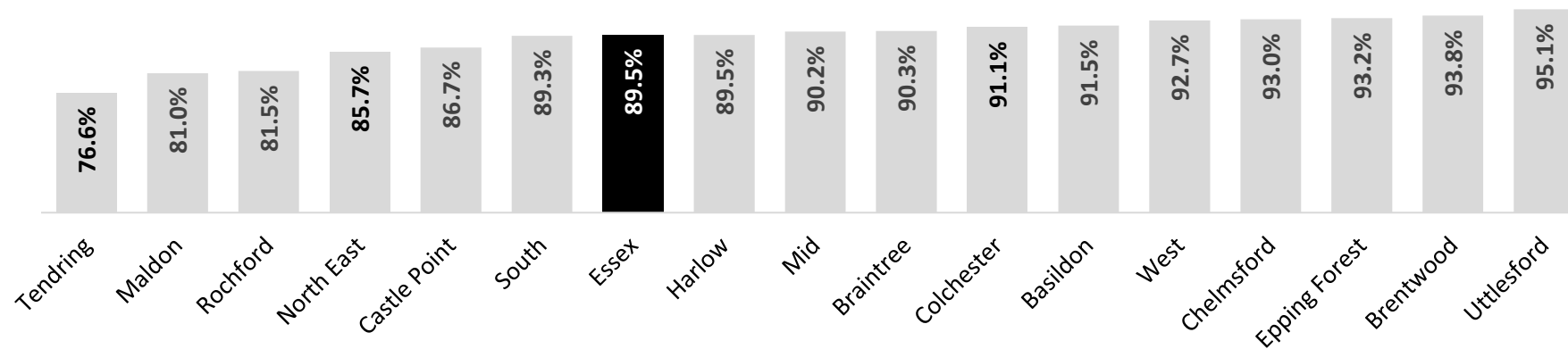
No SEN	SEN Support	EHCP
6.6%	10.7%	12.2%
6.5%	10.7%	11.5%
6.9%	11.3%	13.4%
6.7%	10.4%	12.3%
6.3%	10.1%	11.1%
7.4%	11.1%	12.5%
6.9%	10.9%	12.3%
5.8%	9.7%	10.4%
6.7%	10.5%	11.2%
6.0%	10.6%	12.3%
6.1%	10.7%	13.8%
6.4%	11.0%	11.3%
6.4%	9.4%	11.1%
7.2%	10.4%	13.2%
6.0%	9.4%	11.2%
8.0%	12.1%	12.9%
6.0%	9.8%	10.9%

Gender gap: -0.1% points

Disad. gap: 5.5% points

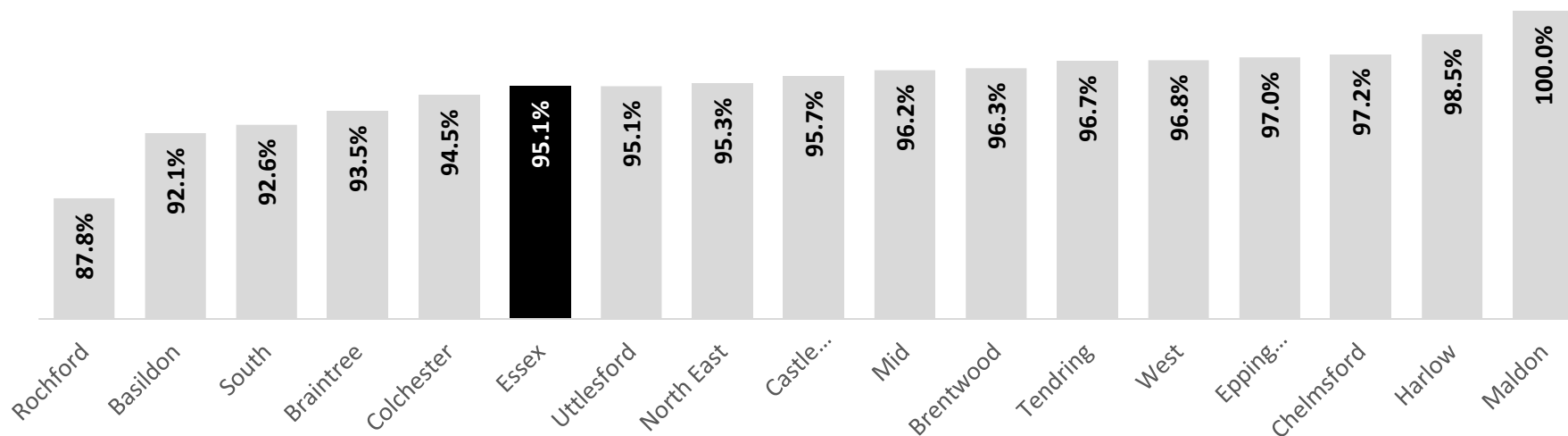
Source: data taken from Ofsted Monthly Management Information reports

% schools graded good or outstanding as at July 2023



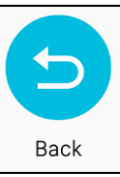
- OfSTED overall grade outcomes, of schools, across Essex districts as of July 2023

% Early Years Settings graded good or outstanding as at July 2023

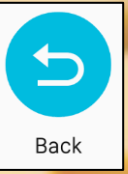


- OfSTED overall grade outcomes, of Early Years settings, across Essex districts as of July 2023

School inspection Handbook - updates in September 2023

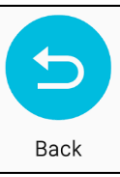


- **Terminology** (Para. 18) especially regarding **leaders/leadership**. More reference to CEO in MATs. Reference to this throughout the handbook eg Para 122-124, 132-136, 338-351. Para. 97-99 as part of the Headteacher phone call – maintained schools/academies. Curriculum leadership – Para. 241-244.
- **Greater clarity over governance in maintained schools/academies** – Para. 344-351.
- **Contextual information** will include all those with responsibility for the school.
- Areas of weakness will be referred to as the **responsibility of ‘the school’ rather than individuals**.
- **Preparation carried out by the lead inspector** (Para 101).
- **Revised complaints procedure** – increased transparency and easier for schools to raise concerns (Para 166-167) or see Inspecting Schools Guide.
- **Staff can be accompanied** when speaking to inspectors (Para. 116)
- **Sharing of information/inspection outcome** – Headteachers can decide which colleagues/others they share this information with, although outcomes remain provisional until the final report is published.
- **Timing of inspections** – greater clarity about the year in which a school is likely to be inspected (Para.34-42).
- **School week** of at least 32.5 hours, must be in place for 1 September 2023 (Para 223) – DfE have delayed until September 2024.
- **Evaluating behaviour** – specific considerations eg attendance (Para. 292-295)



National Wraparound Childcare Programme

Wraparound Childcare Programme Summary



The national Wraparound Childcare programme is part of the overall childcare reforms announced at the 2023 Spring Budget

The government's ambition is that: -

- starting in September 2024 and by 2026, all parents and carers of primary school-aged children who need it will be able to access term time Ofsted registered wraparound childcare in their local area, from 8am-6pm to support working patterns
- the wraparound care will be school-centred, with provision delivered by a variety of childcare models through: -
 - provision on a school site either run by the school or a private childcare provider,
 - the school supporting signposting parents to alternative local provision, for example PVI's and childminders.

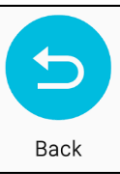
This programme will only focus on: -

- primary school-aged children from reception to year 6
- creating places that are available Monday to Friday, term time 8am-6pm (unless data shows that local demand is for different hours)

The DfE are providing funding to Local Authorities to fund new and expanded wraparound provision to meet current demand and to start to create capacity to meet future demand.

Funding will only be available to create new places or expanded places and will not cover ongoing revenue costs to support running costs

Wraparound Childcare Programme Next steps



The Essex Early Years team are currently undertaking an audit on current wrap around childcare provision and will also be consulting with parents to understand the expected level of need

Once this is concluded, an analysis will be undertaken on the expected demand and identify areas around the County where wraparound childcare places will need to be created

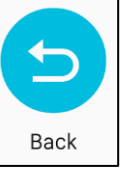
The ECC Early Years team will be offering bespoke support to all schools, private voluntary and independent childcare providers and childminders interested in creating new wraparound childcare places. This support will consist of: -

- Wraparound briefing sessions, that will start to be run in the coming weeks
- Information packs, including the data on needed places and registering with Ofsted
- Business support to create new wraparound places and to apply for available funding
- Facilitation of creating local partnership wraparound childcare models between schools, PVI and / or childminders



Equity and excellence

an inclusion strategy for Essex



Essex Inclusion Strategy

<https://essexcc.pagetiger.com/dpxonua/1>

Supporting Inclusion



Inclusion Strategy

Our vision and commitments, for equity and excellence in education for all children and young people.



Inclusion Framework

Enabling early intervention and inclusion in mainstream schools through the principle of Lives without Labels.



Inclusion Reviews

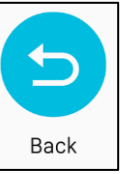
Supporting schools to review and reflect on their culture, provision and practices.



Resources & Learning

Research visits, gathering and sharing intelligence and best practice, as well as professional learning programmes.

Commitments



Achieving and moving-on

Commitment 4



Cohorts, contexts and evidence informed practice

Commitment 1



Attending and participating

Commitment 3

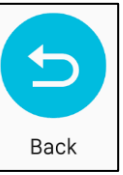


Positive, mutually respectful relationships & wellbeing

Commitment 2



Delivering our commitments



Inclusion Framework

Profiling of individuals and pupil cohorts, early intervention, and opportunities to seek financial support to develop systemic inclusive practices.

Inclusion Reviews

Supportive reviews offered to all schools and academies.

Inclusion Strategy

Ongoing delivery plans

Plans that specifically focus ECC resources on the delivery of our commitments.

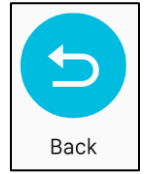
Support for schools and academies

Training, resources and support for schools and academies to facilitate the further development of inclusive practices, including the Ordinarily Available.



Inclusion Framework

Guidance



Inclusion Framework

Resources and Documents:

<https://essexcc.pagetiger.com/dcneqoo/1>

Guidance:

<https://essexcc.pagetiger.com/dxdfsro/1>

For support, please speak to your Inclusion Partner

Who is the Inclusion Framework for? When can it be used?

The Inclusion Framework is for all pupils/ students who are experiencing a barrier to accessing a full, mainstream education. Use of the Inclusion Framework should therefore not be seen as a tool just for SENCOs.

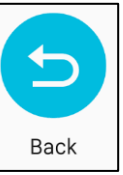
The approach has been designed to support schools where they are struggling to include any pupil/s.

The process can be instigated at any time, for a single or group of children. We would encourage schools to use the profiling tool proactively, rather than wait for a barrier to present itself.

School-age children. We are continuing to pilot the IF for preschool age children to ensure the approach is as supportive and effective as possible.



Test and Learn Feedback

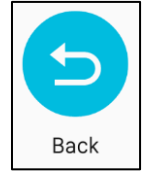


- Rating the objectives is a useful way of assessing progress and demonstrating this progress to families
- It's positive to have a common language around inclusion
- The IF enabled relationship building, was easy to use, and examined a broad range of needs rather than just one over-arching matter
- Accessing support was faster than existing processes
- IF has been influential in expanding our thinking
- Timing of sharing the OA and the IF has been very helpful – to be clear on what should be in place every day and what should be targeted and additional
- Helpful 'nudging' from our IP!
- With the new format it is easier to see how the columns themselves build on each other left to right, to cover the holistic journey of the child



Inclusion Reviews

Guidance for reviews of average-sized primary schools



Inclusion Reviews

Information for Primary:

<https://essexcc.pagetiger.com/cpiulug/1>

Information for Secondary:

<https://essexcc.pagetiger.com/cpiulug/1>

To express an interest in a review please share your details here:

<https://forms.office.com/e/Fh6Y2mDie3>

What do we review?

Values, vision and culture of inclusion across the school

Pillar 1

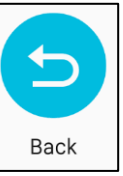
Positive, mutually respectful relationships, and wellbeing

Pillar 2

Attending and participating

Pillar 3

Achieving and moving-on



What reviews lead to / the support offer

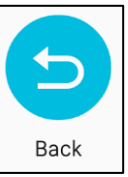
Schools receive a report following their review. This includes evidence-informed recommendations.

As our evidence base deepens, schools will also be linked to other schools who can share good practice in key areas.

The recommendations will form a part of the ongoing work with school leaders and their allocated IP/SEP.

Where appropriate, the report will also highlight links to additional ECC support (e.g. from the traded offer or our package of 'support for schools').

Ready to Regulate – a TPP professional learning programme



Endorsement and Pre- engagement

- Commitment from leadership and alignment with school ethos and development priorities
- Commitment to attend, engage and apply TPP attitudes
- Accessing pre-session materials



Applied Practice

- Using the learning in own work
- Sharing learning with small groups
- Continuing to connect with the learning content outside of training days



Evidence & Research

- Neuroscience and learning from trauma-informed research studies
- Evidence based models such as Panksepp and RRR
- Practical approaches and relationship based regulation techniques



Reflection and Supervision

- Regular protected time for reflection on own practise



Facilitation and Interaction

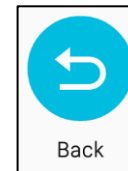
- Practical activities – experiential learning
- Considering the application of models to own environments
- Sign-posting to additional resources
- Developing own materials



End of Programme Assessment

- Presentation of learning and impact throughout the programme and intentions for the future



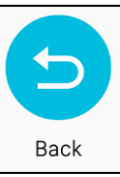


Best practice visits

Identify examples of best practice – focus on inclusive practice.

Underpin the inclusion reviews and overall inclusion strategy being adopted in Essex.

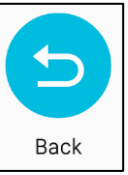
Opportunities to become involved



- Nominate a Senior Leader to join a relevant research visit
- Nominate a Senior Leader to shadow an Inclusion Review
- Express interest in an Inclusion Review for your school
- Contribute to development of the ‘facilitated workshops’
- Express an interest in piloting the Ready to Regulate programme

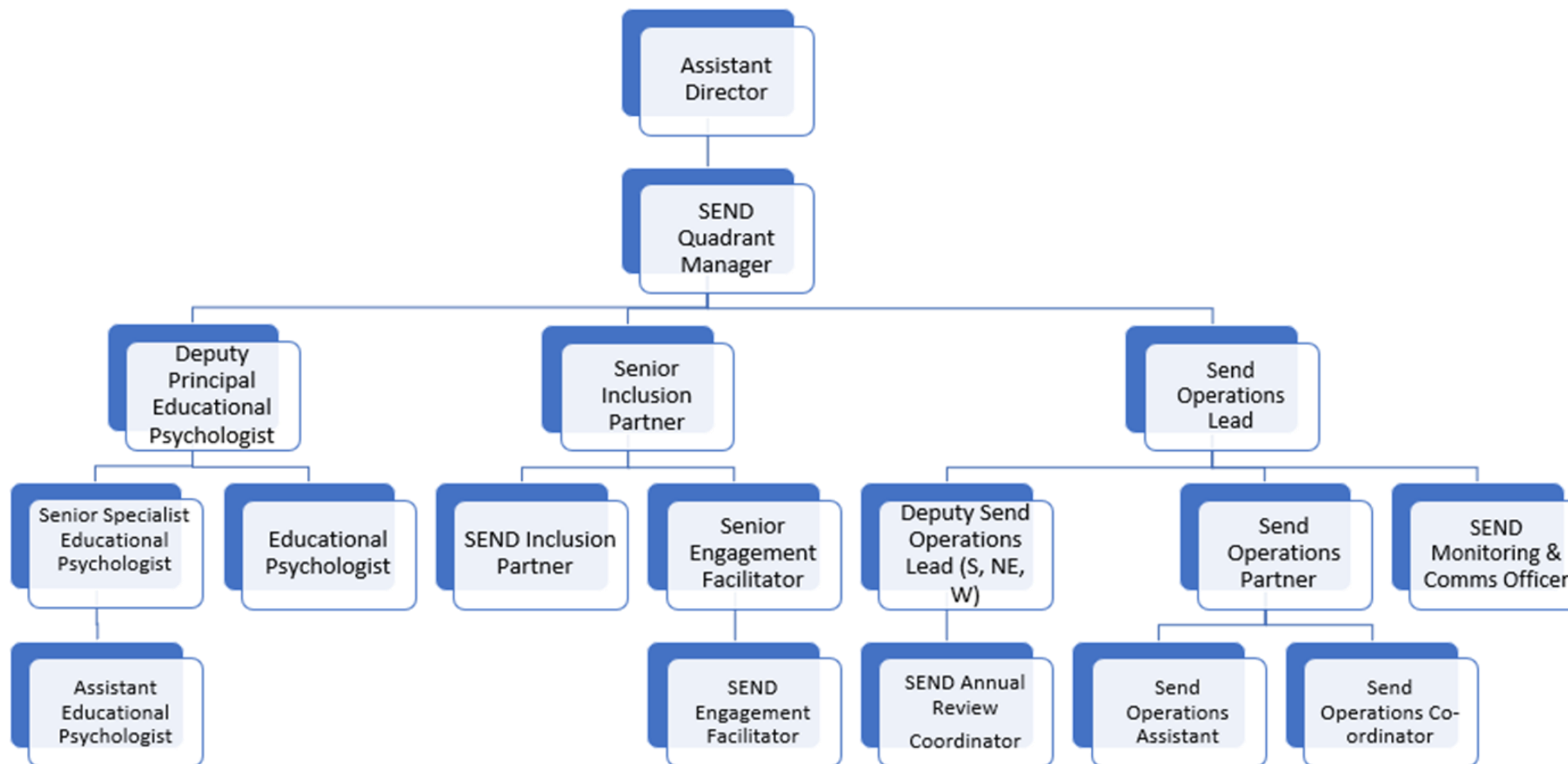
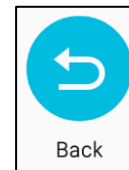


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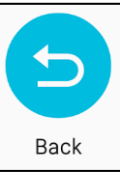


Quadrant Update

Quadrant SEND Teams – South



SEND Operations



SEND Ops Lead (SOL)

Cathy Gregory

Deputy SOL

Paula Brown

SEND Ops Partners (SOPs)

Jackie Stacey, John Haddy, Becky Cooper, Lisa Blackmore, Gill Vowles, Rebecca Vogli, Kirsty Quilter, Vacancy recruiting now

Communications and Monitoring Officer

Kay Hipgrave

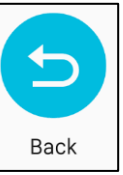
Annual Review Co-Ordinator (ARCo)

Claire Handley

SEND Operations Co-ordinators (SOCo) x 11 FTE

SEND Operations Assistants (SOAs) x 7.5 FTE

SEND Inclusion Partners



Senior SEND IP (SIP)

Sarah Miller

IPs

Jennie Pennington

Jo Connolly

Jo Fincher

Julie Greenaway

Julie Morse

Kate Bunyan

Lorraine Cannon

Maggie Wood

Nicola Leete

Paul Richards

Pauline Mackenzie-Moore

Rachel Manley

Ruth Glendennan

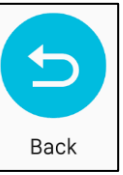
Sam Lofts

Sarah Neale (maternity leave)

Susi Stephenson (long term absence)

Vacancy approx. 0.5 FTE at present

SEND Engagement Facilitators



Senior SEND IP (SIP)

Sarah Miller

Senior SEND Engagement Facilitator (SEF)

Recruiting now

EFs

Alison Knight

Amanda Moseley

Berni Chapman

Carol Blakie

Caroline Taylor

Frances Trotter

Lisa Perry (seconded to another ECC team. Recruiting to fixed term position)

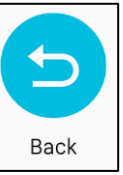
Liz Lynch

Lizanne Murphy

Maggie Caley

Melissa Corrins

Educational Psychologists



Quadrant Senior EP (QSEP) temporary post

Erin Cheong

Deputy Principal EP (DPEP) permanent post

Recruiting now

EPs (and Senior Specialist EPs)

Benjamin Jones – SSEP

Carolyn Bassett

Jamie Allen

Jason Lloyd

Katy Trangos

Keanu Chan

Laura Barton – SSEP

Lauren Baggley

Paula Pashley

Sarah Routledge – SSEP

Sophie Stone

Trainee EPs (TEPs)

Karla Bates (long term absence)

Lottie Devey-Smith

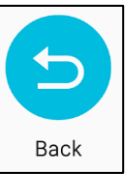
Assistant EPs

Aiswarya Thamilselvan

Alpa Ghedia

EP Vacancy Factor

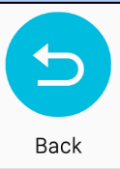
Budget from vacancies is used for Associate EP time for statutory EP advice.



Essex School Partnership Strategy

Accelerators of School Improvement

Quadrant update
Autumn 2023



SOUTH PARTNERSHIP

WICKFORD PARTNERSHIP QUADRANT CO-CHAIRS

BILLERICAY COMMUNITY TRUST QUADRANT CO-CHAIRS

CANVEY SCHOOLS PARTNERSHIP

CASTLE POINT PARTNERSHIP

BASILDON EXCELLENCE PARTNERSHIP (BEP)

BRENTWOOD COLLABORATIVE PARTNERSHIP

BILLERICAY PARTNERSHIP

SOUTH ESSEX ACADEMY TRUST MAT

SOUTH ESSEX TEACHING INSTITUTE (SETI)

LEE CHAPEL ACADEMY TRUST MAT

LIKEMINDED GROUP

DISCOVERY EDUCATION TRUST

EPSILON STAR MAT

BERLESDUNA MAT

LEAD

Heidi Blakely - Abacus Primary School, Wickford

Katherine Parker - St Peter's Catholic Primary School

Emma Lane - Northwick Park Primary School, Canvey Island

Dave - Walton Woodham Ley Primary, Benfleet

Lisa Patient

Sarah Meacher from Holly Trees Primary / Holly Obank from Mountnessing Primary

Ann Robinson - Buttsbury Jun School

Simon Harbrow - CEO Westwood Primary School / Parkwood Primary School

Rich Green - Grove Wood Primary, Rayleigh

Sue Jackson - Lee Chapel Primary School, Basildon (CEO)

Jenni Evans - Warley Primary, Brentwood

Ryan Duff (CEO) - Larchwood Primary, Brentwood.

Michael Thomas (CEO) Kents Hill Junior School, Benfleet

Sean Tobin, Merrylands Primary, Basildon (CEO) and Courtney Freese – Director of Learning

If your Partnership is undertaking Peer Reviews and feel that colleagues need a refresher in the training of Peer Reviewers and Improvement Champions if you are using the Education Development Trust model that we rolled out across the County some years ago, please can you let your School Effectiveness Partner know and we can then look at the best way to facilitate this across the County.

If you would like to access Peer Reviewers training online through the Education Development Trust, you can book on to this here. The price per attendee is £64.49 and it November 23rd 9.30am-12.30
<https://www.schoolspartnershipprogramme.com/webinars-and-events/capacity-and-refresher-training>

This year each partnership will also have a link Early Years Education Partner (EYEP). Their remit will be to support collaborative learning between schools and other Early Years settings in the locality, focussing on inclusion and transition and promoting the sharing of good practice. When your SEP contacts you, they will give you the dates and venue of the Early Years Locality Network meetings pertinent to your schools for the attention and attendance of your Early Years Lead.

The SEP will also be working with your Partnership on how collaboration can be used to maximise the offers from the Local Authority around the Inclusion Strategy which includes the Disadvantage Strategy and the Inclusion Framework. We want to work with you to enable best practice to be shared and maximise any additional funding that is available through the Inclusion Strategy.

All schools in Essex will shortly receive a welcome pack from the Essex Year of Numbers Team. This pack includes a project directory, a welcome letter from Clare Kershaw, a Year of Numbers information flyer and a copy of Essex Reads (the Essex Year of Reading Anthology). Partnerships should note that the directory also includes a call out to schools/partnerships to pitch their own projects for funding, which they can do via essex.yearofnumbers@essex.gov.uk. The team are also aware that due to a technical glitch some schools have been told that projects are full or haven't received a response – this is incorrect so please do contact Essex.yearofnumbers@essex.gov.uk if you have any questions or want to get involved. An electronic copy of the directory and latest news can be found at <https://www.essex.gov.uk/news/essex-year-of-numbers>

Each quadrant has a termly meeting to facilitate all Partnership Leads coming together. The South Quadrant Chairs are Katherine Parker, Head of St Peter's catholic and Heidi Blakeley, Head of Abacus School and the meetings are:

- 18th October (on zoom)
- 14th February
- 21st May

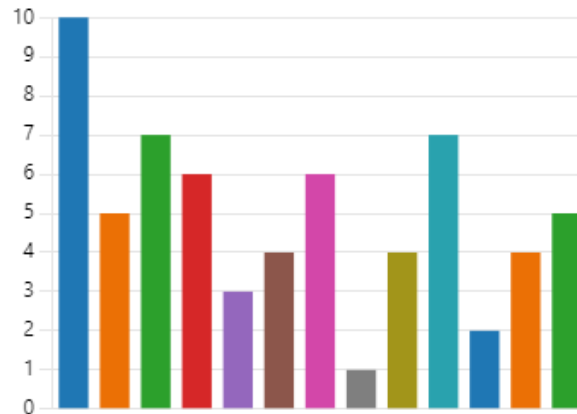
Heidi will be contacting you re the times.

Partnership Survey

4. What are the focus areas for your **partnership**, for the next academic year?

[More Details](#)

● SEND	10
● Inclusion	5
● Attendance	7
● Writing	6
● Reading	3
● Ordinarily Available	4
● The Year of Numbers	6
● Levelling- Up	1
● Disadvantaged/ Pupil Premium	4
● Wellbeing	7
● Workforce Development	2
● Capacity	4
● Other	5



3. Quadrant

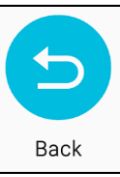
[More Details](#)

● Mid	6
● North	0
● South	0
● West	4



Please complete the very short form here:
<https://forms.office.com/e/avDvnjRE4S>.

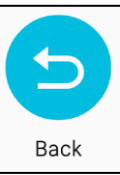
Core offer to all schools via the partnership model



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.

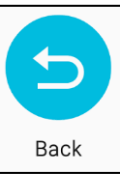
South quadrant: Primary phase outcomes



	EYFS: % GLD		Yr 1 Phonics: % expected	
	2022	2023	2022	2023
England	65.2	67.2	75.5	78.9
Essex	66.8	69.0	75.3	79.2
Mid	68.5	69.6	74.8	81.0
North East	67.1	67.7	75.1	78.7
South	65.0	69.3	75.1	78.3
West	67.2	69.1	76.6	78.9
Basildon	63.1	67.9	71.9	76.1
Brentwood	71.0	69.3	79.5	79.9
Castle Point	58.9	66.4	72.1	76.4
Rochford	70.4	75.1	83.1	84.8

PLEASE NOTE: Colour coding, from LA central data team, is reflecting data only and not providing judgement, in line with [DfE Primary Accountability guidance](#).

South quadrant: Primary phase outcomes

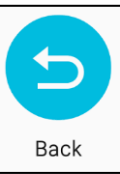


	KS1: % exp RWM		KS1: % exp Reading		KS1: % exp Writing		KS1: % exp Maths	
	2022	2023	2022	2023	2022	2023	2022	2023
England	53.4	56.0	66.9	68.3	57.6	60.1	67.7	70.4
Essex	55.6	57.9	69.4	70.1	60.4	62.3	69.4	72.4
Mid	57.3	59.3	70.7	71.4	62.4	63.3	71.0	74.3
North East	52.0	55.4	66.6	67.7	56.9	60.4	66.4	69.4
South	57.1	60.2	70.3	71.7	61.6	64.5	69.6	73.0
West	55.0	55.6	69.3	68.9	59.8	60.1	70.1	72.0
Basildon	56.0	60.2	67.9	70.6	60.4	64.2	68.3	72.2
Brentwood	63.5	64.6	76.7	76.9	67.1	68.1	76.4	78.3
Castle Point	53.2	56.9	67.7	70.1	58.1	61.6	66.2	69.3
Rochford	58.0	59.9	73.1	71.5	63.0	64.7	70.1	74.0

Green = district higher than England average, **Red** = lower than England average. Please note this colour coding is not providing any judgements but is used by our data team to compare data to England.

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South quadrant: Primary phase outcomes

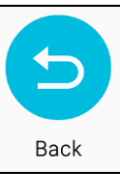


	KS2: % exp RWM		KS2: % exp Reading		KS2: % exp Writing		KS2: % exp Maths	
	2022	2023	2022	2023	2022	2023	2022	2023
England	58.9	59.5	75.0	72.6	69.7	71.5	71.7	73.0
Essex	58.8	60.7	74.4	73.6	71.0	73.1	71.3	74.2
Mid	59.0	61.7	75.3	74.9	71.3	73.5	71.4	74.8
North East	53.3	56.4	70.1	69.3	65.7	68.2	66.3	70.2
South	61.9	62.6	76.3	74.3	74.2	76.9	73.9	75.8
West	60.2	61.6	74.9	75.8	71.7	72.4	72.9	75.7
Basildon	61.3	61.6	75.5	73.3	74.2	76.6	73.6	74.7
Brentwood	67.8	67.9	81.2	78.2	77.1	79.6	79.3	79.7
Castle Point	58.2	56.6	72.3	68.6	72.1	74.5	70.0	72.7
Rochford	62.0	66.2	77.8	79.6	73.9	77.7	74.0	78.1

Green = district higher than England average, **Red** = lower than England average. Please note this colour coding is not providing any judgements but is used by our data team to compare data to England.

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South quadrant: Primary phase outcomes



	KS1-2 Progress: Reading		KS1-2 Progress: Writing		KS1-2 Progress: Maths	
	2022	2023	2022	2023	2022	2023
England	0.0	0.0	0.0	0.0	0.0	0.0
Essex	-0.5	-0.1	0.2	0.3	-0.4	0.0
Mid	-0.4	0.1	0.1	0.3	-0.5	0.1
North East	-1.0	-0.4	-0.7	-0.4	-1.0	-0.5
South	-0.4	-0.2	0.7	0.9	-0.1	0.0
West	-0.3	0.3	0.4	0.2	0.1	0.4
Basildon	-0.2	-0.3	1.2	0.9	0.0	0.0
Brentwood	0.4	0.0	0.5	0.7	0.8	0.6
Castle Point	-1.4	-0.8	0.3	1.0	-1.0	-0.2
Rochford	-0.4	0.1	0.1	0.9	-0.3	-0.5

Green = district higher than England average, **Red** = lower than England average, **Amber** = same as England average. Please note this colour coding is not providing any judgements but is used by our data team to compare data to England.

PLEASE NOTE: Colour coding, from LA central data team, is reflecting data only and not providing judgement, in line with [DfE Primary Accountability guidance](#).