

**LA /ESSEX PRIMARY HEADS' ASSOCIATION NORTH EAST AREA
WEDNESDAY 16 NOVEMBER 2022**

MEETING SUMMARY: ISSUES AND RECOMMENDATIONS

Agendas and minutes for these meetings available at www.essexprimaryheads.co.uk

Attendance List	
<p>DISTRICT AND EPHA AGENDA (a.m.) (Notes below) Nick Hutchings, North East Chair</p> <p>NEEPA meeting Outreach from ESSET schools FundEd iRock School of Music</p>	<p>Welcome to the following Headteachers: Charlotte Brown Messing Primary Teresa Cooper Hamford Primary Academy Jamie Whiteside St Clare's Catholic Primary, Clacton Simon Wood Sir Martin Frobisher Academy Karen Wright Broomgrove Juniors (Interim headteacher) Judith Dale Baynards Primary Robert Leach Willow Brook Primary</p> <p>Farewell to the following headteachers: Natasha Bennett Two Villages CE Primary David Larnar Dedham CE Primary Janet Meacock Millfields Primary</p> <p>Nick Hutchings Emily Welton, ESSET Professional Officer Richard Manville Josh Franklin and Molly Lloyd</p>
<p>p 2 AREA AGENDA LA updates on current priorities including: Director of Education update</p> <p>p 3 SEND Banding system Emotional wellbeing and mental health support for schools</p> <p>p 6 Attendance guidance and support</p> <p>p 8 Essex Year of Reading opportunities</p>	<p>Clare Kershaw Ralph Holloway Beth Brown</p> <p>Maz Norman, Clare Branton (Willowbrook Primary) Maz Norman</p>
<p>p 13 Key dates</p>	<p>NORTH EAST headteacher meetings 2022/23 Wednesday 8 March 2023 Wednesday 21 June 2023</p> <p>Headteachers' Annual Conference 2023 Friday 24 March 2023 Chelmsford City Race Course</p> <p>Deputy Headteachers' Annual Conference 2023 Friday 13 October 2023 Colchester Football Stadium</p>
<p>*Page numbers refer to the full minutes (posted on the EPHA website) of the Autumn term Area meetings with LA Officers and Headteachers.</p>	

LA /ESSEX PRIMARY HEADS' ASSOCIATION NORTH EAST AREA
DISTRICT AND AREA MEETING
WEDNESDAY 16 NOVEMBER 2022
ATTENDANCE

Present

Rachel Anderson	Harwich Primary
Koulla Anslow	Lakelands Primary
Sue Bardetti	Holland Haven Primary
Liz Bartholomew	The Mayflower Primary
Aaron Battersby	All Saints CE Primary, Gt Oakley
Natasha Bennett	Two Village CE Primary
Simon Billings	St John's Green Primary
Suzie Bliss	Walton-on-the-Naze Primary
Sally Blunden	Frinton-on-Sea Primary
Gavin Bradley	White Hall Academy
Sue Bridgman	Montgomery Infants and Nursery
Charlotte Brown	Messing School
Toby Bull	The Bishop William Ward CE Primary
Tracy Caffull	Great Bentley Primary
Alex Candler	Lexden Primary UHI
Mark Carter-Tufnell	Mistley Norman/St Osyth Primaries
Alice Constantine	Kingswode Hoe School
Ruth Cornell	Fingringhoe Primary
Judith Dale	Baymards Primary
Ceri Daniels	Holy Trinity CE Primary
Abbie Fairbairn	Lawford CE Primary
Diane Fawcett	St Andrew's CE Primary, Weeley
Belynda Fellows	St James CE Primary
Joseph Fielder	Heathlands CE Primary
Clare French	Kendall CE Primary
Donna Gaffney	Layer-de-la-Haye Primary
Alan Garnett	North Primary & Nursery
Alison Grigg	Broomgrove Infants
Bridget Harris	St Thomas More's Catholic Primary
Claire Holmes	Monkwick Infants & Nursery
Nick Hutchings	N East Chair/ Hamilton Primary
Chris Joy	Engaines Primary
Becky Keitch	St George's CE Primary, Gt Bromley
Marie Kelly	St Teresa's Catholic Primary
Laura Khine	Brightlingsea Primary
Samantha King	Tiptree Heath Primary
Susan Locke	Milldene Primary

LA Officers

Clare Kershaw	Director of Education
Philippa Holliday	Assistant Director, North East
Ralph Holloway	SEND Strategy and Transformation
Stephen Chynoweth	EY and Education Manager, N East
Kerry McGrory	School Effectiveness Partner
Carole Farrer	School Effectiveness Partner
Nicky Everett	School Effectiveness Partner
Jo Barclay	Head of Education Safeguarding
Steve Whitfield	ECC SEMH team
Janine Hanson	SEND Quadrant Manager, North East
Jeni Noakes	ECC Attendance Specialist
Sue Thomas	ECC Attendance Specialist

Andrew MacDonald	Langham Primary
Ian MacDonald	Elmstead Primary
Hannah McCann	Gosbecks Primary
Becky Maguire	St Joseph's Catholic Primary
Kathy Maguire-Egan	Oakwood Infants
Joanna Marshall	Tendring Primary
Rebecca McCutcheon	Monkwick Juniors
Janet Meacock	Millfields Primary
Carl Messer	St George's School
Mark Millbourne	Prettygate Infant and Juniors
Amanda Mitchelson	Old Heath Primary
Gail Morgan	St Michael's Primary & Nursery
Matthew Moseley	Holland Park Primary
Samantha Moseley	All Saints CE Primary, Dovercourt
Clare Newson	Parson's Heath CE Primary
Julie O'Mara	Chase Lane Primary
Donna Parker	Fingringhoe Primary
Nicky Patrick	Spring Meadow Primary
Richard Potter	Home Farm Primary
John Poulson	Iceni Academy
Claire Russell	Braiswick Primary
Clare Sampson	Roach Vale Primary
Rachel Saunders	Kings Ford Infants & Nursery
Donna Parker	Fingringhoe Primary
Nikki Sirett	Alton Park Juniors
Susan Shipp	Friars Grove Primary
Darren Smith	Brinkley Grove Primary
Sarah Stevenson	Langenhoe Primary
Steven Turnbull	Hazelmere Infants and Nursery
Craig Twin	St John's CE Primary
Jamie Whiteside	St Clare's Catholic Primary
Karen Wright	Broomgrove Juniors
Michelle Wright	Montgomery Juniors
Tania Wright	Mersea Island School

In Attendance

Pam Langmead	EPHA Professional Officer
Emily Welton	ESSET Professional Officer
Stephanie Newland	St Margaret's, Toppesfield
Jakki Sibley	Earls Colne Primary
Sam Dunne	Colne Engaine Primary
Hayley Kersey	Doucecroft School
Matt O'Grady	West Horndon Primary
Bridgette Gough	St Andrew's Halstead
Ellie Eames	White Hall Academy
Richard Manville	FundEd

Apologies

Hilary Cook	Highfields Primary
Paula Derwin	Hazelmere Juniors
Debbie Griggs	Myland Primary
Simon Wood	Sir Martin Frobisher Academy

Note: If your attendance or apologies have not been noted please contact the EPHA Professional Officer at pam@langmead.me.uk for amendment.

NORTH EAST EPHA AREA MEETING MINUTES 16 NOVEMBER 2022

1. WELCOME

Nick Hutchings, the North East Area Chair welcomed headteachers to the meeting.

Welcome to the following Headteachers:

Charlotte Brown	Messing Primary
Teresa Cooper	Hamford Primary Academy
Jamie Whiteside	St Clare's Catholic Primary, Clacton
Simon Wood	Sir Martin Frobisher Academy
Karen Wright	Broomgrove Juniors (Interim headteacher)
Susan Locke	Baynards Primary (Executive head until half term)
Judith Dale	Baynards Primary (Headteacher after half term)
Robert Leach	Willow Brook Primary

Farewell to the following headteachers:

Natasha Bennett	Two Villages CE Primary
David Lerner	Dedham CE Primary
Janet Meacock	Millfields Primary

If you are leaving please make use of the EPHA new heads' checklist, and complete it for your successor. This is available on the EPHA website at

<https://essexprimaryheads.co.uk/info-and-documents/good-practice/>

2. NAHT UPDATE

Alan Garnett, NAHT Branch Officer, was welcomed to the meeting. He asked colleagues to identify which union they belonged to (if they wished): the majority of heads at the meeting are in the NAHT, a small number with the NEU, and one with NASUWT. He noted that the unions are balloting their members on taking action in protest against pay levels, either to take industrial action short of a strike, or to strike. He noted that every public service is in crisis, and unions are supporting fair pay for every member of the community, therefore teaching unions are not doing this in isolation.

The NAHT will offer advice to headteachers if teachers go on strike, and will also provide template letters to explain any action to parents. The voting window runs until January 11th.

The NAHT is running a road show meeting on Wednesday 30th November at 10.00 – 12 noon at the Ivy Hotel, Margaretting, which will be attended by Paul Whiteman and general secretary Paul Gosling. All NAHT members are encouraged to attend.

3. EPHA UPDATES

a) **The autumn term EPHA newsletter** was circulated to headteachers in advance of the meeting -these can also be found on the EPHA website www.essexprimaryheads.co.uk.

b) **EPHA Annual Subscription**

Funding for EPHA (£320 per school or academy) will continue to be top-sliced from the Dedicated Schools Grant. Area meetings will continue to be "free" to all primary headteachers, as will the website, headteacher briefings and advice and support from the Professional Officer.

<https://essexprimaryheads.co.uk/files/what-headteachers-get-in-return-for-their-epha-contribution->

[2020-21.pdf](#)

c) Conferences

We held this year's Deputy and Assistant Heads' conference in October and around 230 delegates attended, enjoying presentations from Helen Youngman and Mr P, along with a range of workshops. Next year's Deputy Heads' conference will be held on Friday 13th October 2023

The Small Schools Conference was a resounding success, and we plan to hold another one in 2023.

Headteachers' annual conference Friday 24th March 2023

The conference will be held, once again, at the Chelmsford City Race Course.

Key note speakers and presenters will include Phil Denton and Warwick Davies, and a choice of workshops, including Ros Blackburn (Logically Illogical), and the No Outsiders approach, presented by Andrew Moffat. The programme and booking form will be emailed to you in January.

d) Supporting primary headteachers

The EPHA wellbeing survey highlighted the challenges faced by headteachers, which were exacerbated by the pressures of the Covid pandemic and now the financial crisis facing schools. We now facilitate a range of support in addition to the current EPHA offer, which will include signposting, subsidising or brokering practical help for heads in crisis, such as:

- Coaching or counselling – individually or in a group
- Colleague Support for any headteacher in need (not just new heads)
- Capacity-help in a school – headteachers or deputies seconded to add leadership capacity for a limited time (or releasing a Deputy or SENCo from teaching time)
- Bespoke training, including joint training on exclusions for headteachers and governors

4. OUTREACH FROM ESSEX SPECIAL SCHOOLS

Emily Welton, Professional Officer for ESSET (Essex Special Schools Education Trust) was welcomed to the meeting. Emily's background is as a lawyer, and then working for many years in the Local Authority in the SEND Operations team. Whilst she is not herself a teacher many of her family members are, and her sister is a SENCo in a primary school, so she hears and understands the pressures in mainstream schools, both at primary and secondary level.

She explained that Special Schools headteachers strongly feel that, ideally, all children, whatever their needs, should be educated as close to home as possible. However, it is inevitable that some children with very complex SEND will need specialist provision. The system faces a huge challenge as there is no capacity left in Special Schools, despite an expansion programme over the last few years.

Emily noted that she is acutely aware that there are children with profound and complex needs in mainstream schools, and that they are often struggling to provide for those pupils, as well as managing the expectations and needs of the child's family.

ESSET, in partnership with EPHA and ASHE, is in the process of developing a core offer of support from special schools, to help mainstream schools provide effectively for children with SEND. She stressed that staff in special schools are not the ultimate experts; indeed, many special school staff say that they are confident to teach a small class of children with complex special needs, but would find it a real challenge to teach a class of 30 in a mainstream schools, with a wide range of ability.

Emily noted that the key pressures in schools seem to be those pupils with SEMH needs and autism, compounded by the challenge of accessing relevant support services and therapies (including language and communication skills).

The ESSET proposal will need to be funded, as no school has staff who are not at full capacity already.

Therefore, the intention is to develop an outreach/in-reach plan to present to the Local Authority. Any new system needs to be effective and sustainable; the High Needs Block in Essex is currently in a healthy financial position, but the demands on the system as a whole will mean that any available funding must be utilised to good effect.

The proposed support might, for example, include:

- Access to anonymised consultation and guidance for staff
- Special school staff undertaking an observation in a mainstream class, to offer practical advice and tips to manage a cohort of children;
- Support for the development of effective strategies for whole school practice;
- In-reach- mainstream staff visiting special schools to develop their skills, expertise and confidence.

Emily noted that she has been in discussion with Teaching Hub leaders, to ensure that the Early Careers Teacher training offers effective information and strategies to manage special educational needs and disabilities. It was agreed that pre-school understanding and knowledge, as well as effective communication with schools, is also essential and needs to be development.

One headteacher noted the challenge for small schools in particular, which may have a high percentage of children with special educational needs, but with very limited SENCo time.

It was also agreed that support and information for parents, including what can reasonably be offered by mainstream schools is essential. It is very important to develop parental confidence and trust in the support and educational experiences that mainstream schools offer children with SEND.

At each quadrant meeting the headteachers were asked to feedback the challenges that they faced, and to set out the solutions or support that they would find helpful. The information gathered will be used to inform the ESSET outreach/inreach proposal, as well as prompting discussing with the Local Authority. The following comments were collated:

Feedback from EPHA about SEN Challenges and possible solutions

CURRENT CHALLENGES	POSSIBLE SOLUTIONS	WHO? WHAT?	THEME
<p>Lack of staff- recruitment and retention is a significant issue. Finding staff with the right approach/skill-sets and attitude is impossible on the salary we can pay them.</p> <p>Staff are leaving/not joining the profession due to the pressures</p> <p>Staff cannot be advertised for and recruited until funding is confirmed and this often happens too late for staff to be in place ready for a child's arrival into a new setting</p> <p>Real-terms Budget Cuts</p>	<p>Regular outreach and following through on agreed actions</p> <p>Funding for schools to enable them to pay staff properly and develop staff</p> <p>Providing a 'pool' of staff which will all have been trained by special schools to support mainstream schools when needed</p> <p>Creating a formal mechanism (and funding this) so that staff can make time to share expertise and learn from each other</p>	<p>National issue- LA to raise with DfE? Rise in cost of living has significantly impacted on this.</p>	<p>Staff recruitment/retention/pay for support staff/well-being of staff</p>

<p>which reduces how flexible/creative schools can be when trying to find solutions. This is impacted by unfunded pay awards (which we agree with but need to be funded for)</p> <p>Staff well-being at all levels is a huge problem. Staff are anxious about their own safety at work (due to SEMH needs of some pupils) and also administering medical procedures</p> <p>Lack of appropriate CPD for teaching and support staff. Even when this is available, schools do not have funding to cover these staff. Training is needed in a wide range of areas but mostly in ASD/SEMH</p>	<p>Provision of outreach or links to specialist settings/PRU's/Alternative provisions so children can stay in mainstream but have access to specialist knowledge</p> <p>Mapping out where support is available in relation to particular areas of need</p> <p>Creation of opportunities (which will need funding) to see what happens in other settings.</p> <p>Opportunities to borrow resources and from specialist settings to see if they are useful in mainstream settings to support pupils</p>		<p>Investment in staff development</p>
<p>High numbers of SEND pupils impact on a schools ability to meet/deliver requirements of their School Development Plan- the impact of a complex cohort on a schools results/OFSTED Outcomes is significant</p>			<p>School Improvement- being truly inclusive is not easy and impacts (sometimes negatively) on other issues which school leaders are responsible for</p>
<p>Inadequate funding to meet needs-</p> <p>Re-banding process is causing significant anxiety and there are concerns schools will be placed in a worsening financial position</p> <p>top up funding takes too long to arrive especially when an increase is requested or when troubled pupils or pupils with SEND 'arrive' without warning with no support in place</p>	<p>Make more spaces available in enhanced provisions or additionally resourced provisions</p> <p>Emergency IPRA to fund more support from specialists who may be able to make different recommendations for support</p>	<p>LA to consider making processes faster/more responsive</p>	<p>Special School Capacity</p> <p>Funding</p> <p>LA processes</p>

Some students do need 1:1 support to keep them and others safe.			
Due to overwhelming pressures (staffing, finance, staff absence etc), it is not always possible to deliver QFT which all children (those with and without SEND) need. Other pressures (such as Appeals Admissions) take too much time and are costly and ineffective.			Competing demands on Headteachers/Senior Leaders time
Communication with the LA/SEND Ops- often passed from pillar to post before an answer is given or someone is able to help. This takes too long. Lack of clarity of roles. What is the IP's role? Some schools report still not having met theirs or having been told who it is.			Communication with the LA teams
Capacity of LA Teams (SEND Ops, IP's and EP's) mean that support is not provided in a timely way leading to escalation in issues.			Capacity of LA teams
Support in relation to young people with physical/medical needs is not always forthcoming and training needs to be funded by school.	Provision of outreach about meeting the needs of pupils with physical/medical needs in mainstream schools		Accessing guidance about meeting PNI needs
Advice being given by external agencies- this is sometimes outside their area of expertise and creates unreasonable/unrealistic expectations. Eg: GP's advising parents that a child with ADHD will need an EHCP, Virtual School and IRO's/Social Workers putting pressure on schools to apply for EHCP's when a child has needs but is making progress. School Improvement/Inclusion	Re-instate specialist teacher team Training for other services Provide financial resources for schools to enable outreach support to start/continue consistently- this would help schools to deliver specific/personalised support and not just generic strategies Training for Healthcare and social care professionals	Health and social care- what can be done to improve understanding of what is realistically and ordinarily available?	Lack of confidence/expertise for staff in schools and in the advice of other professionals Lack of parental confidence in the system Lack of knowledge by other professionals

<p>Partners are having limited impact</p> <p>Healthcare professionals advising parents that their child needs an EHCP or to attend a special school</p> <p>Healthcare professionals advising that a child needs 1:1 support. This means that 'inclusion' can become exclusion as a child is totally isolated and not at all included in the school community</p>			
<p>Actions from meetings involving LA staff are not always helpful/practical/solution focussed/sustainable</p>	<p>Training about running solution focussed meetings</p> <p>Staff who can make a clear 'plan' when all reasonable adjustments have been made and a school is still only 'baby-sitting' a pupil</p>		<p>LA training</p>
<p>Dual placements between mainstream and specialist settings for KS3/4 pupils don't happen. Why?</p>	<p>Split placements for older pupils so they can access mainstream subjects where needed and still access 'life skills' support in a specialist support</p>	<p>LA to consider promote the wider range of options to parents and schools- not just mainstream or specialist</p>	<p>Provision not meeting all needs.</p>
<p>TAF meetings- Often the only 'team' actively involved is the school. School staff feel they are not supported by health or social care</p>			<p>Holistic support for children and families not readily or quickly available</p>
<p>The SENCo role is too admin heavy, leaving little (if any) time to work with children and oversee provision across a school.</p>	<p>Reduce level of admin requirements on staff, especially on senior leaders.</p> <p>Create a user friendly IT system to enable schools to put together one plans with solutions/strategies for schools to try</p>		<p>Too many pressures on SENCO's and SLT members</p>
<p>Increase in numbers of young people with complex SEMH needs who struggle to even get into school. Supporting this cohort is extremely time-consuming and resource heavy for staff at all levels.</p> <p>Senior leaders spend a ridiculous amount of time</p>	<p>Staff Training</p> <p>Outreach support from experts</p> <p>Respite</p> <p>Training for school based counsellors</p>		<p>SEMH needs and lack of appropriate and timely support</p> <p>Mental Health support for children feels impossible and the waits are far too long. Children are going into crisis and families are failing because the support is not available when</p>

<p>dealing with complex pupils/families and not on the rest of the school/staff/pupils</p> <p>For children at risk of exclusion, there is a fine line between supporting them and other students as well as managing staff well-being. Some staff refuse to work with particular pupils due to (real) risk of being hurt.</p> <p>SEMH needs in girls are causing a real concern as these are often masked for long periods of time and then reach crisis point</p>			<p>needed</p>
<p>Early identification of need is not happening early enough.</p> <p>Lack of support for pre-schools to help prepare children for school and provide better transition planning.</p> <p>Pre-schools not applying for EHCNA when needs are clear and obvious. This places additional pressures on receiving primary school.</p> <p>Increase, even since last year, in complex needs of pupils in EYFS and Yr 1. There is a lack of suitable placements for these very young pupils who need more EYFS input to help develop early learning skills.</p> <p>The relationship between pre-schools and parents (they are fee-paying customers) often prevents them from having the early conversations about a child's needs. Pre-school classroom ratios are very different to those in a mainstream Reception class setting.</p>	<p>Bring back Sure Start</p> <p>More consistent/better quality communication between pre-schools and schools</p> <p>Additional financial resources</p> <p>Create a portal where information about good/best practice and advice is provided to staff and parents</p> <p>Better signposting services</p> <p>Establish a specialist worker role to support Heads/SENCo's to oversee the first half-term of each new year to assess needs and put provision in place. Also to help with referrals, recruitment, classroom strategies, formulating an initial support plan</p> <p>Drawing on expertise from the Early Years Sector to ensure school staff and</p>		<p>EYFS/ Yr 1 complex needs</p> <p>Early intervention</p> <p>Preparation for transition into primary school</p>

<p>Early Intervention is needed well before a child turns 5. Transition planning is important for children, families and staff. Not feeling able to meet needs is as stressful for school staff as it is for families.</p>	<p>parents are properly supported to meet the needs of complex youngsters. Ensuring there is funding available for this.</p>		
<p>Lack of consistency in transition planning for primary to secondary phase</p>	<p>More information is needed for families about secondary schools offers in relation to SEND. Schools should be required to ensure SENCo attendance/availability at Year 5 parent tours.</p>		
<p>Lots of children 'arriving' without any formal recognition of need. The lack of staff in schools ready to support these pupils can quickly lead to crisis which is destabilising on a whole class/phase/school</p>			<p>Better information sharing</p>
<p>Paperwork- completing the paperwork is too time-consuming. I have attended panel and the amount of time put in to completing paperwork is not reflected/appreciated in the time spent making a decision by the panel. When we ask for help, we really have tried everything!</p>			<p>LA Processes</p>
<p>Sustainability and capacity to meet needs both in schools and within other support services</p>	<p>More good quality staff (does pay impact on this?)</p> <p>More places within special schools</p> <p>High quality training from experts</p> <p>More high quality alternative provision</p> <p>Wider roll-out of TPP program</p> <p>Increase availability of outreach support</p> <p>Sharing best practice between schools</p>		<p>Sustainability in schools and other services</p> <p>Capacity of schools and other services</p>

<p>Waiting lists for health assessments/referral are still too long. They seem to be getting worse, not better. It is not just about getting a label for a pupil but also about increasing awareness and understanding for families</p>			
<p>Lack of knowledge about what is available outside my school/in the local area/ in other parts of the county. Lack of joined up services/information</p> <p>Not enough enhanced provisions attached to Primary Schools for Pupils. Settings are not always where there is the greatest need.</p> <p>Schools are reluctant to 'publicise' what they do well as this results in 'magnet' schools.</p> <p>LA staff 'recommending' schools to parents based on reputation. This has the effect of watering down the good quality provision being made in some schools for complex pupils.</p>	<p>Incentives for schools who support others</p> <p>LA promotion of Ordinarily Available so this becomes common language across Essex</p> <p>LA demonstrating how they hold schools that are not inclusive, to account</p>	<p>Partnership Leads for ECC to map and promote support available in the local clusters/communities. Q: Would this exacerbate the issue of 'magnet' schools?</p>	<p>School to School support needs further work</p> <p>LA communication</p>
<p>Lack of external support means situations are dealt with reactively and not proactively</p>	<p>Clear and transparent support systems from LA staff.</p>		
<p>Lack of special school places even when there is a clear need. There is an increasing number of pupils with complex combinations of needs.</p> <p>Location of specialist settings is often problematic for those who live in rural areas</p>	<p>Mainstream schools being able to share specialist facilities, for example, hydrotherapy pools, may reduce parental demand for specialist school placement</p>		
<p>Some mainstream schools are unwelcoming to families of children with SEND</p>	<p>LA to hold schools to account and challenge lack of inclusive practice</p>		
<p>Loud and unrealistic parents who have a</p>	<p>Schools to be able to access free legal advice</p>		

disproportionate sense of self-entitlement	around responding to complaints/disgruntled parents		
Equally, some parents are not well informed and do not know what is available. They are not allowed to visit specialist settings so don't know what else might be available.	Special schools to allow parents to visit Creation of a Directory of services and support which is easy to access and where parents can easily find what they are looking for. The Local Offer is very hard to navigate.		
Support for high needs families to recognise/acknowledge their children's needs. A lack of acceptance can result in a delay in getting support which impacts of school's ability to meet needs Having difficult conversations with parents when it is clear that mainstream provision is not right for their child	Training for staff- support from outside the LA offer Specialists/LA SEND Teams being honest with parents and more supportive of schools Other options being available More specialists being embedded within schools TPP being offered to parents to help them understand their children's needs and how they can help at home		
Bespoke programs for high needs children cost more and place additional pressure on space within (especially small) schools. Information from the LA about where/how to access alternative provisions is hard to find	Simple access to targeted funding IPRA funding to be made available (consistently) for children new to a school or starting in Reception	Inclusion Framework? Schools still not aware of how to access support through this framework.	LA communication about systems and processes
Parents/carers with unrealistic expectations of what mainstream schools can do. When is inclusion in a mainstream school not appropriate? Schools feel unable to say 'no'	Training for staff about legal thresholds?	LA to offer training/information to schools	Unrealistic expectations from parents Training for school senior leaders/governors
High numbers of pupils from abroad who display challenging/discriminatory behaviours due to cultural differences			
Lack of provision in local area for children who need specialist settings but are under 7 years old	Creation of 'Early Support Advisors' to help independently signpost and advocate for families at the start of a SEND		Early Intervention

	journey		
Transition planning and support to do this well between pre-school and school and primary/secondary is inconsistent- some schools seem to avoid doing this well to 'put off' parents of pupils with SEND.	More needs to be done to hold those schools which are not inclusive to account		
Friction between being inclusive and establishing nurture rooms within mainstream settings			
Don't feel that SEND Ops understand the impact that pupils with SEND can have on a whole school. Frustrations around SEND Ops overruling schools who say they cannot meet needs. Pupils are being placed in mainstream schools to see if it works- leading to breakdown of placement and increased pressures on staff and parents and children	Better understanding of the realities of school life Local Authority to reinforce/support school position when they say they cannot meet needs	Training for LA SEND staff	Training for LA staff
All of the above points impact in a more significant way on smaller settings (which are also often in rural locations making recruitment even harder) or those with above average SEND populations	Crisis support for small schools desperately needed		

Emily was thanked for attending the EPHA meetings this term. She will feed back to the EPHA Executive at the next meeting in January 2023.

5. FundEd

Richard Manville, CEO of FundEd, was welcomed to the meeting. FundEd exists to support schools in providing an enriching educational experience for all pupils. As the go-to experts in school fundraising, they can help generate additional income streams, create an effective fundraising strategy and deliver successful campaigns.

EPHA is currently funding a subscription package for small schools in Essex, to help them explore a huge range of fundraising ideas. These are all applicable to all schools, and the grants database, updated regularly, is particularly valuable.

There are two subscription packages which offer:

FundEd Premium – £125*

For schools that need additional support to get them started, some help identifying available grants and a broader review of suitable fundraising options. Package includes:

- FundEd Strategy Support: This includes Fundraising Reviews based on a school's individual needs

and circumstances.

- Access to the UK's leading grants database: This updated regularly, and you will need your password to access this.
- FundEd magazine: This will be posted out once a term, in February, June and November.
- Funding alerts and newsletters: Sent out half termly to this email address.
- Comprehensive 'Getting Started' guides
- Funding CPD Framework Templates:
 - Funding Strategy Template
 - Bid Writing Template
 - Marketing & Communications Plan Template – coming soon
 - Business Sponsorship and Passive Income Template– coming soon
- Ongoing telephone and email support with:
 - regular giving and crowdfunding
- alumni development
- sponsorship and donations
- facilities hire
- engaging with your community and marketing your school
- recruiting for a fundraising support role

FundEd Plus - £50*

For schools that have the in-house resources to fundraise and require access to the latest grants, termly magazines, and support information.

Package includes:

- Access to the leading grants database for schools
- The FundEd magazine delivered to your school
- Termly grants and funding e-bulletins
- Comprehensive fundraising guide

The packages can be used by everyone in the school community including the PTA.

Contact Richard directly for more information, or go to the website at www.funded.org.uk

Richard Manville
DD: 01342 821332
M: 07980 985304
www.pta.co.uk

6. IROCK SCHOOL OF MUSIC

Molly Lloyd was welcomed to the meeting. She shared information about iRock in-school rock and pop band lessons.

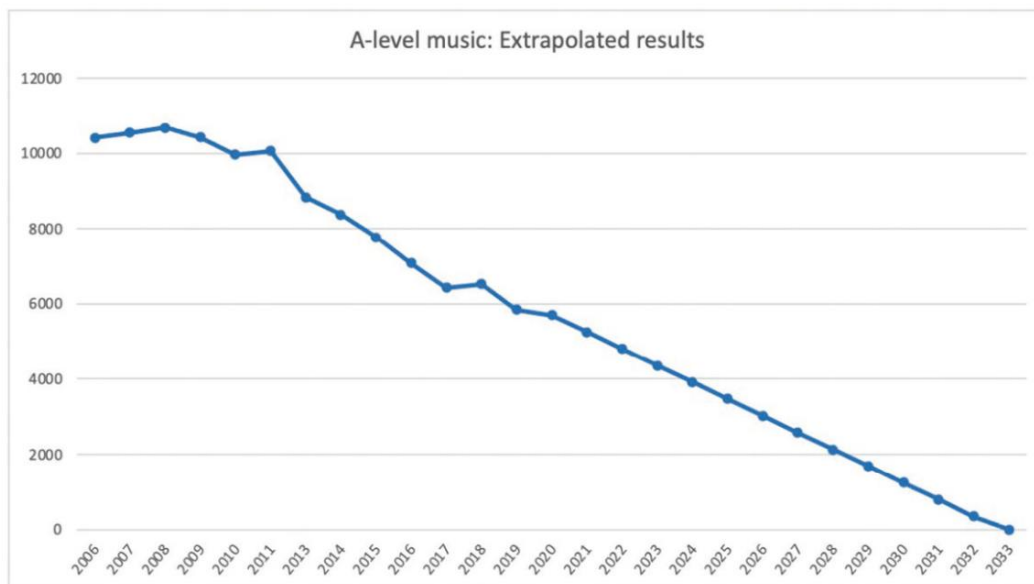
iRock is a leading rock and pop music service for primary schools, offering:

- weekly peripatetic band lessons
- electric guitar, drums, keyboards and vocals
- an inclusive programme designed for 4 -11 year olds
- free for schools

There has been a worrying decline in the provision and uptake of music education in English schools ISM compares the 2021 figures with 2011, with declines over the full decade of 19% for GCSE and 44% for music A-level.

68% of primary schools reported a reduction in music provision since the pandemic.

By the year 2033 is it predicted that music A-level will completely disappear



HOW IT WORKS

- Children choose to become a keyboard player, drummer, guitarist or singer
- Weekly 1/2 hour ensemble** lessons that take place during school time
- Parents join the iRock subscription for just £35.95 per month (excluding August)
- Lessons are taught by a fully trained iRock band coach. All are DBS checked at an enhanced level
- iRock handle all admin**, scheduling, payments and parent communication
- Industry standard **instruments and equipment provided!**

THE BAND

- ➔ Suitable for children from Foundation to Year 8!
- ➔ Inclusive lessons with **no experience needed!**
- ➔ Up to 9 players in each band
- ➔ Our teachers collect children for lessons
- ➔ Children choose iRock approved rock and pop songs to play



RECRUIT YOUR BANDS

ASSEMBLY DAY

- 30 minute assembly
- Live music from a professional musician
- Build a rock band from scratch, on stage
- Information sent to parents the same day
- Morning or afternoon assembly

“ Our children absolutely love iRock not only because they're enjoying creating music but it gives them enormous pride and self belief. Parents are blown away by what the children can achieve at such a young age”

Head Teacher

SCHOOL BENEFITS

- ➔ Free to schools & No Admin!
- ➔ Bursary space for every school
- ➔ Professional instruments & equipment provided
- ➔ Termly concerts for parents & schools



iRock School of Music - www.irockschool.com

- [Information Brochure](#)
- [Free Assembly Booking Link](#)
- [Video - Free Taster Assembly!](#)

7. FUTURE DATES

NORTH EAST meetings with the Local Authority officers 2022/23 Colchester Football Stadium

Wednesday 8 March 2023

Wednesday 21 June 2023

Headteachers' Annual Conference 2023

Friday 24 March 2023 Chelmsford City Race Course

Deputy Headteachers' Annual Conference 2023

Friday 13 October 2023 Colchester Football Stadium