

**COMPOSITE MINUTES OF THE 2022 SUMMER TERM AREA MEETINGS  
OF THE LA AND ESSEX PRIMARY HEADS' ASSOCIATION**

<b>North East</b>	<b>Wednesday 15 June 2022</b>	<b>Colchester Football Stadium</b>
<b>Mid</b>	<b>Thursday 16 June 2022</b>	<b>The Lion Inn, Boreham</b>
<b>West</b>	<b>Wednesday 22 June 2022</b>	<b>Manor of Groves</b>
<b>South</b>	<b>Thursday 23 June 2022</b>	<b>Holiday Inn, Basildon</b>

**Action**

**1. WELCOME, THANK YOU AND NOTICES**

- a)** Clare Kershaw, Director for Education, and the Area Chairs, welcomed those present, extending a particular **welcome** to the new (or new in post) headteachers in each area, who are:

**North East**

Debbie Byles	Kirby Primary Academy
Teresa Cooper	Hamford Primary
Chris Joy	Engaines Primary
Samantha King	Tiptree Heath Primary (now substantive head)
Rachel Saunders	Kings Ford Infants

**Mid**

Dianna Gunn	Maldon Primary (Executive Headteacher)
Janet Hoy	Trinity St Mary's Primary
Sarah Fletcher	Rayne Primary (Acting headteacher)
Jennifer Kendall	Larkrise Primary (Acting headteacher)
Anna Nottage	Larkrise Primary (Acting headteacher)
Lois Osborne	Kelvedon St Mary's (Executive headteacher)
Alex Russ	Burnham-on-Crouch Primary (Acting headteacher)

**West**

Helen Coote	Glebe Primary (Acting Headteacher)
Stephanie Crump	Leigh Beck Juniors (Head of School)
Neil Taggart	Ingatestone Infants (Executive Headteacher)
Jodie Philp	Ingatestone Infants (Acting Headteacher)
Simon Weston	Kelvedon Hatch Primary (Acting Head)
Aaron Wright	Leigh Beck Juniors

**South**

Helen Coote	Glebe Primary (Acting Headteacher)
Neil Taggart	Ingatestone Infants (Executive Headteacher)
Jodie Philp	Ingatestone Infants (Acting Headteacher)
Simon Weston	Kelvedon Hatch Primary (Acting Head)

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

**North East**

Moira Breeze	St Clare's Catholic Primary, Clacton
Nerys Maidment	Baynards Primary
Joanna Ronayne	Willow Brook Primary
Leesa Sharpe	Broomgrove Juniors

**Mid**

Lois Ashforth	Cold Norton Primary
Jane Bass	CEO, Connected Learning

Alex Burden	Great Waltham Primary
Martyn Clarke	Parkwood Academy
Sue Crace	Downham Primary
Maxine Bradford	Mildmay Infants and Nursery
Claire Jaques	Acorn Academy
Ceri Jones	Chipping Hill Primary
Liz Maycock	Little Waltham Primary
Julie Sarti	Colne Engaine Primary
Helen Shaw	Elmwood Primary
Eileen Thorn	Maldon Primary
Hayley Todd	Holy Trinity CE Primary, Halstead
Mike Walsh	Kelvedon St Mary's CE Primary Academy
Dan Woodman	Edith Borthwick School

### **West**

Justine Brooks	Thaxted Primary
Shaun Kelliher	Holy Family Catholic Primary
Alison Kerrell	Great Bardfield Primary
Sarah Noden	Lambourne Primary
Sarah Roffey	High Beech Primary
Hannah Wheatcroft	Rickling and Farnham Federation

### **South**

Jo Farrow	Greensted Infants
Caroline L'Estrange	St Thomas of Canterbury CE Infants
Rachel Paulson	Sunnymede Infants
Sam Proctor	Hadleigh Infants
Bradley Saunders	Stambridge Primary
Sarah Sloper	Rettendon Primary
Sue Twaites	Kelvedon Hatch Primary

## **2. LOCAL AUTHORITY UPDATE**

Clare Kershaw (North East, West and South meetings)

Philippa Holliday (North East meeting)

Lisa Fergus (South meeting)

Nicola Woolf (West meeting)

Catherine Hutley and Alison Fiala (Mid meeting)

### **a) DIRECTOR'S WELCOME**

Clare Kershaw welcomed headteachers to the meetings, and acknowledged that this continues to be a very tough school year, despite some lessening of the issues caused by the Covid-19 pandemic. She recognised that many heads feel overwhelmed by their workload and the expectations on schools.

She thanked schools for taking in Ukrainian refugee children in the past few months; around 200 children have been placed across Essex schools. The Local Authority will continue to chase the funding that the DfE has promised, and will passport it to schools as soon as possible, hopefully by the end of July.

The annual Essex Teaching Awards event took place on Tuesday 14<sup>th</sup> June, and this was the first one held face-to-face since COVID-19. Clare noted that it was a lovely evening and it was so nice to see so many celebrate the outstanding work being shown in our schools. Congratulations to all of the winners and those highly commended, especially Greg Waters, Headteacher of The Bishops' Church of England and Roman Catholic Primary School, who won the Headteacher of the year in a primary or special

school and to Tom Carter, Headteacher of King Edward VI Grammar School who won Headteacher of the year in a secondary school.

## **b) EDUCATION WHITE PAPER AND SCHOOLS BILL POLICY DOCUMENTS**

The education system has gone from experiencing something of a policy vacuum, to a huge amount of published information from the DfE in just a couple of months. The policy documents include:

28th March 2022 - Schools White Paper – Opportunity for all: Strong schools with great teachers for your child

29th March 2022 - SEND and AP Green paper – Right Support, Right Place, Right Time

Links to Levelling Up White Paper (2nd February 2022) and Skills and Post 16 Education Act (going through parliament assent)

10th May 2022 - Queen's Speech

12th May 2022 - Schools Bill Policy Statements

25th May 2022 - Implementing School System Reform 2022 to 2023

25th May 2022 - Local Authority Established MATs: Registration of Interest

To note: Sustainability and Climate Change: A Strategy for Education and Children Service Systems published 21st April 2022.

A key document is the implementation plan, published on 25th May, which sets out the priorities for the DfE. The White Paper itself outlines how the DfE intends that “a strong school system will be delivered by schools, trusts, local authorities (LAs), faith bodies and the Department for Education (the Department) working together – setting an ambition for all schools to be in a strong multi-academy trust (MAT), or with plans to join or form one, by 2030.”

The implementation framework focuses primarily on the academic year 2022/23 and is designed to help schools, trusts, LAs and faith bodies, mainly dioceses, think about what they should do next. It contains guidance and information to help planning for the short term and signposts further work the Department will be taking as it moves towards its 2030 ambition. The first priority is a focus on EIAs – Existing Opportunity Areas, LAs that are identified for additional school improvement support. Essex is NOT a designated EIA.

### The White Paper 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

### The strategy

#### 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

The Schools Bill policy statements include:

- 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 7th June 2022)
- Children Not in School – *a register will be introduced for children who are home-schooled.*
- School Attendance – *DfE non-statutory guidance has been published for implementation from September 2023; legislation is planned for September 2023.*
- Independent Schools – requirements to register and increased powers for the DfE and Ofsted

The Local Authority Academisation Power factsheet includes the power to enable local authority to make an application to the Secretary of State to make an academy order in respect of any maintained school in its area, and notes that this also depends upon whether the local authority is prepared to continue to maintain individual schools (potentially from September 2023). However, Clare Kershaw made it very clear that the LA has no intention of implementing this change, and that it will continue to maintain schools. She stressed that the main focus for the education system in Essex should be on school improvement and attainment, rather than structural reorganisation.

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. ECC already has a number of developed and developing strategies to support the response to the White Paper including:

- ▶ Schools Partnership Strategy – including a recently refreshed vision
- ▶ 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.

Importantly, 2030 is a long way off and the political landscape may change over the next 8 years.

The ongoing discussion and any changes will need to take account of

- Continued focus on school improvement and school partnerships

- Mapping the MAT landscape as is and understanding what area based commissioning could mean for Essex
- Engagement with schools re their 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

CK noted that, some years ago, the LA developed a proposal for a LA-led MAT. That was not agreed, and there are many unanswered questions linked to the development of a LA MAT within the DfE, including the role of the CEO. Any plans would be developed and co-designed with schools.

At the North East meeting one headteacher noted his strong opposition to Multi Academy Trusts, expressing his concern that heads in these schools lose autonomy, and are apparently handing over funding to pay for someone to sit above them. CK stressed that if a school decides to join a MAT they should be looking carefully at the impact of doing so, including any loss of autonomy, and ensure that they know what they are getting for their funding investment.

CK was asked about the continuing reduction of Government funding to local authorities to offer school improvement support, and what impact this will have in Essex. CK noted that the LA has always been determined not to discriminate in its support of schools in the county, whether they are maintained schools or academies. It will be more difficult for the LA to offer free school improvement support for all schools, and it is likely that a traded service will be developed for academies from April 2023; the LA is working on this offer.

The new Regional Schools Commissioner in the East of England is Jonathan Duff. A new Regions Group in the Department will be established by September 2022. This will be led by nine Regional Directors (RDs) aligning with the nine regions used across the rest of Government. (The current structure of eight Regional Schools Commissioner-led teams will remain in place until then.)

Each RD will be supported by an Advisory Board (AB), consisting of up to eight members (four who are elected by academies in their region, two appointed by the RD and two co-opted with agreement of the Minister to fill any gaps in skills or expertise). ABs will provide advice and challenge to RDs on the decisions they take. Newly constituted ABs for the nine regions will start in September and will support regional teams as they work to implement these reforms.

CK was asked whether the Diocese approach to the White Paper will align with that of the Authority. She noted that the Vine Trust currently has around 30 schools, and has capacity for more, but the DfE is unlikely to let local MATs get too big. There are 9 other MATs who are able to take church schools, but the Dioceses prefer for church schools to be within their multi academy trusts.

CK stressed that the key message from the LA was that schools should take their time in making structural changes and decisions, and the main focus should be on school improvement. She agreed that headteachers should relay this message to governors, supported in this approach by the Local Authority.

### c) **ESSEX YEAR OF READING**

Rachel Pritchard – North East and Mid meetings

Tony Taylor – West meeting

Sonia Barber – South meeting

Headteachers were reminded that this is one element of the Essex Education Task Force focus, with a 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
- [www.essex.gov.uk/news/essex-year-of-reading](http://www.essex.gov.uk/news/essex-year-of-reading)

#### **The aims of the Essex Year of Reading**

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.

The legacy is being built and strengthened to progress much further than just 2022.

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 have 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
  
- Michael Rosen is delivering a free online session on Thursday 16th 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.
- 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)
- 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**

- 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 programme*

- 8 week intervention
- 2 sessions of between 20 – 30 minutes 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

### *The training*

Who: English lead and Year 5 or Year 6 teacher

Two dates: either Tuesday 20th September or Thursday 22nd September

Venue: Lyons Hall Primary School

Time: 9:30 – 3:00

All refreshments and lunch provided

Cost: Free of charge

## **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

### *The 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 (the rest funded by Essex)

Contact Kirsty Hamblion E: [khamblion@lyonshall.org.uk](mailto:khamblion@lyonshall.org.uk) T: 01376 552393

## **Year of Reading - Primary School Contacts:**

Mid and North-East	Rachel Pritchard	<a href="mailto:rpritchard@lyonshall.org.uk">rpritchard@lyonshall.org.uk</a>
South	Sonia Barber	<a href="mailto:soniabarber@janetduke.essex.sch.uk">soniabarber@janetduke.essex.sch.uk</a>
West	Justine McFarlane	<a href="mailto:jmcfarlane@roseacres.essex.sch.uk">jmcfarlane@roseacres.essex.sch.uk</a>

Secondary School Contact: Tony Taylor

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

### 3. **SEMH STRATEGY TEAM: FINDING THE RIGHT SUPPORT**

Lianne Canning

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 resources can be found 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)

A list of training courses was included in the slide presentation.

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



4. **SEND UPDATE**  
**Clare Kershaw – North East meeting**  
**Ralph Holloway – Mid, South and West meetings**

It was noted that the Local Authority had recently been through the SEND re-visit, focusing on the three key recommendations from the inspection in October 2019:


- Over-identification of MLD
- Joint commissioning
- Quality of EHCPs


The report is due at the end of June. Both Ofsted and the CQC recognised the time lag between introducing improvements, and the impact experienced by service users.

**SEND and Alternative Provision Green Paper**





The following DfE slides were shared at the meeting, outlining the rationale and focus of the Green Paper:

**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**

 <p><b>1. Improved mainstream</b>        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.</p>	 <p><b>2. Appropriate and affordable specialist provision</b>        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.</p>
 <p><b>3. Greater national consistency</b>        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.</p>	 <p><b>4. Strengthened accountability and funding reform</b>        To ensure that all partners have clear roles and responsibilities in line with nationally consistent expectations, and are held to account for delivering these.</p>

**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**

	<p><b>A new single national SEND and AP provision system across education, health and care</b>        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</p>
	<p><b>Excellent provision for early years to adulthood</b>        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</p>
	<p><b>A reformed national vision for Alternative Provision</b>        Children and young people getting targeted support in mainstream or access to placements in AP.</p>
	<p><b>System roles, funding reform and accountability</b>        Strengthened accountabilities and greater transparency, with clear roles and responsibilities for all partners</p>
	<p><b>Delivering change for children and families</b>        A well-designed delivery programme that <b>stabilises</b> the system in the immediate term and delivers culture change for an inclusive system in the longer term</p>

## Key SEND Priorities in Essex 2022/23



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**

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.

### **Inclusion Framework and Ordinarily Available updates**

The Ordinarily Available Framework has been tested by Early Adopter schools over the last 5/6 months. 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.

The Inclusion Framework has also been in a test and learn phase over the last academic year. From September the Local Authority 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. Evaluation of the Inclusion Framework pilots concluded:

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.

The aim is for the OA and IF to work hand in hand, alongside support from the Local Authority SEND teams to support schools with their universal and targeted provision and enable inclusion.

### **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.
- The LA is currently reviewing the data, forecasting, analysis and intelligence available – with a representative working group across all sector types
- A draft will be developed and shared for consultation in November 22.
- The aim is for a final SEND Sufficiency Strategy to be launched in January 23

### **Embedding improvements to the quality of Education, Health and Care Plans**

- New ways of working around EHCNA were launched in October 22 to improve the quality of new plans. These will be reviewed, 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.

### **Top-up funding- introduction of a new system in Essex**

- During the last year a working group has reviewed how SEN 'top-up' funding is allocated to support children and young people with SEND. The working group includes 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.**

The leadership briefings for mainstream heads, SENCOs and senior leaders about the new system of top-up funding and the requirement for all settings to re-band children and young people with EHCPs, using the new framework, will take place, online in July. There are four sessions (you only need to attend one) on

- Thursday 7 July 2022 3.00 pm – 4.00 pm
- Wednesday 13 July 2022 10.00 am – 11.00 am
- Wednesday 13 July 2022 11.30 am – 12.30 pm
- Friday 15 July 2022 1:00 pm – 2:00 pm

Please visit the [Education Essex online booking system](#) where you can create an account for your school or setting, log in, search and book your session.

If you have any questions please contact [senstrategy@essex.gov.uk](mailto:senstrategy@essex.gov.uk).

### **Inclusion conference**

5<sup>th</sup> July – 9.15 am – 12 noon

Margaret Mulholland, advisor on SEND policy for ASCL will be the 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.

### **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)

The South Chair expressed her strong concerns and frustration about the impact of the number of children in mainstream schools with complex special needs, and the difficulty of accessing sufficient funding and support. She stressed her view that there are children in mainstream schools who should be within specialist provision, but

argued that, with fairer funding schools, would be better able to cope with the pressures of providing for these pupils. She felt that parents also need to be better informed and educated, so that they understand and trust the professionalism and experience of schools. Ralph Holloway responded, saying that the Local Authority does recognise the frustrations that headteachers feel, and that the SEND strategies being introduced, including fairer funding under the top-up banding system and the introduction of the Inclusion Framework, among others, are intended to alleviate the pressures on mainstream schools.

5. **NORTH EAST QUADRANT UPDATE (North East meeting)**  
**Philippa Holliday**

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)

6. **HARLOW FUTURES (West meeting)**

Nicola Woolf

The aim of the plan is that all children and young people in Harlow to have:

- A positive experience of learning
- Successful progression to where they want to be
- The very best outcomes
- The right to be safe, connected and listened to at all times

Close to their home and supported by their family and friends.

The plan is led by a Strategic Board which includes representatives from schools.

The 3 Initial Key Priorities:

1. Reading
2. Mental Health and Wellbeing
3. NEET reduction

The plan will be resourced by £500,000 from Levelling Up funding

7. **DATES AND TIMES OF FUTURE MEETINGS**

Termly headteacher meetings

Autumn term 2022

WEST	Wednesday 9 November	Manor of Groves, Sawbridgeworth
MID	Thursday 10 November	Lion Inn, Boreham
N-EAST	Wednesday 16 November	Colchester Community Stadium

SOUTH Thursday 17 November Greenwood's Hotel, Stock

Spring term 2023

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

Summer term 2023

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

EPHA Conferences

Deputy/Assistant Headteachers' Conference

Friday 7 October 2022 Colchester Football Stadium

Headteachers' Conference

Friday 24 March 2023 Chelmsford City Race Course

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