

EPHA Area Meeting

Summer Term 2026

Agenda

Item	Timings
Director's Welcome and update: <i>Clare Kershaw</i> <ul style="list-style-type: none">• Children's Wellbeing and Schools Bill• Essex SEND Reform Plan/JAMs• Key Ofsted Framework changes• School Organisation & 10 Year Plan• Essex Directory of School Improvement• Summer Leadership Conference	9:00 – 9:45
SEMH Team: <i>Lianne Canning/Beth Brown</i> <ul style="list-style-type: none">• TPP Quality Assurance & Measuring Impact	9:45 - 10:10
Strategic update: Ofsted's renewed inspection framework, lessons learned: <i>Peter Stonier, Senior HMI, Ofsted</i>	10:10 – 10:50

Children's Wellbeing and Schools Bill: *A Landmark Moment for Every Child in England*


Department
for Education

Children's Wellbeing and Schools Bill

Policy Summary Notes

January 2026

Overview and context

At the end of April, the Children's Wellbeing and Schools Act 2026 was passed and is now law.

Legislative Reform Overview

The Act marks a major reform to improve children's safety, wellbeing, and success through clearer statutory frameworks.

Addressing Fragmented Systems

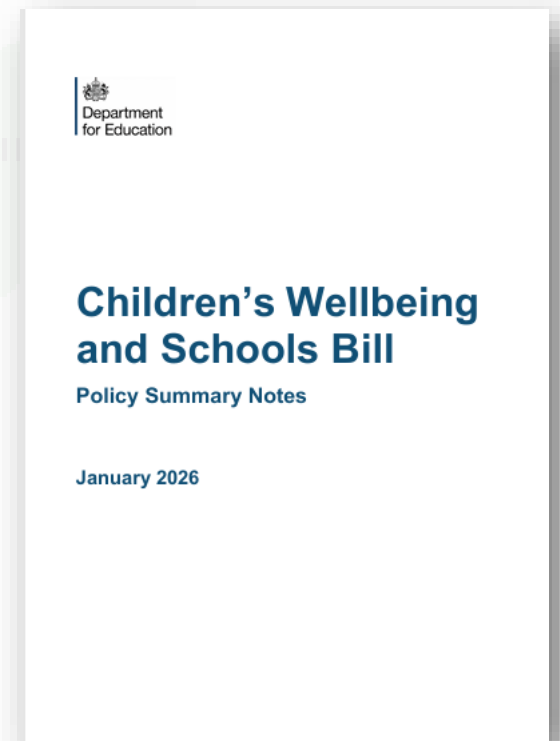
The Act addresses issues caused by fragmented systems and missed early interventions for vulnerable children.

Collaboration Across Services

Improved outcomes rely on cohesive work between education, safeguarding, health, and family support services.

Schools' Central Role

Schools play a pivotal role as trusted community institutions essential for successful reform implementation.



Principles and core principles of the act



A [letter from Bridget Phillipson, Secretary of State for Education](#) with useful links to policy summary notes.

Child Protection and Support

The Act ensures every child is protected from harm and supported to reach their full potential.

Early Identification and Prevention

Emphasizes identifying needs early and providing support before issues escalate to prevent harm.

Fairness and Consistency

Ensures equal high standards for children across all schools and communities regardless of location.

Shared Responsibility

Promotes collaboration among education, social care, and family services for holistic child wellbeing.

Key changes affecting schools



Mobile Phone Policy Enforcement

Schools must enforce mobile phone policies to create calm, focused classrooms and reduce distractions.

Multi-Academy Trust Inspections

Multi-academy trusts will undergo dedicated inspections to improve oversight and accountability.

Curriculum and Pay Standards

All schools must follow the national curriculum and meet minimum pay levels for fairness.

Qualified Teacher Status Requirement

New teachers in state schools must have or work towards Qualified Teacher Status for quality teaching.

Practical support for families

The infographic is a vertical stack of colored boxes with white text. At the top, it features the Royal Coat of Arms, the text 'CHILDREN'S WELLBEING AND SCHOOLS BILL', and an icon of a school bag with the text 'UNIFORMS & BREAKFAST CLUBS'. Below this, a red box states 'FAMILIES TO SAVE HUNDREDS A YEAR' with the subtitle 'With the Children's Wellbeing and Schools Bill'. A yellow box follows, stating 'FREE BREAKFAST CLUBS IN EVERY PRIMARY SCHOOL' with the subtitle 'Boosting work choices for parents and life chances for children'. A teal box states 'LIMIT ON BRANDED SCHOOL UNIFORM ITEMS' with the subtitle 'No more than three in primaries or four in middle and secondary schools with a branded tie, saving over £50 for some families'.

CHILDREN'S WELLBEING AND SCHOOLS BILL | **UNIFORMS & BREAKFAST CLUBS**

FAMILIES TO SAVE HUNDREDS A YEAR
With the Children's Wellbeing and Schools Bill

FREE BREAKFAST CLUBS IN EVERY PRIMARY SCHOOL
Boosting work choices for parents and life chances for children

LIMIT ON BRANDED SCHOOL UNIFORM ITEMS
No more than three in primaries or four in middle and secondary schools with a branded tie, saving over £50 for some families

Free Breakfast Clubs

Free breakfast clubs in primary schools ensure children start their day well-fed and ready to learn.

Extended Free School Meals

Eligibility for free school meals is extended to all families on Universal Credit to reduce food insecurity.

Uniform Cost Limits

Limits on branded school uniform items can save families up to £1,000 annually, easing financial pressure.

Supporting Family Wellbeing

These measures improve attendance, learning readiness, and overall wellbeing while easing cost-of-living pressures.

Raising standards and supporting teaching

Clarity and Consistency

The Act provides schools clear expectations and enforces consistent behaviour policies to foster calm classrooms.

Reducing Inequalities

National consistency in curriculum, pay, and qualifications helps reduce disparities between schools and regions.

Supporting Wellbeing and Outcomes

Aligning standards with safeguarding and family support positions schools as key partners in children's wellbeing.



Strengthening child safeguarding and next steps

The infographic features a dark blue header with the text 'CHILDREN'S WELLBEING AND SCHOOLS BILL' and 'KEEPING CHILDREN SAFE' accompanied by a crown icon and a shield icon. Below the header are five horizontal bars of different colors, each containing a bold title and a descriptive subtitle. The bars are: 1. Orange: 'A CHILD-CENTRED GOVERNMENT' with subtitle 'With the Children's Wellbeing and Schools Bill'. 2. Teal: 'A UNIQUE NUMBER FOR EVERY CHILD' with subtitle 'To stop vulnerable children falling through the cracks'. 3. Yellow: 'NEW RULES ON HOME EDUCATION' with subtitle 'No automatic right to home education when parents are subject to a child protection investigation'. 4. Purple: 'NEW SAFEGUARDING REQUIREMENTS TO INVOLVE SCHOOLS AND PROFESSIONALS' with subtitle 'To better protect our children inside and outside school'. 5. A solid dark blue bar at the bottom.

CHILDREN'S WELLBEING AND SCHOOLS BILL | **KEEPING CHILDREN SAFE**

A CHILD-CENTRED GOVERNMENT
With the Children's Wellbeing and Schools Bill

A UNIQUE NUMBER FOR EVERY CHILD
To stop vulnerable children falling through the cracks

NEW RULES ON HOME EDUCATION
No automatic right to home education when parents are subject to a child protection investigation

NEW SAFEGUARDING REQUIREMENTS TO INVOLVE SCHOOLS AND PROFESSIONALS
To better protect our children inside and outside school

Single Unique Identifier

A new unique identifier ensures children remain visible to services despite changes in location or circumstances.

Improved Information Sharing

Enhanced data sharing and registers prevent children from being overlooked, especially those not in school.

Collaborative Approach

Success depends on agencies and schools working effectively together to safeguard and support children.

Next Steps and Guidance

Further statutory guidance will be developed as reforms come into force to ensure smooth implementation.

The Essex SEND Reform Plan

Reminder: Purpose and principles of SEND Reform

Building on Inclusive Practices

- The reforms recognise and build on existing strong inclusive practices in many schools across the country.

Addressing Resource Imbalance

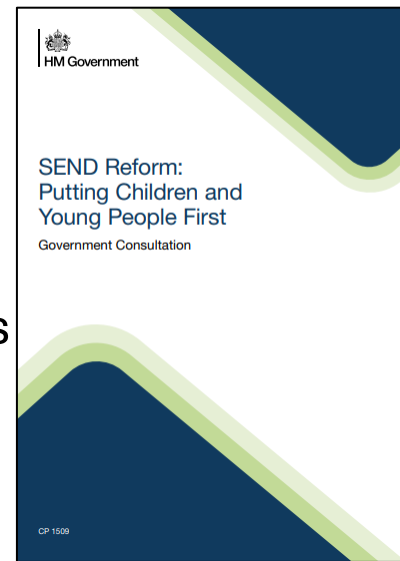
- The reforms focus on understanding and fixing how schools often feel under-resourced for SEND provision.

Early Identification and Intervention

- Enabling earlier identification of needs aims to support more children successfully within mainstream schools.

Collaboration and Shared Responsibility

- Reforms emphasise collaboration, new investment, and shared leadership responsibility, beyond individual roles like SENCO.



The Essex SEND Reform Plan

- Essex Local Area (lead by the LA) is developing a local SEND Reform Plan in line with national policy (Every Child Achieving and Thriving)
- Plan sets out how we will:
 - Deliver stronger inclusion
 - Provide earlier, more local support
 - Create a sustainable SEND system
- Builds on:
 - Our Inclusion Strategy
 - SEND Transformation Programme
 - Existing good practice
- Covers a 3-year roadmap (2026–2029) to align, embed and sustain reform

What the SEND Reform Plan Must Contain

- Vision & Goals
 - Clear 3-year end state aligned to national reforms
- Strategy
 - Experts at Hand model
 - Inclusion approach
 - Workforce development
 - Funding & resource strategy
- Year 1 Delivery Plan
 - Defined workstreams and milestones
 - Testable and trackable delivery
- Governance
 - Roles across LA, health, education
 - Clear accountability and decision-making
- Monitoring & Evaluation
 - Measures, data flows, impact tracking
- Co-production
 - Designed with families, schools and partners

Investment and Funding Approach

- For 26/27 Essex has been allocated
 - £11m for the Experts at Hand offer (including administration)
 - £21m Capital
 - Inclusive Mainstream Fund directly awarded to schools
- The plan must include a clear investment strategy setting out:
 - What is being funded
 - Why investment is needed
 - How it supports system reform
 - Investment aligned to key reform components:
 - Experts at Hand model
 - Workforce development
 - Local provision & sufficiency
 - Data and system improvement
- Critical link to:
 - Long-term DSG sustainability
 - Access to national funding / sustainability grant (90% of deficit)

Vision for SEND in Essex

Children and young people with SEND in Essex feel **safe**, **valued** and that they **belong**, irrespective of background or need. Their needs are identified and assessed accurately, in a timely way, and they are empowered to progress and live full lives.

Through **inclusion**, **compassion** and **partnership**, Essex maintains a consistent SEND system where needs are met, families are heard and support is equitable and joined-up.

Vision for SEND in Essex

Children and young people with SEND in Essex feel
safe, valued and that they belong.

With needs identified early and support to progress at their own pace and live satisfying lives.



What this means for children, young people and families...

- Every child and young person will belong in their local community, not be lost in it.
- Children, young people and families will help design services and make decisions, not just navigate them.
- We will move from managing demand to building confidence, capability and inclusion across the whole system.
- The SEND system will not rely on escalation or crisis to act – support is available locally, consistently and without the need to fight.
- Success will be measured by the difference it makes to families, not by statistics and process compliance alone.

Strategy

- The Essex SEND reform strategy is grounded in the findings of the Local Partnership Maturity Assessment, which identifies a system that is **developing**. Essex benefits from a strong, shared inclusive vision, improving leadership and governance, and high levels of engagement from schools, families and system partners. However, experience and outcomes remain variable, driving uncertainty, escalation into statutory processes and reliance on specialist provision.
- In response, the strategy focuses on:
 - **acting earlier**, so needs are identified and met before escalation;
 - **reducing unwarranted variation**, so children and families experience consistent support regardless of location or setting;
 - **building confidence and capability** across education, health and care, so inclusion becomes routine rather than exceptional.
- Central to the strategy is
 - **Expertise at Hand**, as the default route to timely, multidisciplinary support for mainstream settings
 - **Local sufficiency planning**, strengthening high-needs capacity within mainstream provision and using specialist and alternative provision strategically;
 - **Shared accountability and partnership collaboration**, strengthening mature collective practice improvement.
- Delivery will be initially phased over three years, supported by strong governance, shared data, coproduction and continuous learning.

Experts at Hand



3 Year Roadmap Overview

Building Blocks of Inclusion



Strengthening Inclusion



Specialist Support & Local Placements



Partnership & Co-Production



Inclusive Culture & Behaviours

Enablers



Capital & Resources



Workforce Development



Data & Systems

2026/27 Alignment & Coherence

- ✓ Audit & Align the System
- ✓ Refresh Inclusion Strategy
- ✓ Review Local Provision
- ✓ Engage Parents & Partners

Starting Point

2027/28 Embedding & Scaling

- ✓ Implement New Practices
- ✓ Expand Local Placements
- ✓ Strengthen Partnerships
- ✓ Develop Workforce Training

Scaling Up

2028/29 Maturity & Sustainability

- ✓ Sustain & Improve
- ✓ Deliver Local Solutions
- ✓ Legislation Readiness
- ✓ Continuous Improvement

Future Ready

Success Measures



Improved Attendance



Increased local placements



Timely, accurate assessment



Earlier support



Progress for children and young people

Roadmap

- **2026/27 – Alignment & Coherence:** building shared understanding, auditing current practice, and aligning the system to SEND reform principles .
- **2027/28 – Embedding & Scaling:** translating alignment into consistent delivery and scaling what works across the system
- **2028/29 – Maturity & Sustainability:** embedding reform as business-as-usual and preparing for legislative change

Workstreams:

Across all three years, activity is organised around four national building blocks:

- Strengthening inclusion across education settings
- Access to specialist support and local placements
- System leadership, partnership collaboration and co-production
- Inclusive culture and behaviours

Key activity:

- Year 1: audit, review and design – inclusion strategy refresh, ordinarily available framework review, workforce and sufficiency modelling, strengthened engagement and governance
- Year 2: implementation and scale – refreshed strategies embedded, Experts at Hand rolled out, local provision expanded, partnerships and workforce development strengthened
- Year 3: sustain and mature – continuous improvement embedded, local provision plans sustained, workforce capability secured, readiness for legislative change assured

Next steps

- 11th June : SEND Accountability Board sign-off
- ICB sign-off
- 16th June : CLT Sign-off
- 19th June : Submission to DFE

Joint Assessment Meetings

JAMs

What is a Joint Assessment Meeting ?

One way for an EP to complete their part of a statutory needs assessment. It is usually used when there is already recent, appropriate, and reliable information about a CYP's needs.

Part of the statutory **Education, Health and Care (EHC) needs assessment** process.

The process is facilitated by an EP.

A SEND Ops Co-ordinator may also be present alongside the family, school and the other professionals.

Structure and Purpose

Purpose of JAMs

to build shared understanding of the child's strengths, needs, and aspirations through open dialogue.

Collaboration

involve collaboration among the child, family, school staff, and EP + AsEP to improve assessment quality. The AsEP will be integral in the information gathering phase.

Person-Centred Advice

to provide timely and person-centred record of involvement to support statutory assessment requirements.

School Roles and Responsibilities

Hosting

Schools are responsible for hosting JAMs.

Role of SENCOs and school staff

SENCOs prepare for and fully participate in the JAMs, ideally with the class teacher.

Collaboration and Documentation

Schools collaborate with families and professionals, providing documentation and supporting the CYP's involvement.

Full guidance for your school staff and families will be made available before the end of term.

Expected Outcomes

A shared understanding of child's needs and aspirations

- Agreed goals for the CYP to work towards
- Clear recommendations for support and provision
- Co-created to guide educational planning.

Key Ofsted Framework Changes

Ofsted inspection changes from September 2026

- **Greater focus on pupils with barriers**
 - Inspectors will check whether pupils with learning or wellbeing barriers achieve well.
 - Schools must show pupils **know more, remember more, and produce high-quality work.**
- **Comparison with 'similar schools'**
 - Data will be judged against **schools with similar intakes**, not just national averages.
 - Stronger focus on **progress of disadvantaged pupils vs national peers.**
- **Stronger inclusion requirements**
 - Schools must have a **published inclusion strategy** explaining use of funding.
 - Inclusion bases must effectively support pupils and enable participation.
 - Leaders must **engage proactively with families** to reduce barriers.
- **SEND and attendance considerations**
 - Inspectors will recognise that SEND can affect attendance levels.
 - Greater emphasis on how schools **improve attendance for these pupils over time.**



- **Behaviour expectations with support**
 - Schools must show pupils with barriers are **supported to meet high behaviour standards**.
 - Evidence of collaboration with parents and local authorities (e.g. EHCP support) to attend and behave well.
- **Mobile phone and bullying policies**
 - Inspectors will review **policies and communication with parents/pupils** on phone use.
- **Future enrichment framework**
 - Inspections will link to a **new enrichment framework** [Enrichment benchmarks - GOV.UK](#)
 - Enrichment should be **purposeful and varied**.
- **New safeguarding focus: allergy safety**
 - Schools must have a **dedicated allergy policy** and arrangements for medical needs.
 - Recruitment records and safeguarding documentation must be accurate and up to date.
- **Early years updates**
 - Stronger checks on **safe sleeping practices** and **food preparation**.
 - Failure here could result in an **‘urgent improvement’ judgement**.



[Ofsted: Key changes to school inspection from September 2026](#)

[State-funded school inspection toolkit](#)

Enrichment Benchmarks (DfE, 2026)

[Enrichment benchmarks - GOV.UK](https://www.gov.uk/government/publications/enrichment-benchmarks)

Purpose: Framework of 8 benchmarks to help schools/colleges evaluate and improve enrichment provision

Strategically aligned

- Linked to vision, curriculum, and whole-school priorities such as – Attainment, Attendance, Behaviour, Careers Guidance, Curriculum, Personal Development and Wellbeing

Broad & well-rounded

- Access to varied activities: civic, arts, outdoor, sport, and life skills

Well-communicated

- Clear information; participation and achievement recognised and celebrated

Community-shaped

- Designed with input from pupils, staff, parents; includes student leadership

Accessible & inclusive

- Equitable access for all, addressing barriers (SEND, disadvantage, attendance)

Partnership-driven

- Enrichment strengthened by external partners (employers, community, cultural orgs)

Outcomes-focused

- Tracks impact on wellbeing, skills, engagement, and future progression

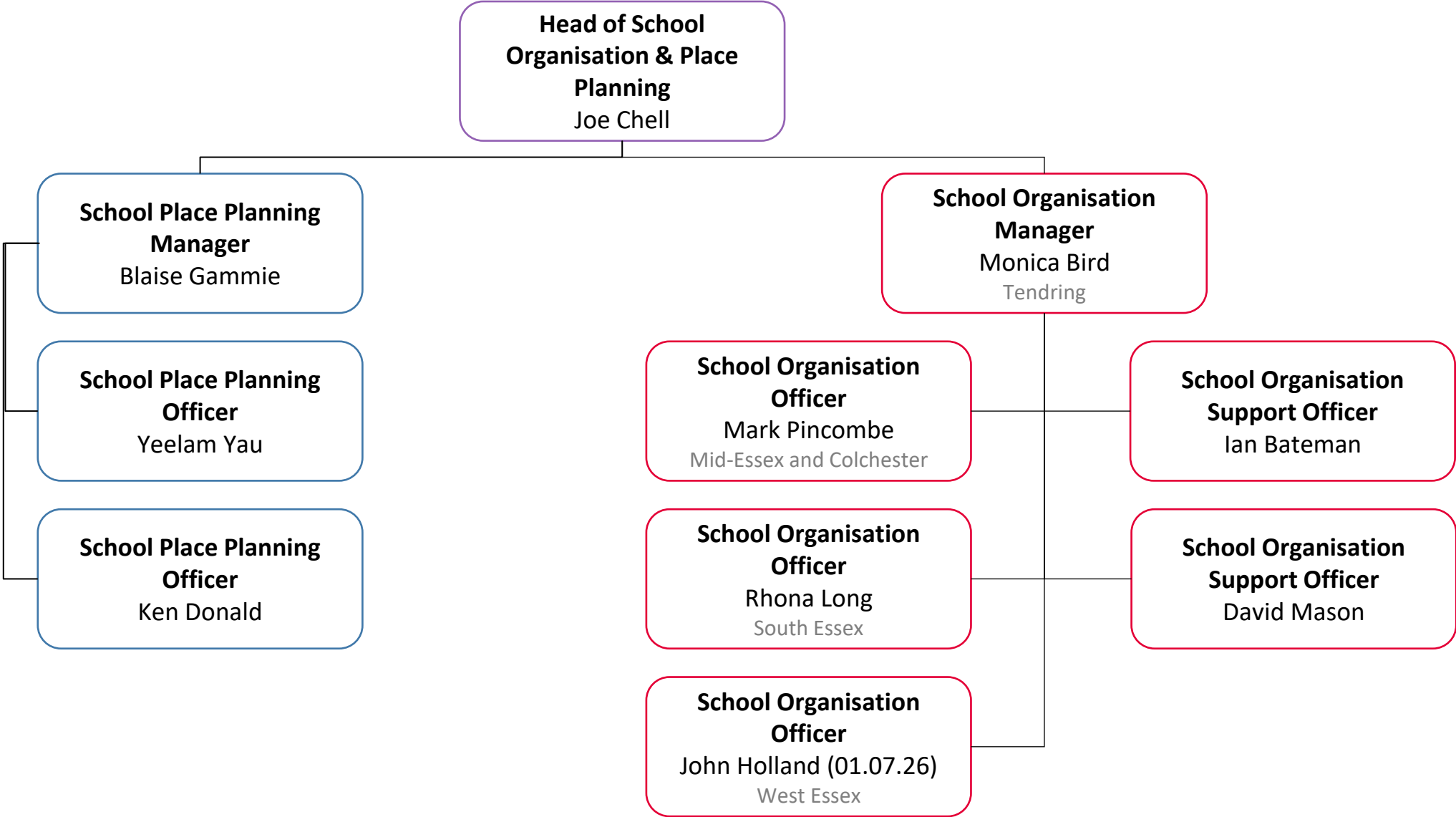
Continually improving

- Uses feedback and data to refine and enhance provision over time



School Organisation & 10 Year Plan

The Team



Some of What We Do

Expansion

New Schools

School Closure

Amalgamation

Relocation

Small Schools

Academy Conversion

Growth Funding

The Education Estate

SCAP Return

Data Products

Housing

Local Plans

Planning Applications

S106 Contributions

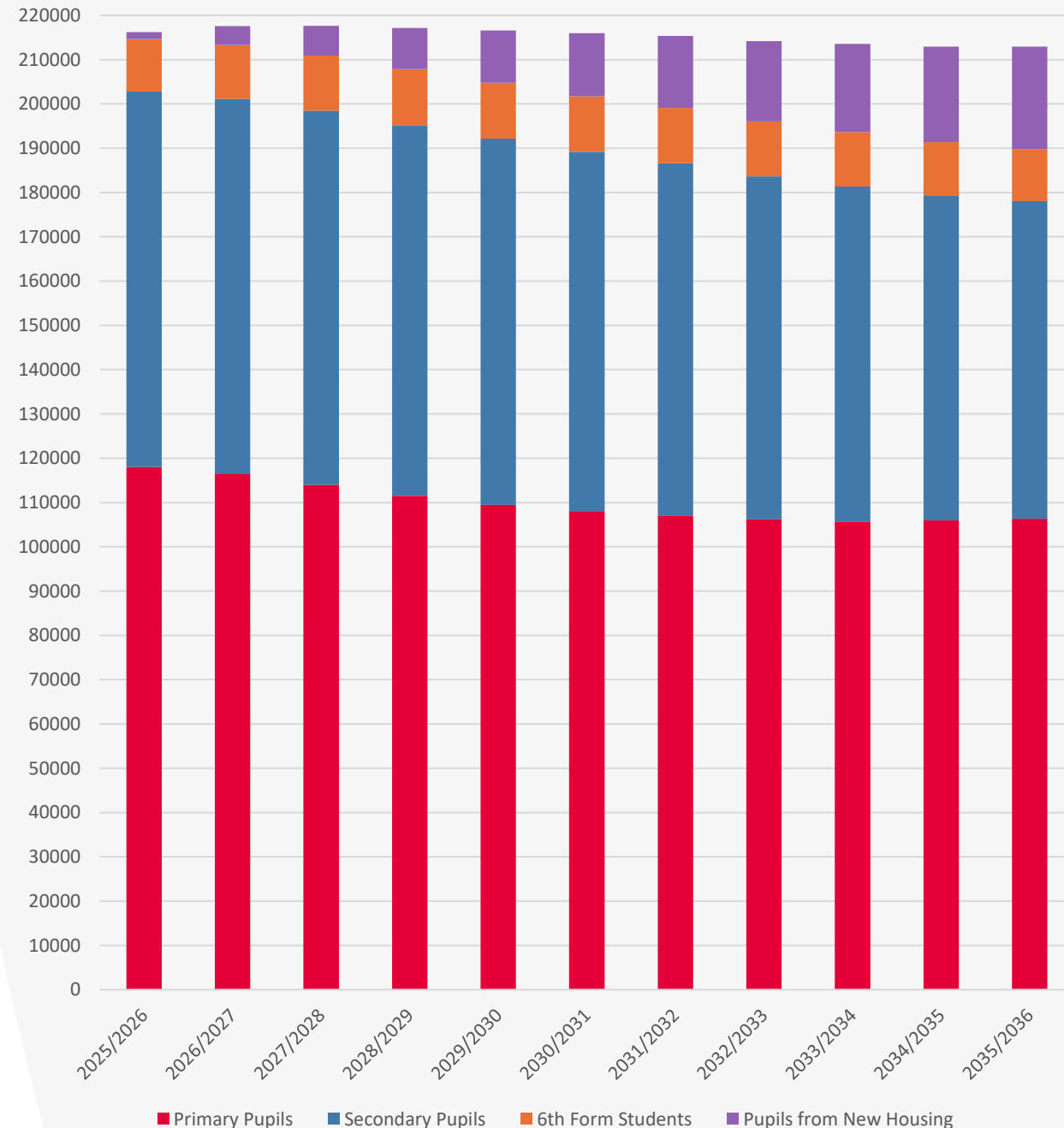
RAAC



Forecast Need

- New school place forecasts are produced each year, updated with the latest demographic information.
- Pupil numbers are expected to fall over the next few years due to lower birth rates.
- The fall in base population will be partially offset by growth in demand from new homes.
- Because the pattern of decline and growth will not be evenly spread, additional places and new schools will be needed in some areas.
- Managing surplus capacity is now a key focus of the team.

Total Forecast School Population



10 Year Plan

- The 10 Year Plan for Mainstream School Places is published each January on our web page: www.essex.gov.uk/schoolorganisation
- It is organised by 'planning groups' agreed with the DfE.
- Planning group level forecasts are provided for each admissions year, along with any projects in the pipeline.
- There's also a section describing our responsibilities and approach to forecasting and providing school places, and the factors that influence this.
- Contact the team:
school.organisation@essex.gov.uk



The Beaulieu Park School, Chelmsford

Essex Directory of School Improvement

My School Details

You currently have no school assigned to your record

My Services

Your subscribed services:

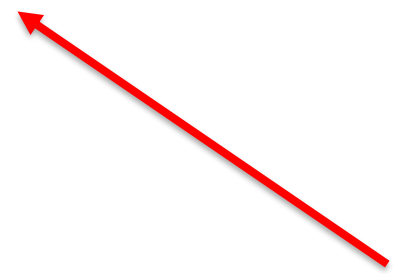
- ✓ [School Meals Support Services](#)

Your unsubscribed services:

- ✗ [Health and Safety](#)
- ✗ [Insurance](#)

Universally available services - subject to approval by the Headteacher/Principal:

- ✓ [CIEE Pupil Work Permit](#)
- ✓ [Essex Directory of School Improvement](#)
- ✓ [Free School Meal Lists](#)
- ✓ [Mainstream SEN Funding Report](#)
- ✓ [Penalty Notices](#)
- ✓ [Safeguarding](#)
- ✓ [School Finance](#)
- ✓ [Transport Lists](#)
- ✓ [My Documents](#)



Essex Directory of School Improvement

Find out about school improvement work and explore examples of excellent practice in Essex schools.

Welcome to the Essex Directory of School Improvement (EDSI). Here you will find details of school improvement projects carried out in Essex schools and get examples of excellent practice.

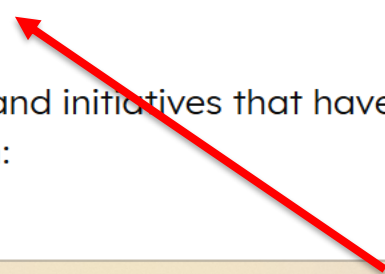
School leaders are encouraged to explore the information submitted by other school leaders, use this information to inspire their own school improvement work and get ideas for solutions to common challenges and perhaps consider sharing their own successes.

The EDSI can be searched and filtered by intervention theme and challenge statement to find projects that address specific issues. It contains links to individual intervention documents submitted by schools, explaining their specific projects in detail and the outcomes achieved. These can be downloaded:

- [View the Essex Directory of School Improvement \(Excel, 36KB\)](#)

School leaders are encouraged to share school improvement work and initiatives that have been carried out in their schools, so that this can be shared in the Directory by completing the Intervention Form:

- [Intervention form template \(Word, 50KB\)](#)



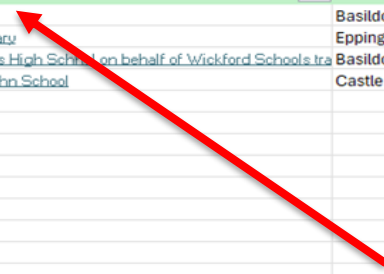
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SECURITY WARNING Application add-ins have been disabled. Enable Content

F10 | fx | Improve attendance for White Working-Class pupils

Essex Directory for School Improvement											
Intervention Number	Date Intervention added	Date for Intervention Review	Intervention Theme	Name of Organisation (Intervention Owner)	Challenge statement	Link to Intervention Document	Essex District (List)	Number of pupils	Phase (List)	% Pupils receiving FSM	% Pupils with SEND
1	07/04/2026	07/04/2027	Moving On/NEET	Castledon School	Improve employability for pupils with SEND	Castledon	Basildon	234	Special	36%	100%
2	07/04/2026	07/04/2027	Wellbeing	Ongar Primary School	Rebuild children's social skills, resilience and independence	Ongar Primary	Epping Forest	165	Primary	34%	30%
3	07/04/2026	07/04/2027	Moving On	Beauchamps High School/Wickford Partnership	Improve transition for Year 6 into Year 7	Beauchamps High School on behalf of Wickford Schools tra	Basildon	1489	Cross Phase	12%	17%
4	07/04/2026	07/04/2027	Attending	The King John School	Improve attendance for White Working-Class pupils	The King John School	Castle Point	2100	Secondary	15%	15%



Essex Schools: School Improvement Provider Form	Date: 28.11.2025
Please use this form to support your application; consider all areas and complete to the extent required for the specified intervention. Please limit content to three pages and delete prompts as appropriate.	
NAME OF ORGANISATION: Castledon School Bromfords Drive, Wickford, Essex, SS12 0PW, Wickford Website: castledon.org Main contact: Simon Holliday Main email: jwinsor@castledon.org (Headteachers PA) The school is a specialist SEND provision and part of Zenith Multi-Academy Trust. The most recent inspection by Ofsted in July 2025 graded the school Outstanding in all areas .	
PROBLEM STATEMENT: National Priority Area: NEET Reduction Essex Priority Area: Year of Employability / Strong Employability Offer in Schools What issue does the intervention address, and why did the school face this problem?	

Next steps

Initial meeting of the Quality Assurance Panel
Request further examples

Summer Term Leadership Conference

Chelmsford Race Course 29/30 June 2026

Keynotes – Monday 29th June 2026

1. Tim Coulson – National Education Policy
2. Gary Aubin - Inclusion: Every classroom, Every colleague, Every day

Keynotes – Tuesday 30th June 2026

1. Tim Coulson – National Education Policy
2. Marc Rowland - Addressing educational disadvantage through social and academic inclusion

Summer Term Leadership Conference - 2026

Breakout sessions – 29 th June 2026					
Session 1	<p>Insistence, Persistence and Consistency – Improving key stage 2 outcomes in a challenging context</p> <p>Simon Wood – Headteacher: Sir Martin Frobisher Academy (REACH2)</p>	<p>Driving Higher Attainment at Key Stage 4: What the evidence tells us about what works</p> <p>Chiltern Learning Trust</p>	<p>From Evidence to Impact: Making Personal Development work through EEF Mechanisms</p> <p>Dary Crawley Essex Research School</p>	<p>Utilising the EEF Implementation guidance within school improvement activity</p> <p>Andy Samways Unity Schools Partnership</p>	<p>Making Transitions Count: Collaborative Approaches to Supporting Pupils from KS2 to KS3</p> <p>Jonathan Sands – Headteacher: The Ongar Academy (Bridge Academy Trust)</p> <p>Debbie Attridge – Headteacher: Ongar Primary School (Bridge Academy Trust)</p>
Session 2	<p>Insistence, Persistence and Consistency – Improving key stage 2 outcomes in a challenging context</p> <p>Simon Wood - Headteacher Sir Martin Frobisher Academy (REACH2)</p>	<p>Driving Higher Attainment at Key Stage 4: What the evidence tells us about what works</p> <p>Chiltern Learning Trust</p>	<p>Strengthening Mainstream Practice to Improve Outcomes for All Learners</p> <p>Gary Aubin Whole Education</p>	<p>Utilising the EEF Implementation guidance within school improvement activity</p> <p>Andy Samways Unity Schools Partnership</p>	<p>Making Transitions Count: Collaborative Approaches to Supporting Pupils from KS2 to KS3</p> <p>Jonathan Sands – Headteacher: The Ongar Academy (Bridge Academy Trust)</p> <p>Debbie Attridge – Headteacher: Ongar Primary School (Bridge Academy Trust)</p>

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Essex County Council



TPP Quality Assurance & Measuring Impact

SEMH Strategy Team

Summer 2026



Essex County Council



Overview

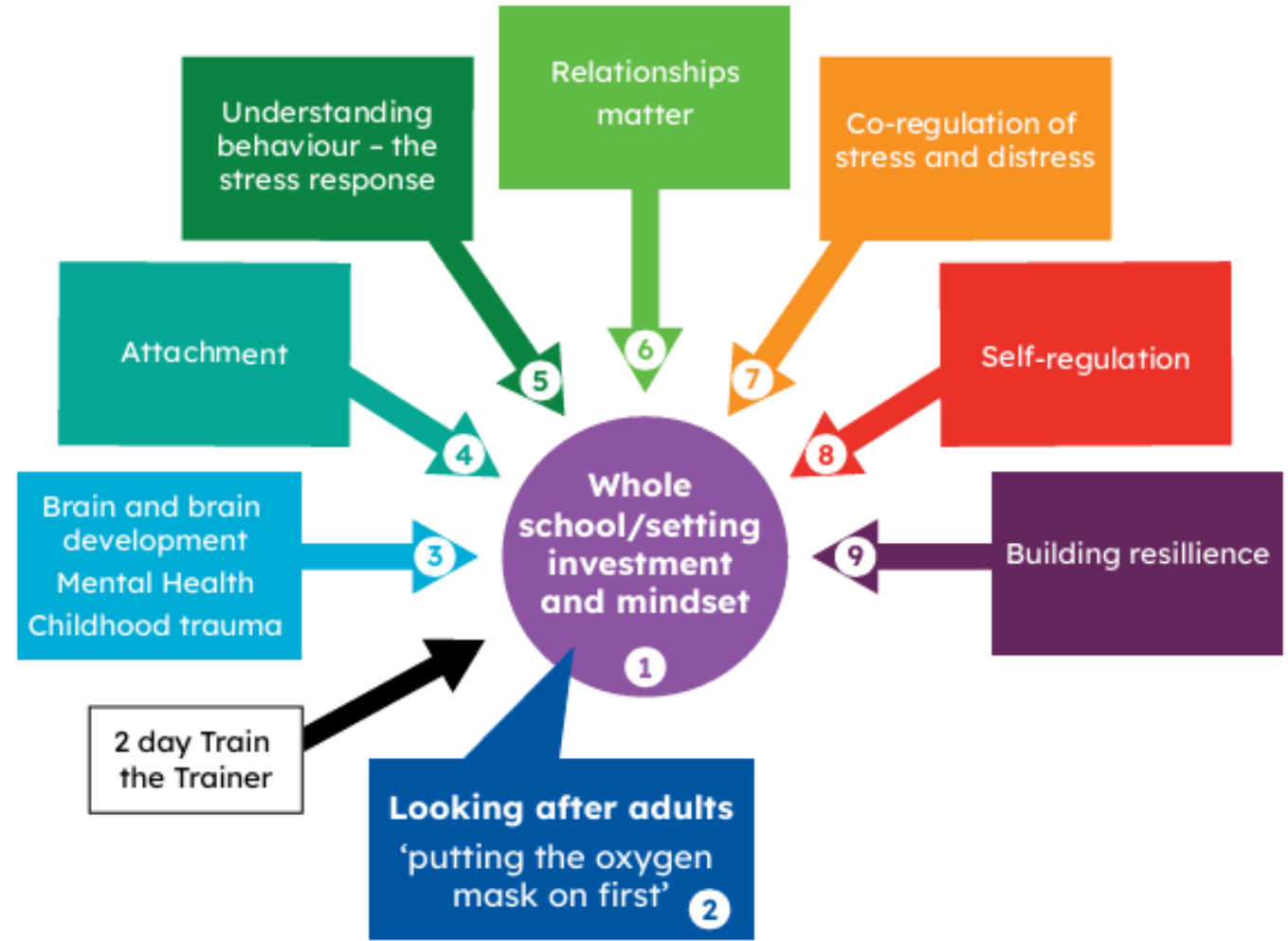
- Impact and reflections of TPP so far
- What are the TPP progression stages?
- How do TPP progression stages support other agendas?
- Launch information

Trauma Perceptive Practice Training

- Launched in: 2020
- Train the Trainer delivery model

Engagement to date:

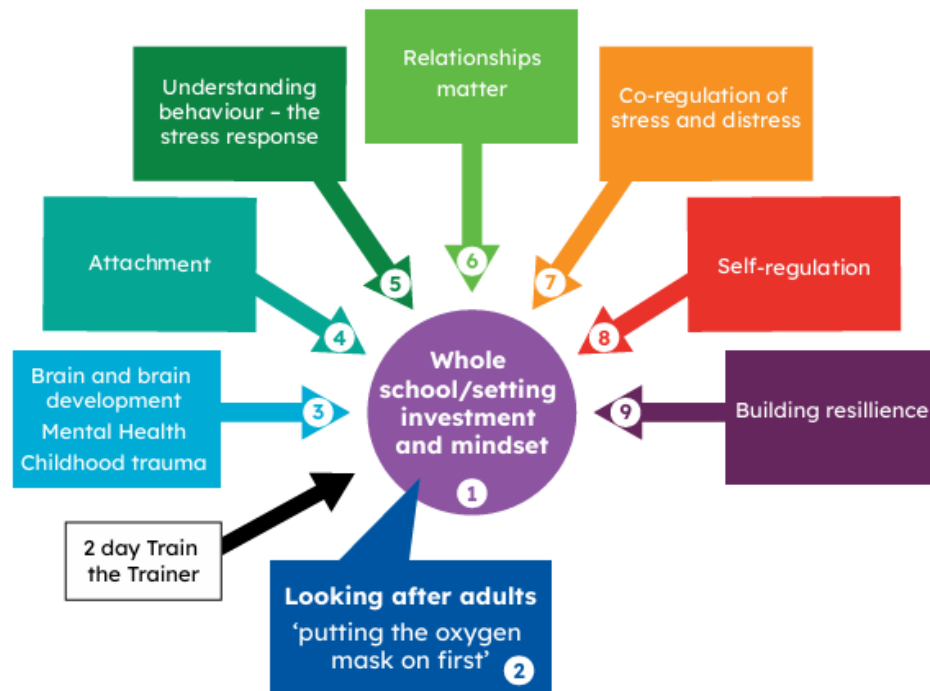
- Primary Schools: 412
- Secondary Schools: 69
- Early Years Settings: 265
- Specialist Provisions: 52
- Post-16: 4
- Out of County: 32



Trauma Perceptive Practice Training

The training was set out to provide a **high-quality, trauma informed, evidence-based** training package that:

- Supports **all pupil's** SEMH needs
- **Low-cost** training **accessible** to all school/settings within Essex
- **Skilling schools up** in trauma-informed approaches and relational strategies
- **Shape** how the **whole school/setting** works
- **Change everyday practices and responses** within relationships, not just knowledge
- **Align behaviour, SEND and wellbeing**, instead of treating them separately
- **Develop staff confidence** and reduce reliance on individuals
- **Create consistency** across classrooms, phases and roles
- **Supports sustainable ways of working**, not quick fixes
- **Makes other priorities easier to deliver** (behaviour, SEND, attendance, wellbeing)
- **Offer stability** even when staff or leaders change
- Create a **shared language and culture** across Essex's workforce
- **Encourage peer-led support** to drive school led improvements across the County



Compassion . Kindness . Hope . Connection . Belonging

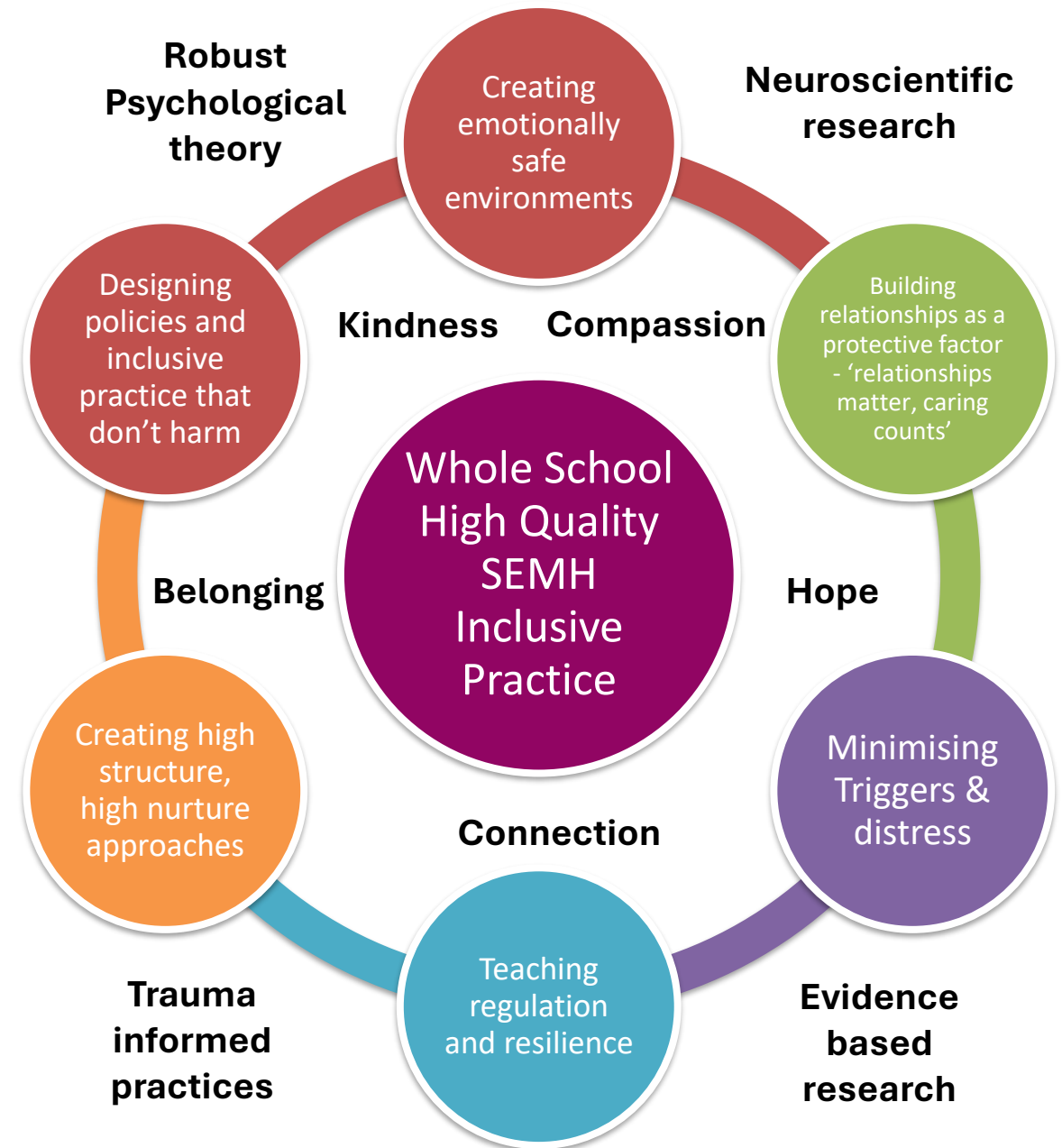
Trauma-proofing

(Going beyond being trauma-informed)

An approach focuses on designing:

- environments,
- systems,
- interactions

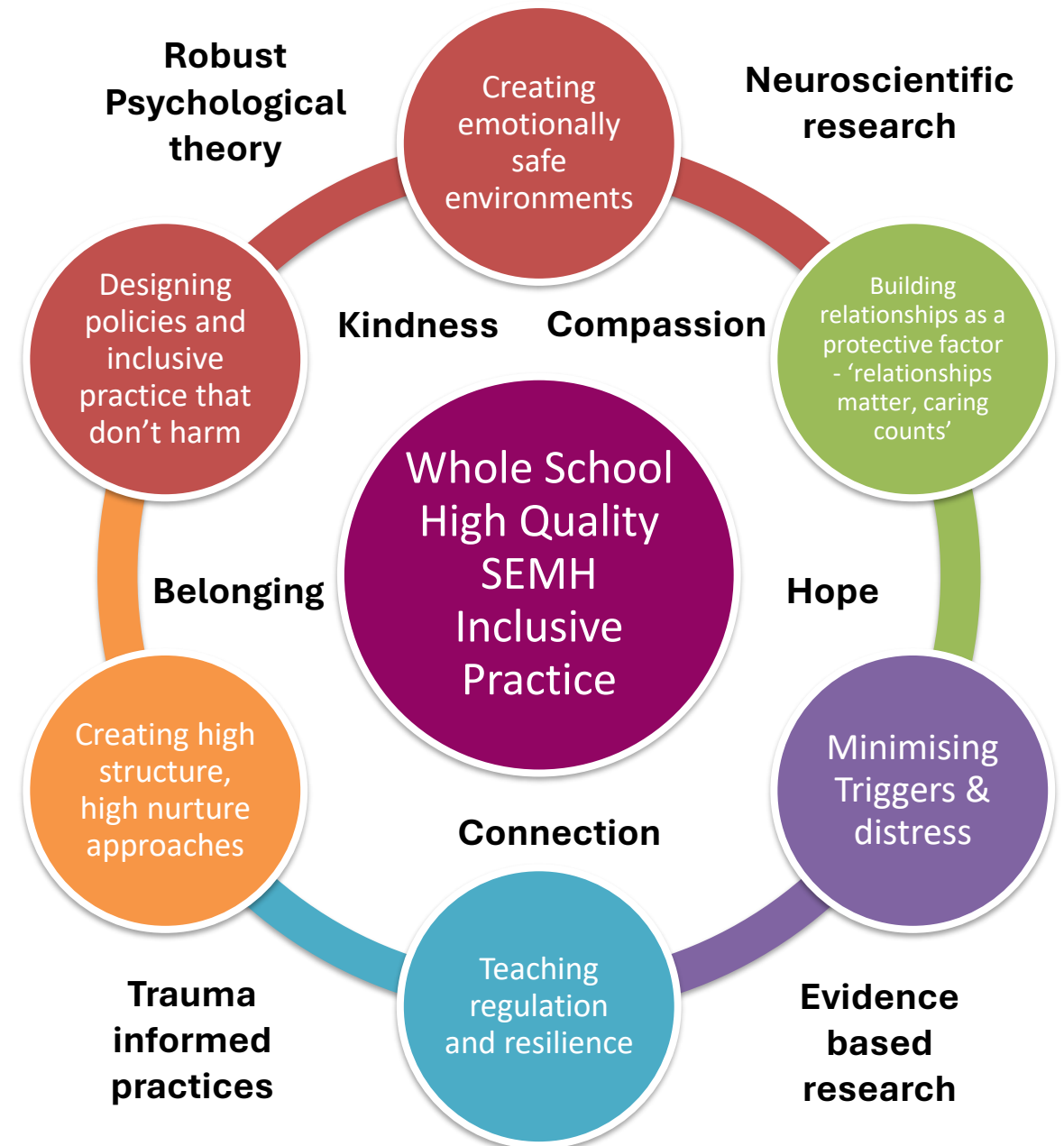
that *reduce the likelihood of (re)traumatisation* and *support the wellbeing* of **all people** (CYP and adults), including those who have experienced trauma.



It goes one step further from trauma-informed.
 It's about **actively building *protective structures*** so that everyday experiences are **safer, calmer, and more predictable for everyone.**

A trauma-proof environment helps CYP **access learning, feel safe, and build trust.**
 This **benefits all pupils**, not just those with known experiences of trauma.

$$\text{TPP} = \text{Relationships \& belonging} = \begin{matrix} \text{Inclusion} \\ + \\ \text{Engagement in} \\ \text{learning} \\ + \\ \text{Attendance} \end{matrix}$$



Challenges and Learning

- **Variation** in the **implementation** and **quality** of TPP across Essex
- **No quality assurance** processes in place e.g.
 - **quality** of school/setting **trainer delivery**,
 - **Implementation** of TPP to **enhance inclusive practice**
- **Lack** of Schools/settings working towards the **TPP Best Practice status**
- **Risk** of **staff disengagement**
- Becomes a **tick box exercise**
- **Impact** of the training **fades**
- Culture **change stalls**
- We **don't award** schools/settings for their **efforts and achievements** in trauma informed practice
- **Peer support** between schools/settings still requires development





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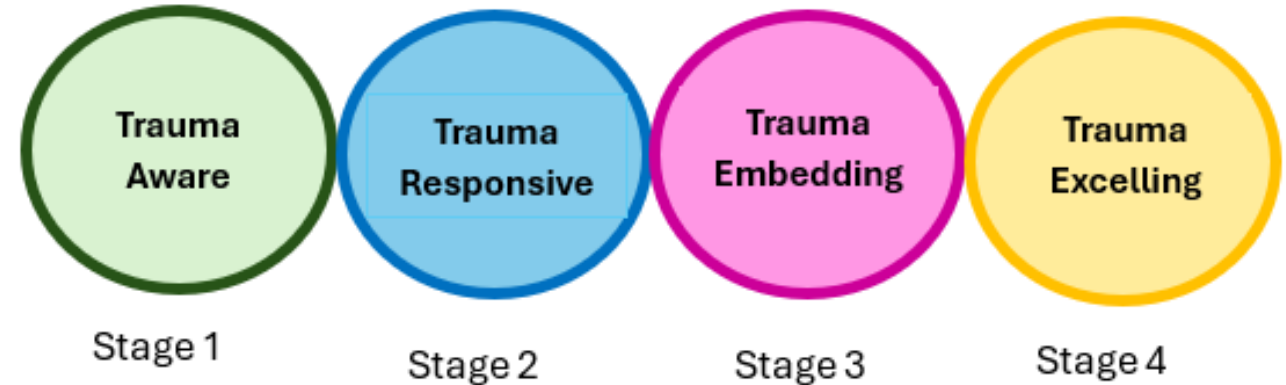


What are the TPP
Progression Stages?

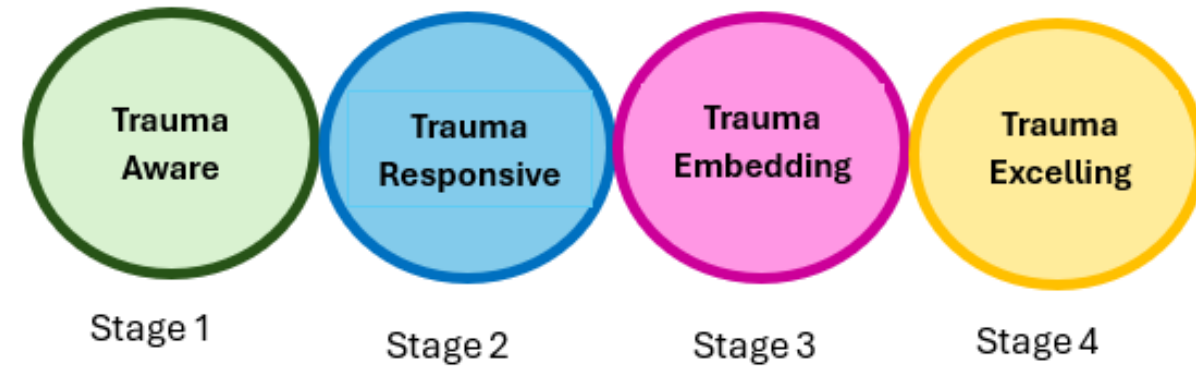
TPP Progression Stages

Schools/settings will be able to **gain a marker for the stage** they are at on the **TPP journey**. This will **acknowledge progress** and **enables** services to **support** the school/setting **more effectively**. We also hope that it **encourages better peer support** between schools/settings. The progression stages:

- **Map** out the implementation of TPP in a **progressive framework** to support the development of **sustainable inclusive practice**
- **Support** schools/settings to **demonstrate effective implementation** of TPP **within** their **whole-school/setting approach**
- Enable **quality assurance** processes
- Inform **impact measures**
- **Validate** the schools/settings **progress**
- Make a schools/settings **efforts meaningful and impactful**



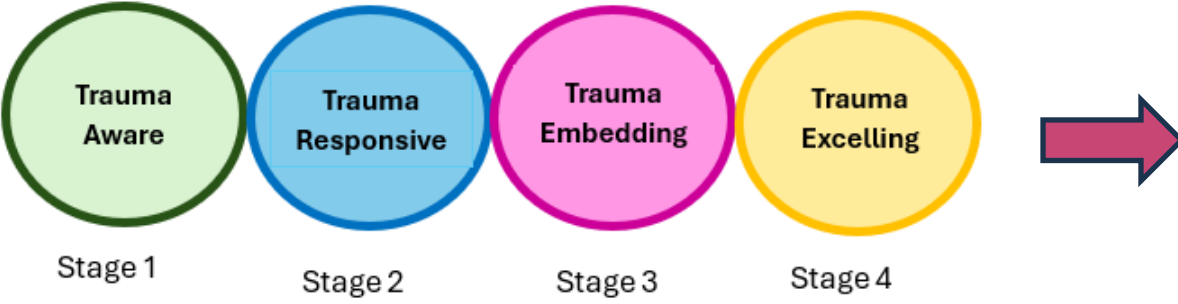
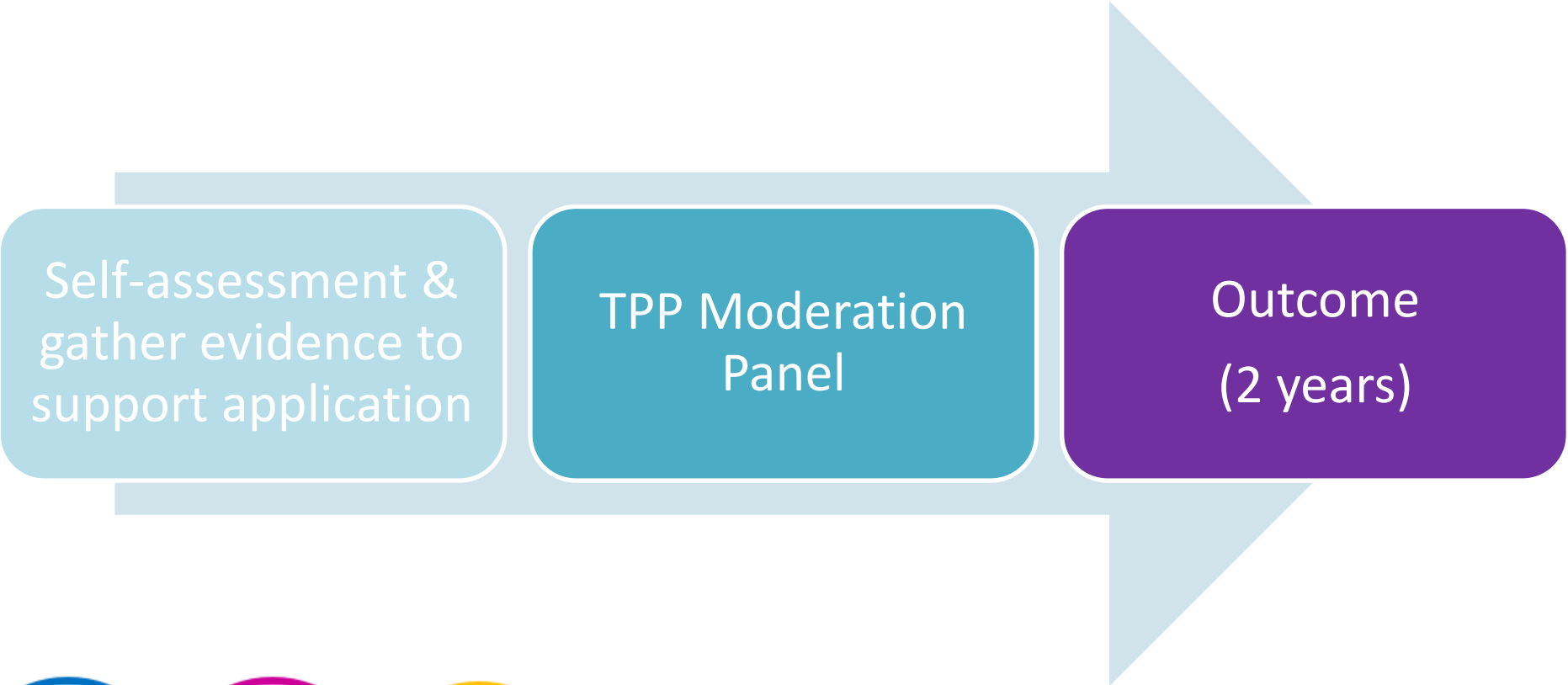
TPP Progression Stages



What are the stages?

- **Trauma Aware** (Stage 1): At this **foundational stage**, schools and settings **demonstrate an emerging commitment** to trauma-informed practice
- **Trauma Responsive** (Stage 2): At this developing stage, schools and settings **demonstrate that they are embracing practice** and **building consistency** in trauma-informed practice
- **Trauma Embedding** (Stage 3): At this developing stage, schools and settings **demonstrate whole-school/setting cultural transformation** and **leadership in Trauma-Informed Practice**
- **Trauma Excelling** (Stage 4): At this advanced stage, schools and settings **demonstrate sustained, exemplary, and innovative** trauma-informed practice, **influencing wider networks** and **contributing to system-level improvement.**

Applying for TPP Progression Stages



TPP has never been just about training. It's a whole-school/setting approach. This new phase introduces an explicit and tangible **framework** providing school/setting with an **improvement structure** that **strengthens culture, consistency and confidence across a whole system.**

TPP Progression Stages Pilot

SEMH Partnership Provisions

- Canvey Re-Start
- Evolve
- Grow Braintree
- Grow Clacton
- The Arc

Primary

- Ghyllgrove Primary
- Langenhoe Primary
- Moulsham Junior School
- Canvey Junior School

Secondary

- Basildon Lower Academy
- Basildon Upper Academy

Independent Specialist School

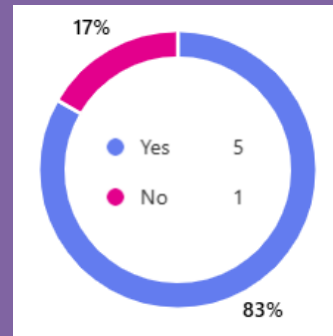
- Belsteads

Feedback from the Pilot

“Helped me to recognise how much we actually have in place to support pupils and how much TPP runs through everything we do to support staff, pupils and families”

“It was helpful to have the opportunity to identify and reflect on our existing good practice”

Was the self-assessment helpful and manageable tool for a TPP trainer and SLT team to have and use as a guide as they embark on their TPP journey?



“I think having a progression stages framework is a good idea and having this at the start of your journey enables an audit and sort of generates your action plan.”

How effective are the progression stages at evidencing the quality and impact of TPP in your school/setting

4.17

Average Rating





Essex County Council



How do TPP progression stages support other priorities?

This single framework supports these other priorities:

Inclusion &
Ordinarily
Available Provision

Personal
Development and
Wellbeing

Attendance and
Behaviour

Curriculum and
Teaching

Leadership and
Governance

Suicide Prevention

Emotionally based
school avoidance

Suspensions and
Exclusions

Accessing mental
health support

Disadvantage
pupils

SEND

Safeguarding

Ofsted, White Paper & SEND Reform Priorities

TPP progression stages framework provides one coherent approach that enables schools to meet national expectations across inspection, policy and reform, and show evidence to exemplify it.

Ofsted

Direct Alignment with Ofsted (2025 Framework)

Evidences 6 core evaluation areas:

Inclusion, Behaviour & Attendance, Personal Development, Curriculum, Leadership, Safeguarding

Strengthens inspection evidence through:

- Relational, trauma-informed behaviour approaches
- Inclusive practice for vulnerable and SEND pupils
- Whole-school culture of wellbeing and belonging

Supports the shift from compliance to contextual, values-driven practice

Schools White Paper

Enables Delivery of the Schools White Paper

Translates policy into day-to-day practice

Supports:

- Inclusion and strong mainstream provision
- Early identification and intervention
- Improved behaviour, attendance and wellbeing
- A skilled, reflective workforce

Illustrates schools moving from reactive systems to preventative, relational approaches

SEND Reforms

Operationalises SEND Reform (2023–2026)

Aligns with reforms moving toward:

- Earlier, inclusive, preventative support**
- Reduced reliance on diagnosis and escalation**

Enables:

- Consistent implementation of national standards
- Improved attendance and behaviour without exclusion
- Stronger family trust and system confidence



Essex County Council



Launch event for your TPP Trainer:

Tuesday 8th September - 3:30pm-4:30pm (online)

Booking link: [New TPP Quality Assurance and Impact Launch | Education Essex online](#)



Essex County Council
Special Educational Needs
and Disabilities

Additional SEMH Updates

SEMH Update	Summary	Further information
Mental Health Multi-Agency Consultations for Education	Available in West Essex this term and then replicating across the county in 2026-27	Information will be shared via local SEND Teams and School Communications
DMHL Training	New Essex-based training to develop the role of DMHL	Currently in Pilot. Available from Autumn term.
Preventing Inappropriate Use of the DB Code for Pupils with SEND	New guidance, developed in collaboration with Education Access Team	Permanent exclusion Essex Schools Infolink
Off-site directions guidance	New guidance, developed in collaboration with Education Access Team and SEND Quadrant Teams	Currently in development. Available on the Infolink from Autumn term.
SEMH e-Learning	All webinar content has now been formalised as e-learning	Social, Emotional and Mental Health (SEMH) Education Essex online
Let's Talk suite of resource	A reminder of what's available: <ul style="list-style-type: none"> - We Miss You - Managing Risk - Emotional Wellbeing and Reducing the Risk of Suicide - Disordered Eating - Self-harm - Working Together - Common Language - Posters to display in school 	Essex Let's Talk resources Essex Schools Infolink
Support, Panels and Pathways Navigation Guide	New reference point for guidance, outreach, support and pathways.	SEMH services and support: SEMH services and support Essex Schools Infolink

Preventing Inappropriate Use of the DB Code for Pupils with SEND

New document setting out Essex's expectations, statutory responsibilities and practice guidance for the suspension or permanent exclusion of pupils with Special Educational Needs and Disabilities (SEND), with a particular focus on preventing inappropriate use of the DB code (Persistent or General Disruptive Behaviour).

Developed by representatives from:

Education Access Team

SEMH Strategy Team

With contributions from:

- Education SLT

Available here: [Permanent exclusion | Essex Schools Infolink](#)



What's included?



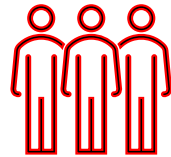
Statutory and Legal Duties. Schools must comply with DfE statutory guidance, the Children and Families Act (2014), equality legislation and the SEND Code of Practice.



Reintegration. Reintegration must be thorough, relational and centred on pupil voice.



Essex's Ambition. Essex aims to significantly reduce the use of the DB code for pupils with SEND, beginning with those with EHCPs. This aligns with TPP approaches.



Responsibilities of school staff and governors. Staff, leaders and governors should engage in reflective, evidence-based questioning to ensure compliance with statutory duties and inclusive practice.



Clarifying use of the DB code. The DB code is commonly misused and often masks unmet need. The document highlights 14 other, more specific DfE codes that may more accurately describe incidents.



Alignment with TPP values and mindsets. Including use of logical consequences and highlighting [additional e-Learning](#) on 'use of exclusions and suspensions as a consequence'.

Support, Panels and Pathways Navigation Guide

Principles:

CYP profile is one of dysregulated behaviour, likely associated with SEMH needs, or is at risk of exclusion

Behaviour analysis / assessment should be used to understand needs and inform planning

Requests for support should be mindfully chosen, ie. not scattergun requests across multiple tiers and/or multiple providers.

Developed in partnership by:

- SEMH Strategy Team
- Education Access Team

Summer 2026

Step 1:
Foundations

Ordinarily Available

Step 2: Outreach
Support

Understanding the 3 Tier Alternative Provision Model

Tier 1 – Early Intervention in Mainstream

Tier 1 focuses on early, preventative support delivered within mainstream education. The aim is to identify needs early, stabilise concerns, and reduce the likelihood of suspensions or permanent exclusion. Support may include AP outreach, mentoring, tailored short-term interventions, or other structured approaches delivered while the child remains on roll and closely connected to their home school. Off-Site Direction is part of Tier 1 support as it is a short-term, time-limited arrangement intended to help a pupil re-engage with education through targeted intervention in another school environment. The purpose is not removal or exclusion but stabilisation and reintegration.

Tier 2 – Time-Limited AP Placements

Tier 2 provides structured, short-term placements in Alternative Provision settings for pupils whose needs cannot be met through Tier 1 alone. These placements are planned, time-limited, and designed to support stabilisation, assessment of need, and preparation for reintegration either back into the home school or into another appropriate pathway.

Tier 2 AP placements cannot be accessed via off-site direction.

Tier 3 – Transitional placements

Tier 3 involves more intensive and longer-term placements in Alternative Provision for pupils with significant or complex needs requiring sustained specialist intervention. These pupils may have experienced exclusion, persistent disengagement, or social, emotional or mental health difficulties that necessitate a coordinated and holistic response. Tier 3 focuses on meeting wider individual needs, developing social, emotional and behavioural skills, and providing therapeutic and specialist input that supports stability and progress. The overarching aim is to prepare the pupil for successful reintegration into mainstream education or another appropriate and sustainable pathway. Because Tier 3 represents a higher and more specialist level of provision, it requires structured planning and multi agency involvement, and it must never be initiated or informally trialled through an off-site Direction.



Essex County Council
Special Educational Needs
and Disabilities

This information is issued by:
Essex County Council

Contact us:
semhstrategy@essex.gov.uk

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



[Essex_CC](#)



facebook.com/essexcountycouncil

The information contained in this document
can be translated, and/or made available in
alternative formats, on request.

Summer 2026

Thank you!



Ofsted Essex LA update

Peter.Stonier@ofsted.gov.uk
SHMI – East of England

Summer 2026

Agenda

- **Useful web links**
- **Area insights platform**
- **Latest inspection outcomes – disadvantaged pupils/achievement**
- **What does expected/strong/NA look like?**
- **Needs attention monitoring**
- **Post inspection – what happens?**
- **Conflicts of interest**
- **Questions**



Useful web links below:

Ofsted - frequently asked questions

When will my school be inspected?

What is the role of the nominee?

What happens on the planning call?

How does case sampling work?

How do Ofsted take into account the context of small schools?

What is the role of governors in school inspections?

Strong foundations in the first years of school

Foundational knowledge by the end of key stage 1/Year 6

Appropriate pedagogy and assessment

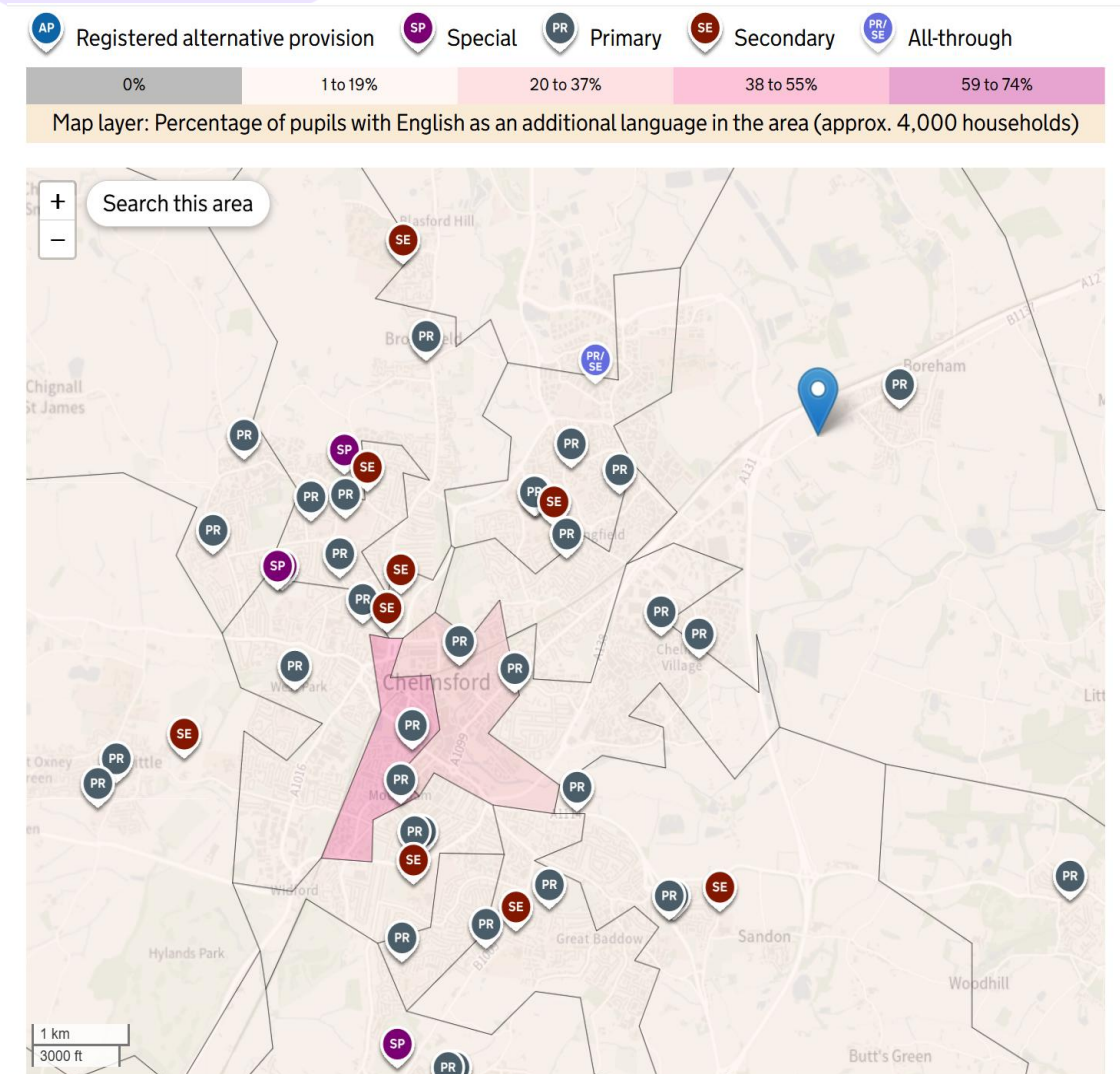
Ofsted YouTube channel

Report card video for parents

Various webinars to watch

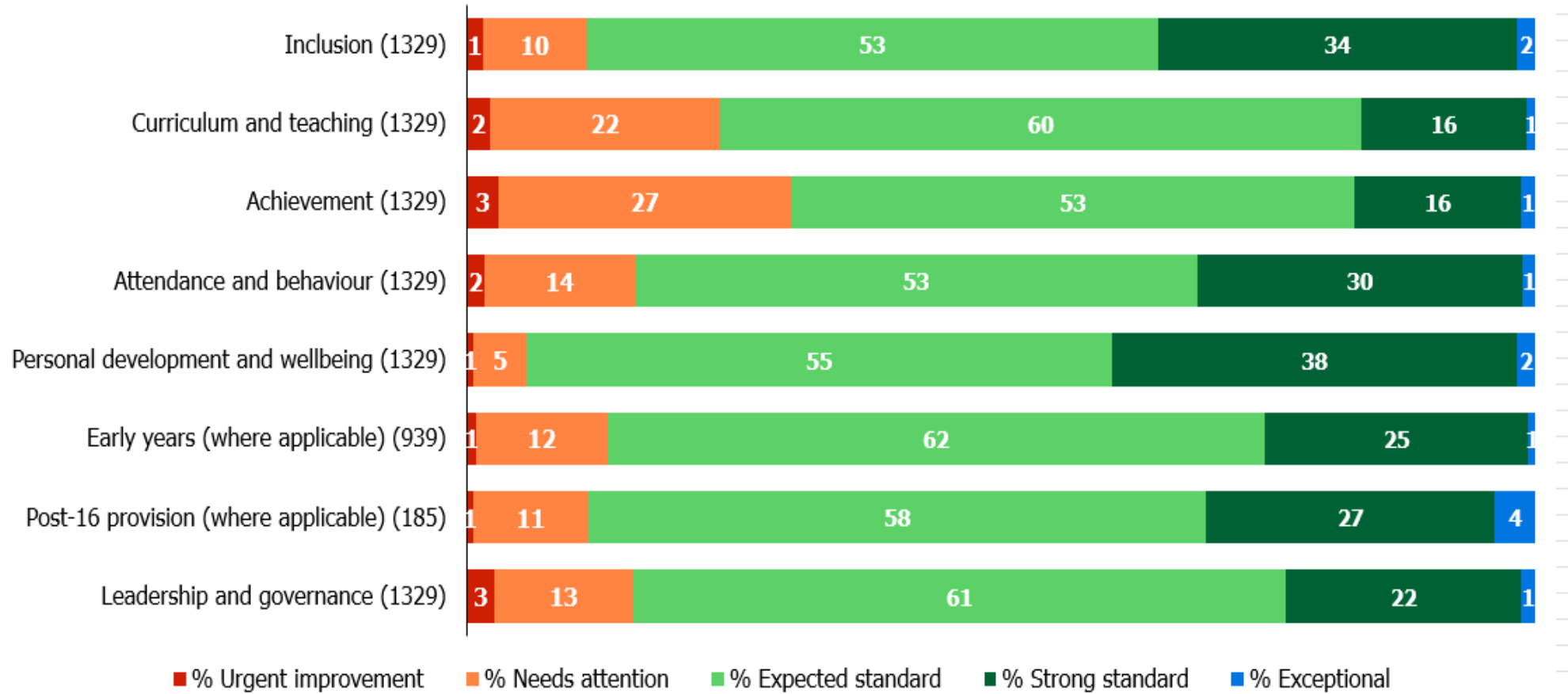


Ofsted – explore and area



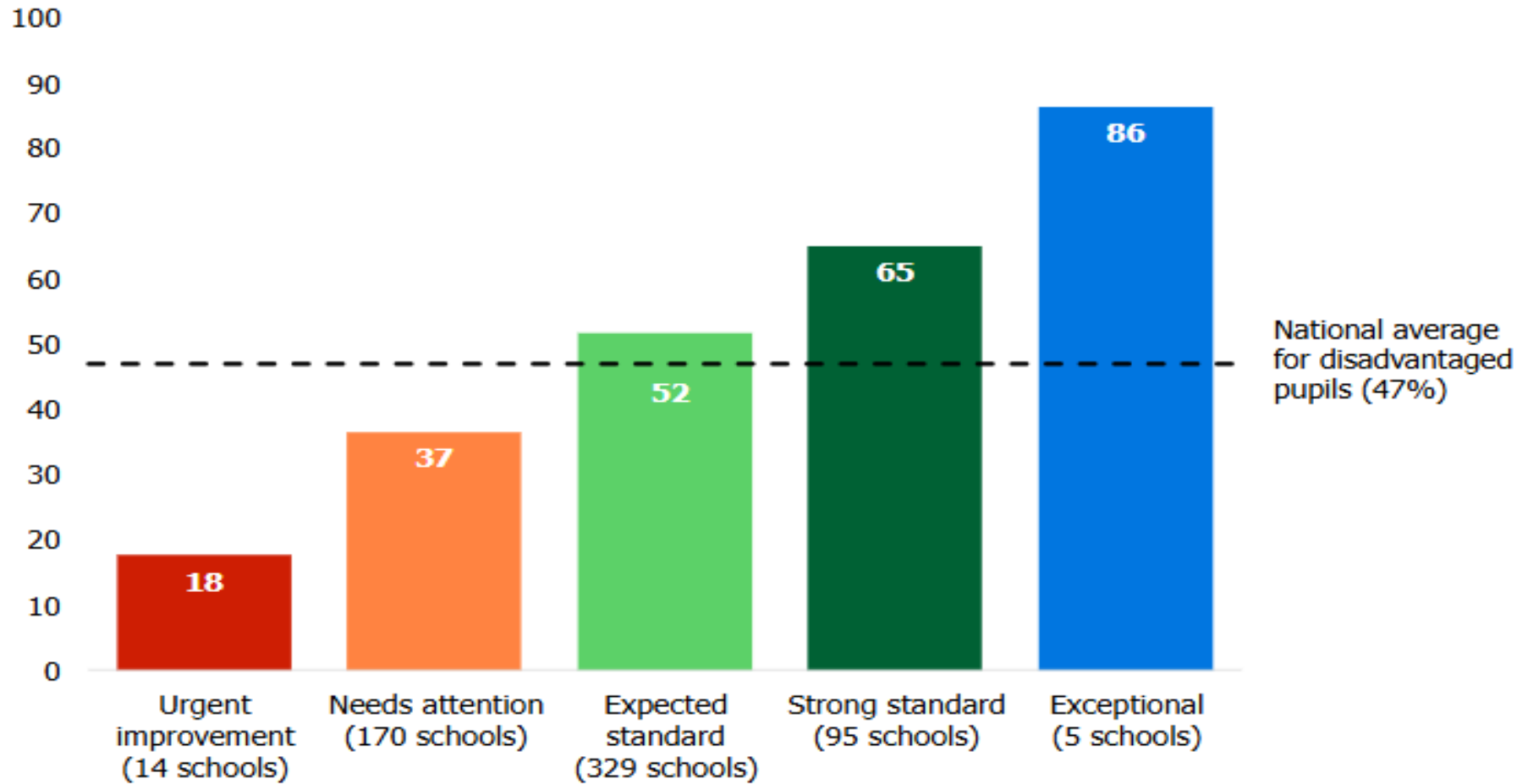
- No data layer
- Percentage of children in income-deprived families
- Percentage of pupils eligible for free school meals
- Percentage of pupils receiving special educational needs support
- Percentage of pupils with an education, health and care plan
- Percentage of pupils with English as an additional language

State funded school inspections and outcomes – May 31 (10 SG)



Achievement grade KS2 – Disadvantaged pupils

[Schools in challenging circumstances](#) – [Link to the document](#)



What does expected look like?

Curriculum and teaching -

Leaders ensure the school's ambitious curriculum clearly defines what pupils will learn in each subject and the sequence of learning. It identifies the key language that pupils learn within each subject. This supports teachers to deliver the curriculum effectively. Leaders continually review and refine the curriculum to ensure it meets pupils' needs, for example strengthening the mathematics curriculum to improve pupils' fundamental skills, such as multiplication. Leaders recently introduced a new English curriculum to raise standards in pupils' writing.

Teachers have secure subject knowledge. They deliver the curriculum using an agreed structure for learning that helps pupils progress. For example, teachers revisit previous learning systematically before introducing new content. Occasionally, teachers do not use questioning as effectively as they might to check pupils' understanding, or to challenge pupils who are ready for more-complex ideas.

Pupils with special educational needs and/or disabilities (SEND) are supported to progress well. Teachers adapt the curriculum, if necessary, for pupils with SEND and other pupils who face barriers to learning. For example, they break tasks down and provide appropriate visual aids or practical resources. Pupils with gaps in their early reading, writing and mathematical knowledge receive effective targeted support to catch up.

What does strong look like?

Attendance and behaviour

Leaders regard attendance as a top priority. They track it rigorously and act immediately if any pupil's attendance causes concern. Leaders' strategies for tackling absence are highly individualised. Leaders are sensitive to pupils' and families' needs and put appropriate support in place to overcome any barriers to attendance. As a result, attendance at the school is high and the number of pupils with a high level of absence is low, compared to national averages.

Similarly, leaders have extremely high expectations of pupils' behaviour. They have established a very clear approach to promoting positive conduct based on the school's core values. It is well understood by pupils and fairly applied, with consistency, by staff. Older pupils support this by acting as role models for younger pupils and playing an active role in rewarding positive behaviour. Pupils show tolerance and respect for each other. They are highly respectful towards staff. Any form of discrimination or bullying is not tolerated. Pupils are adamant that they would not be 'bystanders' if this kind of behaviour did happen. Leaders ensure that pupils who need additional support to meet behaviour expectations receive this. For example, time spent in the school's 'nurture provision' helps some pupils learn to regulate their emotions.

What does needs attention look like?

Achievement

Over time, pupils have not achieved as well as they should. As a result, too many pupils are not prepared well enough for the move to secondary school. For example, outcomes in the key stage 2 national assessments for reading, writing and mathematics have been below the national averages for the past 3 years. Outcomes in the Year 1 phonics screening check have also been consistently below the national averages over the same period.

Achievement varies between subjects. Pupils' knowledge is variable across the school. Pupils with special educational needs and/or disabilities and pupils who are disadvantaged generally progress steadily from their various starting points. Staff know these pupils well and provide some effective and targeted support. However, gaps in pupils' basic knowledge of reading, writing and mathematics remain. These gaps affect pupils' understanding, their progress and the quality of their work across different subjects.

Needs attention monitoring programme

Ofsted monitoring guide

Ofsted programme for schools with one or more NA grade

Provides regular contact between school and HMI

Focus on evaluating progress against key weaknesses

Tests whether leadership actions are:

- Well-targeted
- Implemented effectively
- Improving outcomes for pupils

Ensures accountability, while offering challenge and professional dialogue

Safeguarding remains a constant priority

N/A grade(s) can be changed at the monitoring inspection

Initial contact 3 months after publication of the original report card

Post inspection – what happens?

- Onsite grades are always provisional – confidentiality etc
- Onsite grades are checked by SHMI – anything unusual?
- Possible evidence base review if so eg everything NA but L&G expected?
- Enhanced moderation for exceptional/urgent improvement grades
- Report card then quality assured by HMI line manager (SHMI) – evidence checked

- **No action:** You do not have any comments to make and you do not want to formally challenge the findings.
- **Make comments:** You want to highlight some minor points of clarity or factual accuracy in the report card. We expect the vast majority of providers will find a reasonable resolution through this route. If you choose this route, you will not normally have a later opportunity to raise a formal complaint or challenge.
- **Complain:** You want to seek a review of the inspection findings and judgements.

- What do you want to do?
 - No action
 - Make comments
 - Complain



Reflection and questions.

Could we be inspected by an HMI/OI who works/has worked in Essex?



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reports.ofsted.gov.uk

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