

# Essex Primary Headteacher Meetings Summer Term 2022

**NE - 15<sup>th</sup> June 2022**

**Mid – 16<sup>th</sup> June 2022**

**West - 22<sup>nd</sup> June 2022**

**South – 23<sup>rd</sup> June 2022**



Essex County Council

# Agenda

## Part 1

- **Schools White Paper, Schools Bill Policy documents and 2022/23 Implementation Plan**
- **Education Taskforce: Year of Reading Update**
- **SEMH Strategy Team – Finding the right support**

## Part 2

- **SEND and Alternative Provision Green Paper**
- **Inclusion Framework and Ordinarily Available updates**
- **Top-up funding – introduction of a new system for Essex**
- **Inclusion Conference – 5<sup>th</sup> July 2022**

## **Part 1:**

- ▶ **Schools White Paper**
- ▶ **Schools Bill Policy Documents**
- ▶ **2022/23 Implementation Plan**

# Policy Documents and Dates

- 28<sup>th</sup> March 2022 - Schools White Paper – [Opportunity for all: Strong schools with great teachers for your child](#)
- 29<sup>th</sup> March 2022 - SEND and AP Green paper – [Right Support, Right Place, Right Time](#)
- Links to Levelling Up White Paper (2<sup>nd</sup> February 2022) and Skills and Post 16 Education Act (going through parliament assent)
- 10<sup>th</sup> May 2022 - Queen's Speech
- 12<sup>th</sup> May 2022 - [Schools Bill Policy Statements](#)
- 25<sup>th</sup> May 2022 - [Implementing School System Reform 2022 to 2023](#)
- 25<sup>th</sup> May 2022 - [Local Authority Established MATs](#): Registration of Interest
- To note: Sustainability and Climate Change: [A Strategy for Education and Children Service Systems](#) published 21<sup>st</sup> April 2022.
- (Note – remember Ofsted will inspect all schools by 2025)

# Our Schools white paper vision, ambitions, and strategy to deliver

## Vision



A school system that helps every child to fulfil their potential by ensuring that they receive the right support, in the right place at the right time - founded on world-class literacy and numeracy as the cornerstone of an excellent education. Delivering on the government's priorities of building back better after the pandemic and levelling up across the country.

## Ambitions by 2030



- ❑ Key Stage 2: 90% of pupils meeting the expected standard in maths and reading at Key Stage 2
- ❑ Key Stage 4: National GCSE average grade in both English language and in maths increased from 4.5 in 2019 to 5

## Our strategy

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### 1. Teachers

Ensure we have excellent teachers in all areas of the country, trained in the very best literacy & numeracy approaches



### 2. Standards

Support our teachers to deliver high standards for all pupils, with a relentless focus on behaviour & attendance, and access to the best-evidenced resources



### 3. Targeted support

Deploy targeted support for those who need it most, especially the most vulnerable and disadvantaged children



### 4. System

Underpinning this, ensure that there is a stronger school system, including fair and adequate core funding and every school belonging to a strong trust with strong leadership and governance

# Schools Bill Policy Statement

- Academy Trust Standards
- Academy Trust Intervention Powers
- Faith Protections
- Grammar Schools
- Local Authority Academisation Power
- Transfer of land by local authorities
- National Funding Formula Reforms (consultation published 7<sup>th</sup> June 2022)
- Children Not in School
- School Attendance
- Independent Schools – requirements to register and increased powers for the DfE and Ofsted

# Implementing School System Reform 22-23

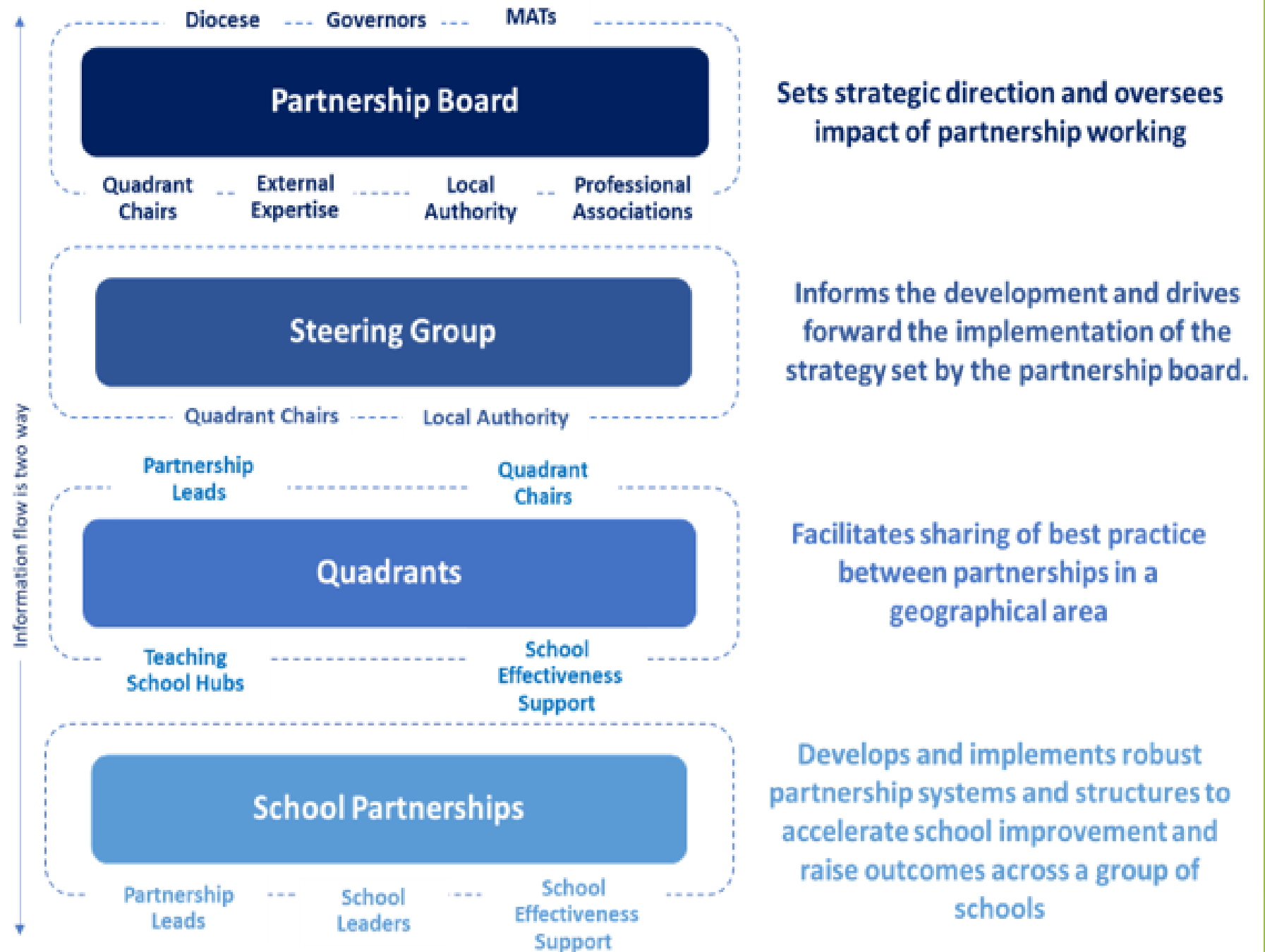
- Phase 1 – Area Based Commissioning in Education Improvement Areas and test and learn projects (LA-established MATs)
- Area Based Commissioning - clear principles for MATs:
  - Develop further the outcomes for Trusts to achieve
  - Ensure approach to regulation and area based commissioning includes the right incentives for continuous improvement and articulates the mandate trusts have to execute well
  - Ensure trusts and schools have what they need to improve and build capacity
- Education Improvement Areas (EIAs) :
  - focus on schools consistently rated less than good (55 areas)
- Registration of interest for LA-established MATs by 31<sup>st</sup> July 2022
- Seek to convert remaining schools and move to a fully trust led system by inviting expressions of interest from LAs who wish to work with the DfE and ***where they have secured the in-principle agreement of schools.***

# So... What does this mean for Essex - early thoughts?

- Essex is a large and successful area with a mixture of LA Maintained Schools, SATs and MATs with (in the main) good relationships and strong partnerships and networks
- We already have a number of developed and developing strategies to support our response to the White Paper including:
  - ▶ Schools Partnership Strategy
  - ▶ Disadvantaged Strategy
  - ▶ TPP
  - ▶ Our approach to inclusion
- The MAT infrastructure in Essex is currently insufficient to move towards a fully trust led system so we can create the MAT infrastructure required to meet this outcome
- 2030 is a long way off.....



# Refreshed Essex Partnership System & Structure



# White Paper Links

## Executive summary point 2

The best schools are realising these standards already, but our aim is to achieve these excellent outcomes for children and young people nationally. We will do this through two key principles: a rigorous commitment to using, building and sharing evidence so that every school knows ‘what works’ for all of their children; **and a focus on enabling collaboration between teachers, schools and wider children’s services so that every child is supported to realise their full potential.**

<https://www.gov.uk/government/publications/opportunity-for-all-strong-schools-with-great-teachers-for-your-child>

# Thoughts, Discussion and Questions

- Continued focus on school improvement and school partnerships
- Mapping the MAT landscape as is and understand what area based commissioning could mean for Essex
- Engagement with schools re your thoughts 2022-2023
- Consideration of an LA MAT - what and when, vision and ethos
- Co-producing a high level plan to respond to the White Paper / Schools Bill

**Essex Education Task Force**

**Essex 2022 Year of Reading Update**

# Essex Year of **REAding**

- One element of the Essex Education Task Force
- Budget of £1 million
- Launched February 2022 : Frank Cottrell-Boyce, an English screenwriter, novelist and occasional actor opened with an inspirational message:  
[https://essexeducationtaskforce.org.uk/videos/2022\\_03\\_01/01.mp4](https://essexeducationtaskforce.org.uk/videos/2022_03_01/01.mp4)
- Funded projects and training– over 28 all underway
- Delivering the Essex ‘Year of Reading App’
- Multiple partners across ECC
  - Creating links between areas who have never worked together before
  - Events and activities
  - Essex libraries
  - Adult Community Learning, Parent Ambassador Programme
  - Essex Child and Family Wellbeing Service

## What are we aiming for ?

Every Essex child a confident reader:

**Renewal:** to support children and young people who have fallen behind with their reading over the past year.

**Equality:** to read confidently is the golden key to being a successful learner.

**Ambition:** to ensure that every Essex child leaves school able to read at their age level or better.

Confident readers make confident learners

- Improving everyone's (children and adults) opportunities in life
- In **actuality** the legacy is being built and strengthened to progress much further than just 2022

# The Reading Project Directory

*The Reading Project Directory:* [EYOR Project Directory \(essexprimaryheads.co.uk\)](http://essexprimaryheads.co.uk)

- *To encourage every community across the county to promote the importance of reading.*
- *To encourage every family to enjoy reading together.*
- *To encourage businesses, large and small across Essex, to promote the fun and joy of reading.*

## Other audiences include

- Children in Care/children in non-school settings
- Adults – parents/grandparents
- Early Years children at pre-schools, nursery and childminders
- Youth services
- Adults in care homes (linking with schools)



## Discover the App

- The Essex Year of Reading app will inspire parents and children to read with confidence. Use the free digital library to enjoy immersive audio readings, animations, quizzes and download texts to read offline anytime, anywhere.
- You'll find information about Essex libraries, online and in-person events as well as exciting competitions and challenges, updated throughout the year.

You'll be able to choose from the:

- pupil library – including poetry and fiction and non-fiction stories
- literacy boosting library – including high-interest and phonics-based reading support
- parent or carer library – including guides on how to support your child's reading and wider learning



**Essex Year of**  
**REAding**

**Update June 2022**  
**Rachel Pritchard, Lyons Hall**

# So far for schools .....

- Every school should have received a library card for all their pupils (Judith Wickenden - [Judith.Wickenden@essex.gov.uk](mailto:Judith.Wickenden@essex.gov.uk))
- 57 schools completed the Herts for Learning Fluency Training
- 12 schools have taken part in the Essex Reading Fluency Pilot
- Developing Reading Comprehension Programme has begun
- 10 secondary schools being trained in the Thinking Reading approach
- Deputy Lieutenants have visited schools to read Little Elizabeth

# Look out for .....

- ❖ Michael Rosen is delivering a free online session on Thursday 16<sup>th</sup> June 10-11 for parents, grandparents, carers, Early Years professionals and anyone working with young children. The session will focus on the importance of play and talk in language development in young children. To register, please email [Essex.yearofreading@essex.gov.uk](mailto:Essex.yearofreading@essex.gov.uk)
- ❖ Michael Rosen event for Pupils – Live event and recorded (October)
- ❖ Clare Luther Poetry Workshop - online and recorded (World Poetry Day)
- ❖ Early Reading and Phonics support via Partnerships for all schools (Autumn term onwards)

[www.essex.gov.uk/news/essex-year-of-reading](http://www.essex.gov.uk/news/essex-year-of-reading)

- Jubilee poetry competition
- Storytelling competition
- Essex Book Festival
- Author visits to libraries
- Story of the month – Lenny and Wilbur

# Herts for Learning Fluency Intervention Impact

## 8 week intervention:

- Overall Progress – 80% made more than 4 months progress and 77% of children made more than 6 months progress
- KS2 – average comprehension age increase was 2 years and 3 months  
average fluency age increase was 1 year 3 months
- KS3 – average comprehension age increase was 1 year and 5 months  
average fluency age increase was 1 year 1 month

# Overview of Reading Fluency Programme

- 8 week intervention
- 2 sessions of between 20 – 30 mins a week
- Up to 6 children in a group
- Session 1 – reading a text to fluency
- Session 2 - discussion around the text to deepen understanding
- Use of YARC assessment to measure impact

# Reading Fluency Programme Training

**Who:** English lead and Yr 5 or Yr 6 teacher

**Two dates:**

Either Tuesday 20<sup>th</sup> September or Thursday 22<sup>nd</sup> September

**Venue:** Lyons Hall Primary School

**Time:** 9:30 – 3:00

All refreshments and lunch provided

**Cost:** Free of charge

# Contact Details

## Primary School Contacts:

### Mid and North-East

Rachel Pritchard

[rpritchard@lyonshall.org.uk](mailto:rpritchard@lyonshall.org.uk)

### South

Sonia Barber

[soniabarber@janetduke.essex.sch.uk](mailto:soniabarber@janetduke.essex.sch.uk)

### West

Justine McFarlane

[jmcfarlane@roseacres.essex.sch.uk](mailto:jmcfarlane@roseacres.essex.sch.uk)

## Secondary School Contact:

Tony Taylor

[ttaylor@rodingvalley.net](mailto:ttaylor@rodingvalley.net)

# Overview of Developing Reading Comprehension Programme

## Day 1

- Reading for pleasure
- Reading resilience
- Fluency

## Day 2

- Activating prior knowledge
- Reading for meaning in the moment

## Day 3

- Vocabulary
- Inference
- Assessment

## Day 4

- The teaching sequence
- Reading for meaning after the moment – deepening understanding



# Developing Reading Comprehension Programme Training

**Who:** 2 staff - English lead / Upper KS2 teacher/ Yr 2 teacher

**Venue:** Lyons Hall Primary School

**Time:** 9:00 – 4:00

All refreshments and lunch provided

**Cost:** £60 (rest funded by Essex)

# Developing Reading Comprehension Programme Training Dates

- **Group 2:** 21<sup>st</sup> June, 19<sup>th</sup> Oct, 29<sup>th</sup> Nov, 1<sup>st</sup> March (2023)
- **Group 3:** 20<sup>th</sup> Sept, 8<sup>th</sup> Nov, 24<sup>th</sup> Jan (2023), 21<sup>st</sup> March (2023)
- **Group 4:** 3<sup>rd</sup> Oct, 15<sup>th</sup> Nov, 25<sup>th</sup> Jan (2023), 22<sup>nd</sup> March (2023)  
Please note the change of date for the first day
- **Group 5:** 17<sup>th</sup> Jan, 14<sup>th</sup> March, 16<sup>th</sup> May, 4<sup>th</sup> July (all dates 2023)
- **Group 6:** 18<sup>th</sup> Jan, 15<sup>th</sup> March, 17<sup>th</sup> May, 5<sup>th</sup> July (all dates 2023)
- Kirsty Hamblion E: [khamblion@lyonshall.org.uk](mailto:khamblion@lyonshall.org.uk) T: 01376 552393

SEMH Strategy Team

# Finding the right support



Essex County Council

# Who we are and what we are doing

Who we are:

- Steve Whitfield [stephen.whitfield@essex.gov.uk](mailto:stephen.whitfield@essex.gov.uk)
- Lianne Canning [lianne.canning@essex.gov.uk](mailto:lianne.canning@essex.gov.uk)
- Beth Brown [beth.brown@essex.gov.uk](mailto:beth.brown@essex.gov.uk) (currently on Maternity leave)
- Deb Garfield [deb.garfield2@essex.gov.uk](mailto:deb.garfield2@essex.gov.uk) (Tuesdays & Thursdays)

What we are doing:

Leading collaboration for...

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

TPP Values underpin *everything* we are involved in.

Compassion & Kindness, Hope, Connection & Belonging.

# SEMH Infolink Portal



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

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

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

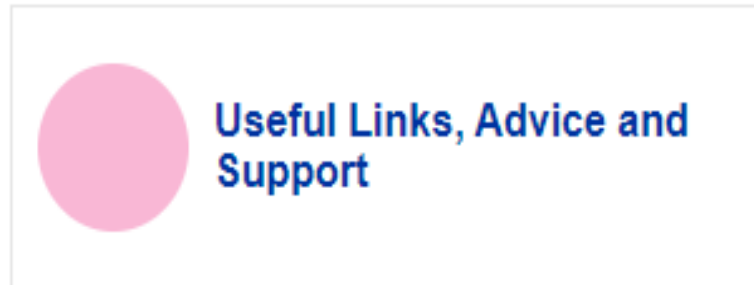
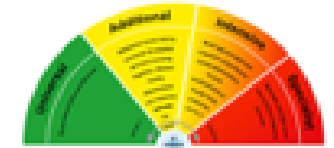
[https://schools.essex.gov.uk/pupils/social\\_emotional\\_mental\\_health\\_portal\\_for\\_schools/Pages/default.aspx](https://schools.essex.gov.uk/pupils/social_emotional_mental_health_portal_for_schools/Pages/default.aspx)

# Accessing support Signposting



## Finding the Right Help from the Right People

### An Overview for Schools/Settings



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

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

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

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

Universal / Coping	Additional / Getting Help	Targeted / Intensive / Getting More Help	Specialist / Getting Risk Support
School and community-based provision <a href="#">SEMH Infolink Portal</a> <a href="#">Essex Child and Family Wellbeing Service</a> <a href="#">Essex Schools Infolink Covid Update Pages</a> <a href="#">Essex Family Letters</a> <a href="#">Think Family Approach</a> <a href="#">Essex Local Offer</a> <a href="#">Essex Youth Service</a>	Community based provision <a href="#">Essex Wellbeing Service</a> 0300 303 0055 <a href="#">Team Around Family</a> <a href="#">One Planning</a> Mental Health Support Team (where available) EOPWS <a href="#">Children's Wellbeing Practitioners</a> <a href="#">SEND Quadrant Teams</a> <a href="#">EP Parent Helpline</a> 01246 433223 (Mon & Weds 1pm-5pm) <a href="#">CAMH/EP schools helpline</a> Thursday 9am-5pm <a href="#">essex@hwbolink.com</a>	<a href="#">CAMHS single point of access</a> 0300 300 1000 (Mon-Fri 9am-5pm) <a href="#">Family Solutions</a> 1-2-1 support for parents through voluntary engagement <a href="#">Families Hub</a> 0345 603 7627	<a href="#">CAMHS Crisis Support</a> 0800 963 0222 NELFT Urgent Out of Hours: 0300 666 1200 Contact the family's Mental Health Support Worker or Care Coordinator (if relevant) <a href="#">Essex Crisis Management case</a> <a href="#">NHS 111</a> <a href="#">Life-threatening Emergency 999</a>

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

# SEMH Training



Trauma  
Perceptive  
Practice

Designated  
Mental  
Health Lead

EPs in  
CAMHS

## Plus Additional Training:

Provided by ECC Education Teams

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

Other ECC Teams or External Providers

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

SEMH Strategy Team

# Thank you.

SEMH Strategy Team: [semhstrategy@essex.gov.uk](mailto:semhstrategy@essex.gov.uk)

What more from the SEMH Strategy Team?

View the SEMH Portal on the Essex Schools Infolink:

[https://schools.essex.gov.uk/pupils/social\\_emotional\\_mental\\_health\\_portal\\_for\\_schools/Pages/default.aspx](https://schools.essex.gov.uk/pupils/social_emotional_mental_health_portal_for_schools/Pages/default.aspx)



Essex County Council



# Coffee Break



## **Part 2:**

- **SEND and Alternative Provision Green Paper**
- **Inclusion Framework and Ordinarily Available updates**
- **Top-up funding – introduction of a new system for Essex**
- **Inclusion Conference – 5<sup>th</sup> July 2022**

# SEND Review - Problem diagnosis and theory of change

## Symptoms



The green paper identifies three symptoms of a system under pressure: **poor outcomes** for children and young people with SEND and in alternative provision, **low parental and provider confidence**, and **financial unsustainability**.

## Problem diagnosis



The green paper's problem diagnosis is that these challenges are driven by a vicious cycle of **late intervention**, **low parental confidence** and the **inefficient allocation of resource** across the system. This both drives - and is driven by - high levels of inconsistency in practice and provision, based on location, rather than need.

## Our theory of change



### 1. Improved mainstream

With high quality teaching and consistent expectations of support so needs are identified accurately and quickly reducing the risk of misidentification and escalation of needs.



### 2. Appropriate and affordable specialist provision

For children and young people who require it. This should be close to home where possible, preventing the need for long journeys and associated school transport costs.



### 3. Greater national consistency

On how needs are identified, recorded and met so decisions are taken based on a child's needs rather than where they live, with minimal bureaucracy in accessing the right support.



### 4. Strengthened accountability and funding reform

To ensure that all partners have clear roles and responsibilities in line with nationally consistent expectations, and are held to account for delivering these.

# SEND and AP Green Paper: our goal is for children and young people with SEND to receive the right support, in the right place and at the right time



**A new single national SEND and AP provision system across education, health and care**

Statutory national standards on how needs are identified, recorded and met so decisions are taken based on a child's needs rather than where they live, with minimal bureaucracy in accessing the right support



**Excellent provision for early years to adulthood**

High quality teaching and consistent expectations of support reducing the risk of misidentification and escalation of needs, with investment in specialist provision for those who require it



**A reformed national vision for Alternative Provision**

Children and young people getting targeted support in mainstream or access to placements in AP.



**System roles, funding reform and accountability**

Strengthened accountabilities and greater transparency, with clear roles and responsibilities for all partners



**Delivering change for children and families**

A well-designed delivery programme that stabilises the system in the immediate term and delivers culture change for an inclusive system in the longer term

# Key SEND Priorities 22/23:



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



Wider engagement on the **Inclusion Framework: Lives without Labels**



Wider engagement on the **Ordinarily Available Framework**



Development and Launch of the **SEND Sufficiency Strategy**



Embedding Improvements to the **Quality of EHCPs**



Improving the Effectiveness and Efficiency of the **Annual Review cycle**



Approach to SEN **Top-Up Funding**



Responding to the **SEND and AP Green Paper**



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

- Following extensive consultation and engagement, the local area Essex SEND Strategy will be launched in September 22.
- The detailed delivery plan is in development and will follow later in the Autumn term.
- The Essex SEND Strategy is based on the principles of Inclusion, Equity and Ambition and the delivery plan will be under these headings.



Wider engagement on the **Inclusion Framework: Lives without Labels**



Wider engagement on the **Ordinarily Available Framework**

- The Ordinarily Available Framework has been tested by Early Adopter schools over the last 5/6 months.
- The Inclusion Framework has also been in a test and learn phase over the last academic year.
- From September we will be sharing both of these for wider engagement with all schools. This means they will be available for all schools to use, experience and to provide feedback on.
- The Ordinarily Available Framework will be shared with all schools early in the Autumn term for wider engagement and testing. We are aiming for shared agreement on the expectations of Ordinarily Available provision.
- There will be a further evaluation towards the end of the academic year with the final agreed Ordinarily Available Framework in place from Sept 23.
- We aim for the OA and IF to work hand in hand, alongside support from your Local Authority SEND teams to support schools with their universal and targeted provision and enable inclusion.

# IF Evaluation High level findings

*It was quite a gamechanger in understanding their needs.*  
CONNECTED LEARNING MAT

- Overwhelmingly, respondents said that the Inclusion Framework **felt different to other strategies and approaches**.
- The IF enabled **relationship building, was easy to use, and examined a broad range of needs** rather than just one over-arching matter.
- The majority of users noted that the process of accessing support and funding for additional resource was **faster than existing processes/strategies**.
- Respondents felt the IF's language to **be easier to understand**, yet it does require staff to already be on-board with a needs-based ethos.
- Not many barriers to adopting the IF were encountered other than a shift in mindset – to **understanding that the child might return to the setting**.
- The IF **complements TPP and pastoral care practices** when need focused and holistic.
- Generally progress has been very positive **enabling further access to education**.
- The IF is considered to be an effective and potentially valuable **transition tool from academic years-to-year and school-to-school**. This has been particularly useful when moving to a new setting.
- Most settings have reported **increased staff confidence, awareness and knowledge** as a direct result of using the IF's grid and process.



# Research conclusions:

- **Education professionals would like to better understand and identify barriers to education**, and in order to do so require a greater level of support from local authorities in order to apply resources to training programmes.
- Here **early and timely intervention is key to meeting need and modifying behaviours with care and compassion**, yet the concept of ‘early and timely’ needs to be defined in order to guide professionals. Once established, educational settings then require direction on how to begin to “unpick need” (Mawer, 2022) **in simple and accessible terms**.
- The **trauma informed approach offers a highly effective method of understanding need**. Creating their own version of the trauma informed approach, Essex County Council’s Trauma Perceptive Practice introduces the concept of ‘start with why’ and whilst it takes time and practice to fully embed, the **trauma perceptive practice is beginning to make a positive impact on student and staff well-being in schools**
- There needs to be a practical shift in intervention immediately before more students and settings enter into crisis. **Calling for timely early intervention has never been more crucial, particularly as children face additional stresses as a result of the COVID-19 pandemic.**

**The literature review supports the need for an early intervention approach and practices within education in Essex. In order to support schools and settings to unpick needs rather than respond to crisis, and to increase inclusion, access to a full, high-quality education and successful preparation for adult life.**



## Development and Launch of the **SEND Sufficiency Strategy**

- The SEND Sufficiency Strategy will set out the types and amounts of provision required to support the children and young people with SEND in Essex.
- We are currently reviewing the data, forecasting, analysis and intelligence available to us – with a representative working group across all sector types
- A draft will be developed and shared for consultation in November 22.
- We aim for final SEND Sufficiency Strategy to be launched in January 23



## Embedding Improvements to the **Quality of EHCPs**

- New ways of working around EHCNA were launched in October 22 to improve the quality of new plans. We will be reviewing this one year on in October 22.
  - We continue to capture feedback from schools, settings and families on the quality of plans and the planning process in Essex
  - The structure and framework for the QA of new EHCPs is embedding and we will be reviewing this formally in October 22
  - The termly multi-agency QA sessions to which schools and settings are included, will continue
  - Decision making panels, which schools and settings are included, will continue
- Develop QA of existing EHCPs through the Annual Review process
- Improving the quality of advice/evidence submitted during the EHCNA process



## Improving the effectiveness and efficiency of the **annual review cycle**

- Lead SENCOs are developing a SENCO to SENCO coaching model to support SENCOs to improve practice and confidence
- Guidance and expectations for health and social care input to Annual Review processes will be available Autumn term 22
- Revised paperwork will be trialled from late Autumn 22
- Processes for responding and amending ARs will be reviewed and improvements made for Spring term.



## Approach to SEN Top-Up Funding

- During the last year a working group have reviewed how SEN ‘top-up’ funding is allocated to support children and young people with SEND. The working group consists of partners across health, education, Essex Family Forum, schools and settings.
- A new set of ‘banding descriptors’, based on evidence of a young person’s need, and operational guidance have been developed
- Initial financial modelling has been undertaken to understand the financial envelope available – it is important to note that this review is being done from a position of strength and not altering the overall financial envelope.

### **Next steps of the development and future implementation:**

- All schools and post 16 settings have been asked to undertake a ‘banding exercise’. This includes recommending one of the new ‘bands’ for each child and young person at their setting with an EHCP.
- This will take place between now and November 22.
- After November, special schools and post-16 colleges will then have their bandings moderated and prepare to roll-out from September 2023.
- Mainstream schools and early years will move to the new system from September 2024.



## Responding to the **SEND and AP Green Paper**

- Initial review of the SEND and AP Green paper confirms the findings of the SEND Review are consistent with our experiences in Essex.
- We are currently engaging with the Headteachers Round Table and SEND Partnership board and developing our response to the consultation.
- Consultation closes in July 22
- Delivery plan and consultation response expected late Autumn term 22.

# Future updates:

- More information on the Ordinarily available and Inclusion Framework will be shared at the upcoming **Inclusion Conference**.
- From Sept, SEND improvement activity and information will be included in a visual timeline for the academic year to aid forward planning. This will be shared via comms and autumn term meetings.
- The interactive SEND Newsletter will continue, please ensure your SENCo has signed up to receive it: [SENCO Distribution List - Essex County Council - Citizen Space](#)
- For any more information or to volunteer for decision making panels or QA activity – please email [senstrategy@essex.gov.uk](mailto:senstrategy@essex.gov.uk)

# HTRT Inclusion Virtual Conference

## 5<sup>th</sup> July 9am to 12.15pm

At the conference:

We will welcome Margaret Mulholland, advisor on SEND policy for ASCL as our keynote speaker.

There will be a focus on Ordinarily Available and the Inclusion Framework as well as an opportunity to hear from schools, parents and pupils about the early adopter/pilot work.

ESSET and the PRUs will be giving an overview of their outreach offer.

Young people will present their views on inclusive practice.

Visit [Education Essex online booking system](#) to book your place.



# Available to engage with 2022/23

## PROVISION

- Importance of completing Y5 annual reviews this Summer term 2022
- Strategic Planning Meetings in the Autumn term
- Attendance team, Hub offers of support, SEND services

## CONNECTIVITY

- Termly quadrant leaders' meeting linking with Alpha Teaching Hub, Venn Maths Hub, Myland Literacy Hub and I-am-Me Wellbeing Hub
- Merger of 3 Tendring School Partnerships this term: Colne, Stour and Mid-Tendring Partnership has now become CSMT Partnership
- Tendring specific: termly TESB update meeting for headteachers – new for the Autumn term
- Working party engagement needed for senior leaders linked to the core priorities: Pupil attendance, reading, SEMH, skills and language and communication. Please email [sally.relfe@essex.gov.uk](mailto:sally.relfe@essex.gov.uk)