

ECC Education Directorate

Essex Primary Headteachers Meeting

Clare Kershaw, Director of Education

South Quadrant

17th November 2022



Essex County Council

Today's agenda

Director of Education update - Clare Kershaw

The New SEND Banding system

Emotional Wellbeing and Mental Health update – Steve Whitfield and Beth Brown

Attendance – What are the new expectations and what is the support available, including a case study

Year of Reading – Early Reading and Phonics support

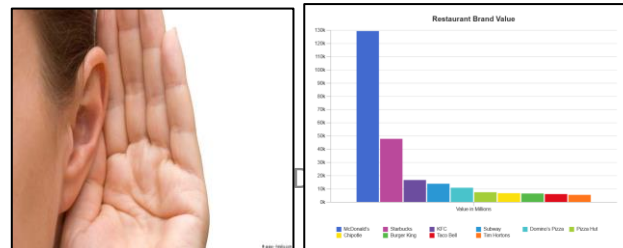
RE Essex Agreed Syllabus update

Disadvantaged Strategy update

Working together, sharing concern and solutions

Feedback from school leaders and managers

- More children in schools with complex needs, SEND and Early Years
- SEMH challenges around access to specialist support
- Well-being of headteachers and teachers
- Funding pressures: fuel, staff pay
- Recruitment and retention of quality staff, including LSA to support SEND
- Gap widening between disadvantaged and non-disadvantaged
- Attendance



What is available to support schools

- Inclusion Framework, SEND Strategy
- Early Years Strategy and targeted support for language development
- Increased resources to support mental health and well-being, Early Help
- Sustainable Schools Dashboard and Toolkit
- Task Force targeted activities
- Disadvantaged clinics, training for leaders including EEF programmes

Attendance Specialists support in schools

EDUCATION DATA OVERVIEW - 2022



Essex Schools

	Academies	Free Schools	LA maintained	Grand Total
Nursery			2	2
All-through	1	1		2
Primary	223	4	221	448
Secondary	69	6	4	79
Special	12	2	6	20
PRU	2	1	3	6
Grand Total	307	14	236	557

Source: Get Information About Schools, 05 09 22

557 schools in Essex

42.4% of these are LA maintained

89.6% graded good or outstanding by Ofsted

	Outstanding	Good	Requires Improvement	Inadequate	Not yet inspected	Grand Total
Nursery	1	1				2
All-through			1		1	2
Primary	63	347	29	7	2	448
Secondary	12	49	9	6	3	79
Special	6	10	2	1	1	20
PRU	1	3	1	1		6
Grand Total	83	410	42	15	7	557

Source: Ofsted Monthly Management Information - published inspections as at 31 07 22

Essex Performance

IMPORTANT: all 2022 data shown is provisional and subject to change. In the case of KS4 & KS5, this does not include special schools or FE colleges and has a small number of secondary schools missing.

EYFS	% GLD	66.8%
Year 1 Phonics	% working at required level	75.3%
KS1	% exp+ RWM	55.6%
	% exp+ Reading	69.4%
	% exp+ Writing	60.4%
	% exp+ Maths	69.4%

KS2	% exp+ RWM	58.1%
	% exp+ Reading	74.1%
	% exp+ Writing	70.4%
	% exp+ Maths	70.9%
KS4	% 9-4 in English & Maths	69.6%
	Attainment 8 score	49.2
KS5	Average A level grade	B-
	% 2+ level 3 qualifications	95.1%

Source: all primary phase data from NEXUS, secondary phase data as collected from schools - both as at 05 09 22

Key Stage 1 SFR

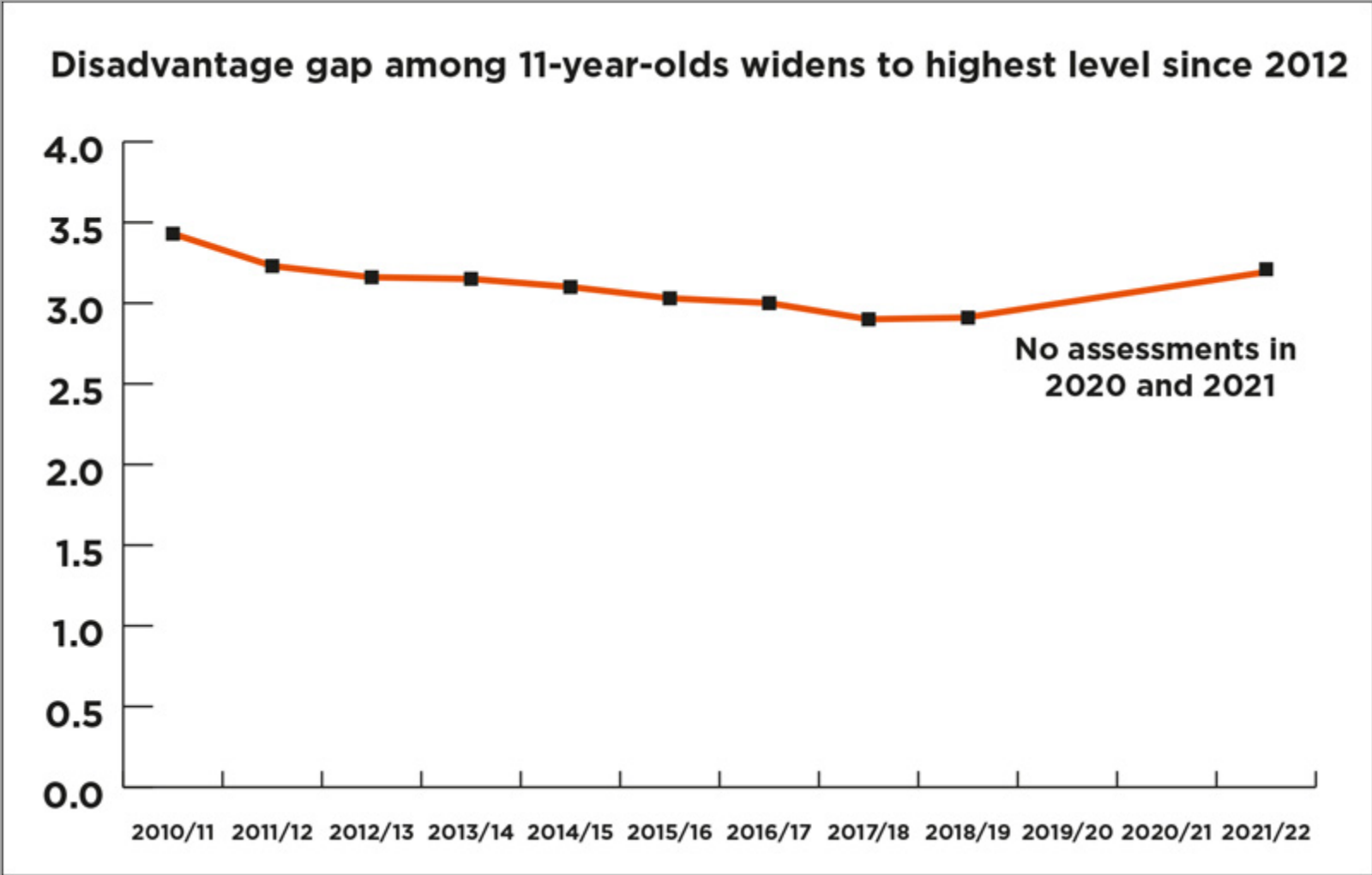
Measure	Essex	England	Essex rank*	Essex quartile
Phonics - % expected standard	75.4	75.5	76	3rd
KS1 Reading - % expected standard	69.5	66.9	37	Top
KS1 Writing - % expected standard	60.4	57.6	39	2nd
KS1 Maths - % expected standard	69.4	67.6	49	2nd
*of 150 LAs (Isles of Scilly and City of London excluded)				

Key Stage 2

% pupils achieving at least the expected standard				
Subject/Measure	Essex	England	Essex Rank*	Essex quartile
RWM	58.3%	58.1%	74	2nd
Reading	74.1%	74.4%	88	3rd
Writing	70.5%	68.8%	53	2nd
Maths	71.2%	71.4%	77	3rd

*of 150 LAs (Isles of Scilly and City of London excluded)

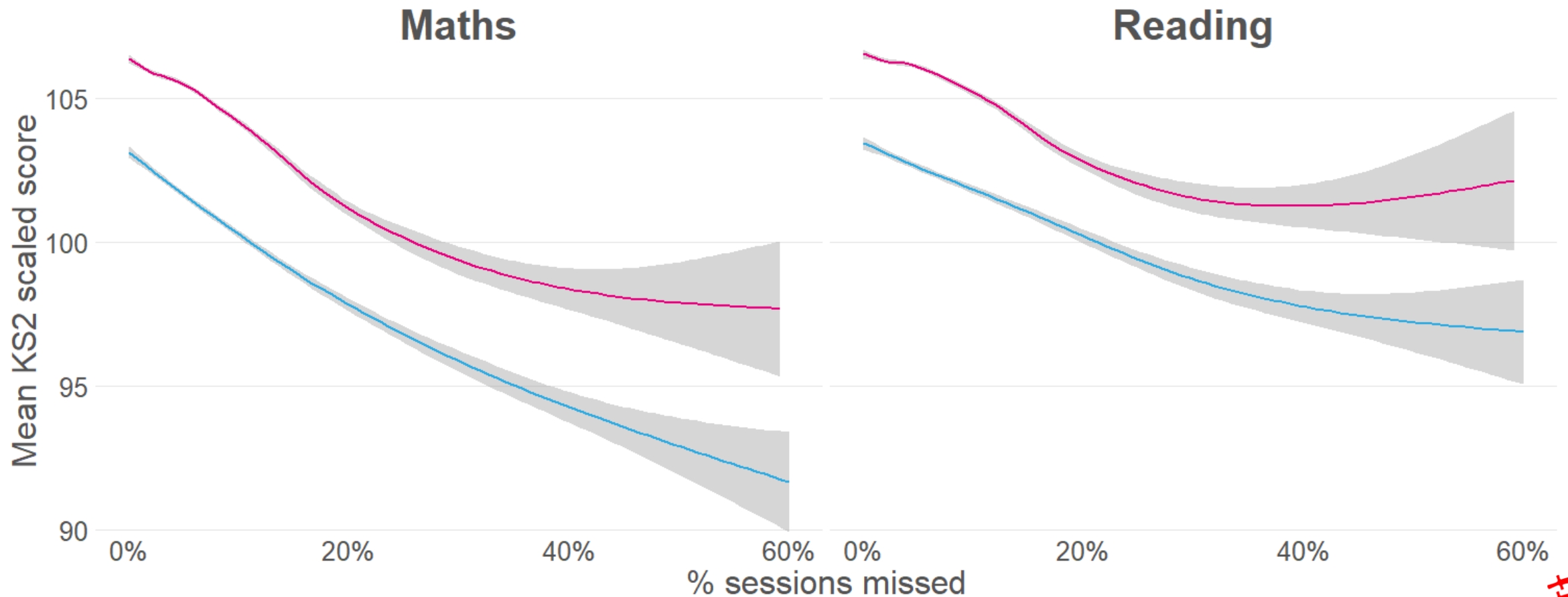
Disadvantage Key Stage 2 National



The impact of attendance on disadvantaged gaps – National data

Modelled relationship between KS2 scaled score and Year 6 absence rates

Disadvantaged pupils vs non-disadvantaged pupils



Ongoing SEND Improvement Priorities



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



Wider engagement and rollout of the **Inclusion Framework: Lives without Labels**



Wider engagement and rollout of the **Ordinarily Available**



Continued roll-out of **Trauma Perceptive Practice (TPP)**



Workforce Development and Training



Continued improvement of our statutory process, including **Annual Reviews**



New approach to **SEN Top-Up Funding**



Inclusion Framework and Ordinarily Available:

Update

Early Adopters have provided us with much appreciated feedback on the size, content and structure of the Ordinarily Available.

In response to this feedback, we are adapting the current version to:

Reduce the size and complexity of some sections

Incorporate more specifically the high-quality teaching methods and tools in the Disadvantaged Strategy

Revise the 'Targeted layer' of the OA to 'Beyond Ordinarily Available' and more clearly align to the Inclusion Framework

Align more obviously to the Teacher Standards

It is important that schools feel supported by the Ordinarily Available, TPP and the Inclusion Framework and can easily see how they align and together enable the county's ambitions of inclusion for all children.

ECC Education Directorate

Review of SEN top-up funding in Essex

Training on the new system for practitioners, professionals and partners

Ralph Holloway
Autumn term 2022



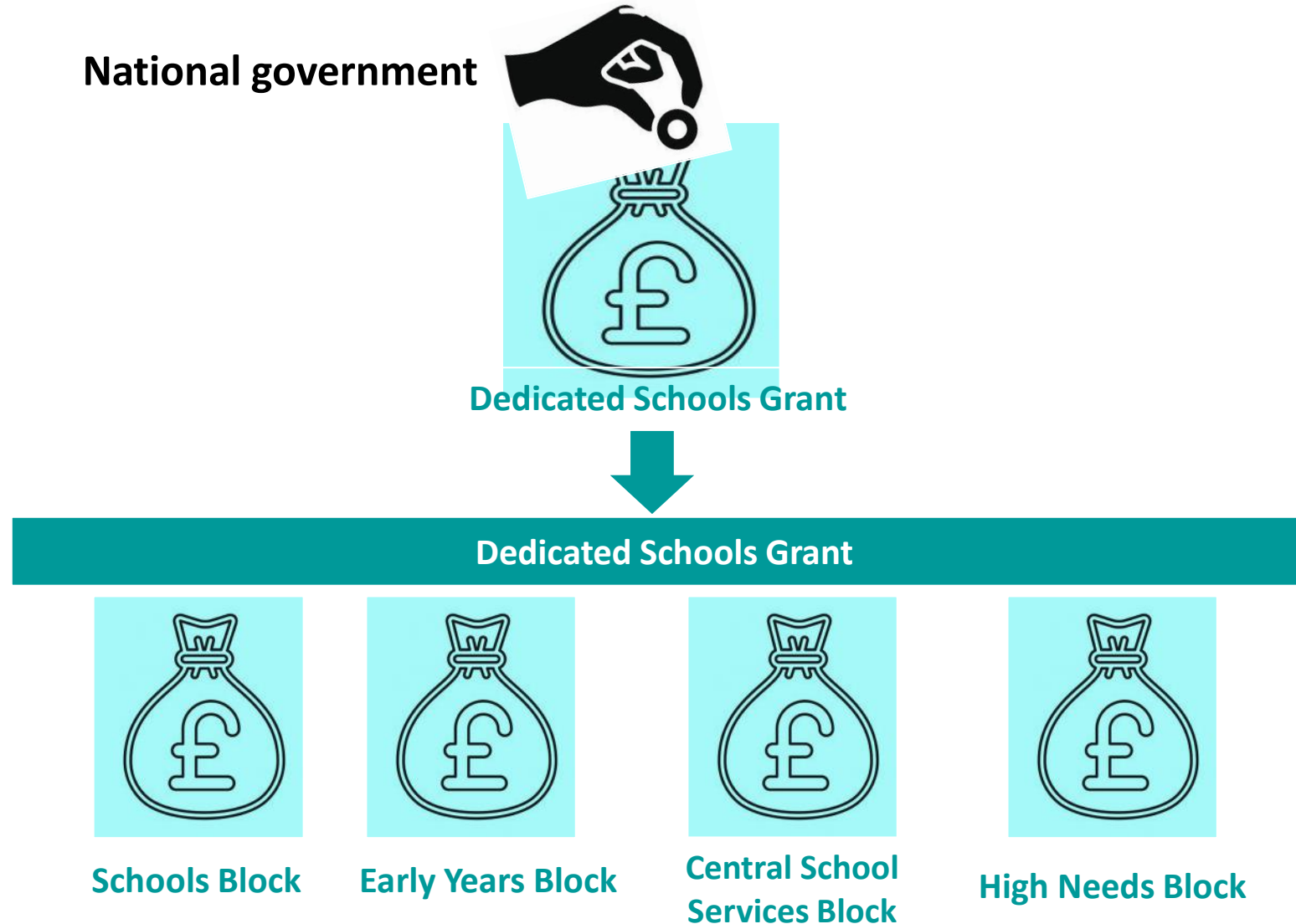
Essex County Council

Key overarching messages

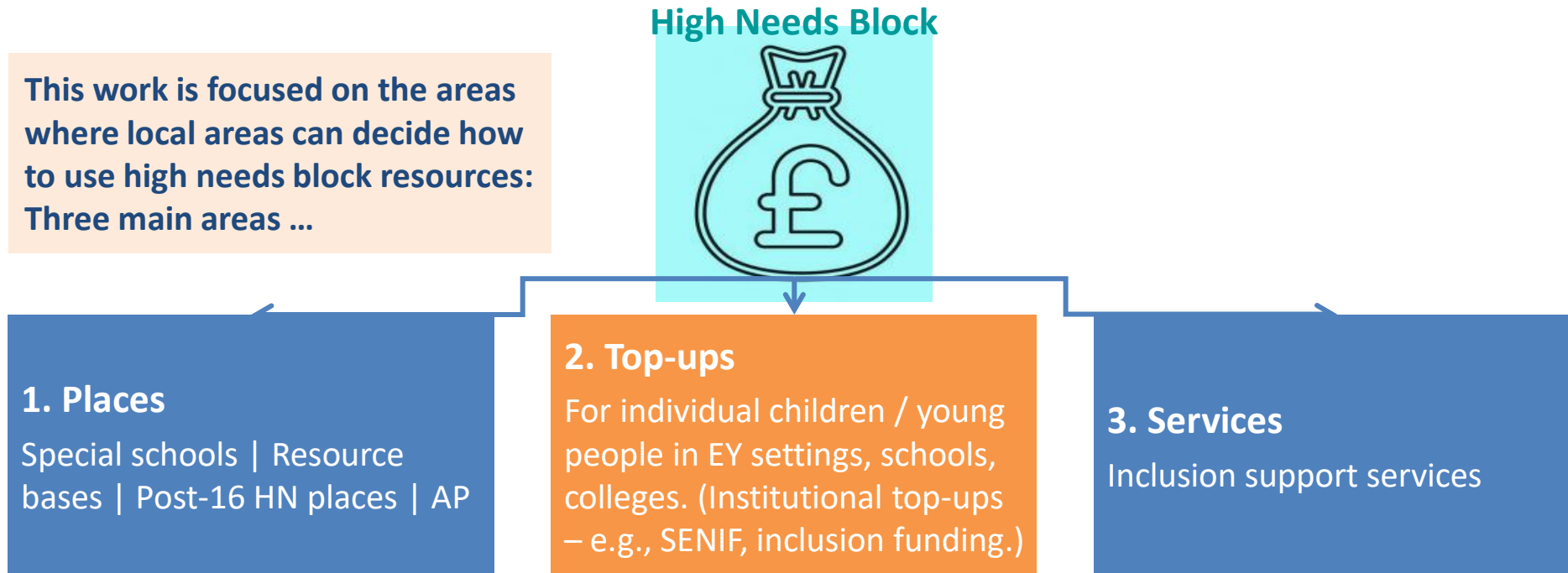
- 1.** **The current system is unnecessarily complex and confusing** – different approaches, tools and decision-making processes for different sectors / phases, but also unnecessary complexity and inconsistent applications of approaches within sectors / for the same types of settings.
- 2.** **This review is being undertaken from a position of strength** – the aim is to create a sustainable long-term approach to SEN top-up funding, rather than being driven by the need to find financial savings. The high needs block in Essex is currently in a relatively healthy position.
- 3.** **The aim, therefore, is to create a clear-to-understand, transparent, sustainable and universal approach to allocating SEN top-up funding** – where decisions about how top-up funding is arranged are widely understood, and are part of a system that is consistent across phases.
- 4.** **There are important potential benefits, both in terms of SEN funding and wider SEND strategic aims** – the SEN top-up approach is part of the wider SEND system (the “pyramid”) and will reinforce work around OAP, inclusion, EHCNA guidance, EHCP quality, annual reviews etc.
- 5.** **The new approach set out in this pack has been co-produced and widely tested** – there is broad support from representatives of phases, sectors and partners involved in this process, who have been involved in co-producing and testing the proposals extensively.
- 6.** **As we move into the implementation phase, there are important implications for leaders in the Essex system** – focused implementation, consistent decision-making, regular communications to ensure fidelity to original aims and principles, to avoid “drift” or muddle.



The national high needs funding model: The high needs block is one of four “blocks” within the Dedicated Schools Grant



The national context: Three inter-related things that the high needs block can fund – our work is focused how top-ups are allocated



Our primary focus is on ensuring that there is an effective, coherent, fair and transparent approach to arranging top-up funding. Sufficiency and high needs place-planning and decisions about how support services are funded is not directly within the scope of our work, but we are emphasising the inter-relations between these three areas of spend (and indeed between different sectors) and the need for decisions about the right balance between these areas to be taken in a fair, equitable and transparent way.

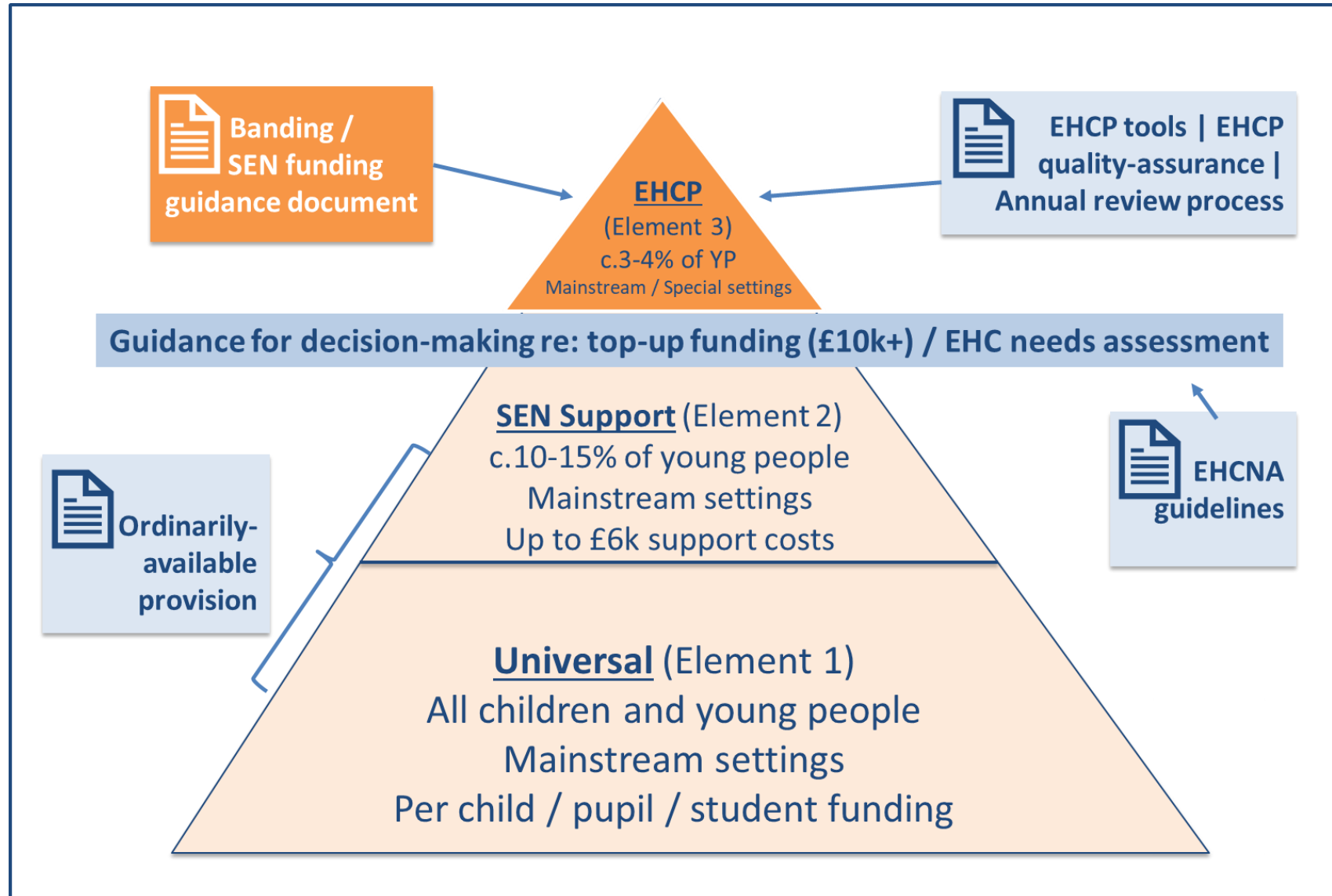


The national context: An overview of how SEN funding is designed nationally for each type of state-funded provider

Education setting	Funds held within the delegated budgets of education settings		Funds allocated by LAs for individual young people
National framework	Element 1	Element 2	Element 3
Early years setting	Early Years National Funding Formula (including deprivation supplement)		SEN Inclusion Fund Top-up funding
Mainstream schools	Schools National Funding Formula (Age-weighted pupil unit, AWPU)	<u>Notional</u> SEN Budget (school-level)	Top-up funding
Units / resourced provisions		£6k per commissioned place	Top-up funding
Special schools	£10k per commissioned place		Top-up funding
Further education	Post-16 National Funding Formula	Formula funding (SENK) £6k per high-needs learner	Top-up funding

NB The above does not necessarily reflect every potential source of funding – Pupil Premium, lump sum, DAF.
 NB There is a different approach to funding independent providers, who negotiate fees with the commissioning LA.

How the future SEN top-up arrangements support and align with the Essex SEND system: The “pyramid” of the local SEND system



The banding framework is one part of the “pyramid” of the SEND system. It reinforces the aims around ordinarily-available provision, the EHC statutory process, and EHCP quality-assurance.



The case for change: Why this work has been undertaken now

Overall aim	<p>To create a single, “universal” approach to SEN funding that –</p> <ul style="list-style-type: none">• applies to all phases and settings, ensuring funding is governed by consistent principles;• is easy to understand, fair, efficient, and transparent; and• is part of a robust SEN system, aligns to key Essex-wide policies (EHCNA guidance, ordinarily-available provision, Panels), and is consistently applied across the county.
Main issue	<p>Put simply, the current top-up funding arrangements in Essex do not deliver on these aims. Current SEN top-up funding arrangements are unnecessarily complex and confusing. Each sector uses a different methodology to decide on the allocation of top-up funding.</p> <ul style="list-style-type: none">• <u>Early years</u> – multiple funding streams, complex, no alignment with school-age funding.• <u>Schools</u> – banding system has compromised by additional elements added (provision, fixed / default top-ups). Inconsistent application. Overly complex. Not transparent.• <u>Post-16</u> – individually-negotiated top-ups not sustainable or equitable. <p>Current arrangements do not offer a robust, equitable and sustainable basis for arranging top-up funding, in the medium term and in anticipation of Green Paper proposals.</p>
Myth-busting	<p>The review is being taken from a position of strength – a case of “fixing the roof while the sun is shining”. The review of SEN top-up funding is not being driven by the need to make financial savings – the high needs block is in a health position, and the current quantum of resource for top-up funding (overall and for each sector) will be maintained. Instead, the aim is to develop a sustainable and effective long-term basis for allocating SEN top-ups.</p>



Aims, scope and approach: How this project has been undertaken

The focus of the review	This project has focused on how SEN top-up funding in Essex is allocated – the “methodology” and decision-making process for deciding on how SEN top-up funding should be allocated from the resources available to Essex through the high needs block. (The allocation of the high needs block nationally and local decisions about the proportion spent on places, services and top-ups is not within the scope of this work.)		
Aims of the review	<p><u>Cross-phase</u>: The review will consider SEN funding arrangements for young people with SEND in Essex, from birth to 25, and across all phases and stages of education.</p> <p><u>Co-production</u>: This will be a co-productive piece of work, engaging a wide range of partners across the Essex system – providers, practitioners, and families.</p> <p><u>Effective, coherent, fair, transparent</u>: The aim is to develop and implement a new SEN funding system that is <u>effective</u> (at targeting resources at where they are needed), <u>coherent</u> (supporting the movement of children between settings / phases), and <u>fair</u> and <u>transparent</u> (fostering understanding of why the system operates as it does).</p>		
Our approach: Three phases	Phase 1: Building the evidence base (Summer term 2021, first half)	Phase 2: Co-producing proposals (Summer 2021 – Spring 2022)	Phase 3: Engagement and implementation (Summer 2022 and onwards)



Co-production: A new approach to SEN top-up funding has been developed through co-production with partners across Essex

The work has been guided by a co-productive “Working Group”, whose members have reflected the different phases, settings and partners across the Essex system

The Working Group’s membership has included –

Early years settings | Primary schools (including links with EPHA) | Secondary schools (including links with ASHE) | Special schools (including links with ESSET) | Post-16 colleges (including links with FEDEC) | Essex Family Forum | Leaders of SEND services from ECC and the CCGs.

The Working Group has met monthly since July 2021. At key points during its work, we have also engaged broader groups of practitioners and partners to test and develop the new approach.

The Working Group’s work has followed an iterative process, informed by evidence about the current approach in Essex and approaches to SEN top-up funding used in other areas

The Working Group have followed a logical process, including –

- reviewing the evidence-base about current SEN top-up funding arrangements in Essex and considering approaches to SEN top-up funding used in other local areas;
- identifying a set of “design principles” from those approaches to guide consideration of a new approach in Essex and developing an initial set of proposals for a new approach to SEN top-up funding in Essex; and
- undertaking comprehensive testing of that approach to ensure it is fit-for-purpose; and
- putting forward a new approach, including two main products: a new set of banding descriptors and operational guidance on the new system.



Existing models: In considering what sort of SEND funding system we want in Essex, we have looked at two types of SEN funding models

Broadly speaking, there are two main types of SEN funding models: (1) needs-led and (2) provision-focused models. We shared examples of each banding model with the Working Group. There was broad support for the needs-led model – this was considered to deliver on the aims of the review of SEN funding in Essex – namely, an approach that is fair, coherent, transparent, easily understandable and sustainable.

Model 1: Needs-led

Needs-led models have several advantages.

1. **Universal description of a young person's need** – across settings and phases.
2. **Supports transition** for young people.
3. **Strong basis in evidence** – identification of need based on professional assessment.
4. **Allows for flexibility of funding levels within a consistent framework for identifying needs.**
5. **More practical to navigate** – shorter documents, more focused descriptions of need, useful when a YP has multiple needs.

Model 2: Provision-focused model

There are drawbacks to provision-focused models.

1. **“Provision” introduces a greater element of subjectivity and potential for inconsistency** – based on settings' decisions about their provision, not on assessed needs of the YP. This can lead to an “ad hoc”, fragmented set of top-up arrangements – precisely what this review has been set up to tackle.
2. **In addition, trying to describe both needs and provision can make these banding documents unwieldy** – longer documents are harder to navigate where YP have multiple needs.



Principles: We have now agreed a set of “design principles” for the methodology of a SEN funding system in Essex

Towards an agreed methodology for SEN funding: Five “design principles”

1. **Universality**: There should be a consistent set of principles and methodology for allocating SEN top-up funding across all phases and settings. There will be flexibility to reflect differences between phases and settings, but within a consistent, universal framework, and agreed transparently.
2. **Fairness**: It is recognised that the high needs block allocation for Essex is finite, and that the different parts of the SEND system form an interdependent “ecosystem”: decisions about funding in one area affect resources available to another. As such, strategic and operational decisions about SEN funding – *between* and *within* sectors – should be made transparently, consistently and fairly, to ensure resources are targeted where there is greatest need. There should be a strong element of peer moderation built in, scope for exceptional circumstances to be considered. The use of top-up funding to be overseen, reported on and reviewed regularly to ensure transparency and effectiveness.
3. **Needs-based**: In order to have a universal approach across phases and settings, the banding descriptors should be based on need, and not on provision (which becomes overly subjective). Banding descriptors should be specific, logical and internally consistent (e.g., a Band 3 in one area of need should mean the same as a Band 3 in another area of need).
4. **Ease of use**: The approach to SEN funding in Essex, and the tools used to inform and reach decisions, should be straightforward to explain, concise and easy to use.
5. **Mutually-reinforcing**: The SEN funding system should align with guidance for when to carry out EHC needs assessments, the definition of “ordinarily-available provision” in Essex, quality of EHCPs.



Operational guidance: A summary document for practitioners and leaders that sets out how the new SEN top-up system operates

What is the operational guidance document?

The operational guidance document has been written to provide an overview of the local arrangements within the Essex SEND system for organising the allocation of additional top-up funding for children and young people with SEN. It summarises the national SEN funding system for information, but its main focus is on how those aspects of SEN top-up funding that are determined locally are arranged within Essex.

Who should use the document?

The document has been designed to provide an overview of the national SEN funding context and Essex's arrangements for organising SEN top-up funding – it can be read by any partners in the local system.

We envisage, however, that SENCOs and Inclusion Leads will be the main users of this document in their day-to-day work.

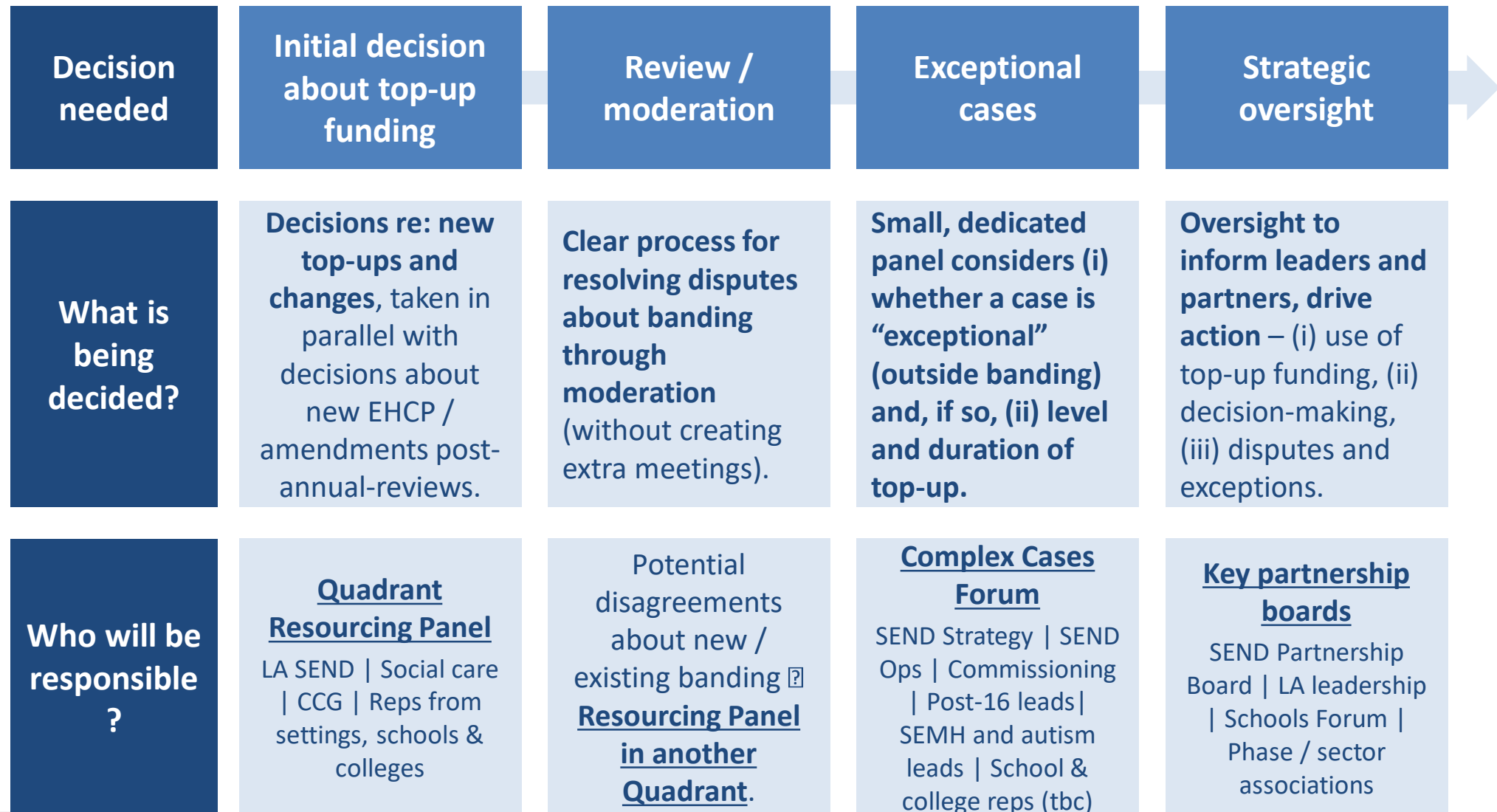
What does the operational guidance document contain?

The operational guidance document is in three parts.

1. Introduction and context – the national context and how Essex's local arrangements have been developed and are kept under review.
2. Local arrangements – the Essex approach to SEN top-up funding, including practical information on how the system works (how to band young people).
3. Decision-making – where and how decisions about SEN top-up funding are made, moderation, dispute resolution, exceptional circumstances and oversight of the Essex SEN funding system.



Decision-making: Ensuring consistent decision-making about top-up funding between phases, settings, and Quadrants



Methodology: An outline of the banding framework and descriptors, which form the methodology for agreeing SEN top-up funding

		Ordinarily-available provision		High needs top-up funding				
		Universal	SENK					
Type of need		Band A	Band B	Band C	Band D	Band E	Band F	Band G
Cognition & learning								
Communication & interaction	Speech & language							
	Social communication							
Social, emotional & mental health								
Sensory / physical needs	Vision							
	Hearing							
	Phys. / medical							

← Guidance for EHC needs assessments

The banding framework: What the banding framework is (and what it is not)

What the banding framework is

The banding framework is a tool that enables settings and professionals to “speak the same language” when talking about levels of need as a means to ensure that the process for allocating top-up funding is fair between settings and sectors.

Each child’s or young person’s case should be considered individually, but the banding framework should help to ensure that decisions about top-up funding are taken in a consistent manner where young people have similar needs and are placed in similar settings. Having a consistent approach across all sectors and settings means that families and professionals do not have to negotiate different funding systems when a young person moves from one setting or phase to another.

What the banding framework is not

The banding framework is based on evidence of young people’s assessed needs – matching evidence of need to a set of descriptors as a fair, transparent and sustainable way of managing the finite, collective resource in the high needs block. **It is not based on “pricing” the cost of provision and seeking a band based on a financial value.**

Equally, **the allocation of a band does not alter or affect decisions about EHCPs through the statutory assessment or annual review process.**



The banding framework: Explanation of the bands

The banding descriptors have been designed to align with the full range of additional needs, across all age groups, including children whose needs can be met at a universal level (Band A) and through targeted interventions in-school and from external services (Band B), as well as children who may require additional top-up funding (Bands C to G).

Band A – the descriptors here describe the range needs of children / young people that a setting, school or college would ordinarily expect to come across and to meet through quality-first teaching, differentiation and reasonable adjustments. The children / young people described here may have an additional need, but not a special educational need. Their needs may be short-term, caused by other factors, and of the sort that settings, schools and colleges would be expected to meet through straightforward adaptations and differentiation.

Band B – the descriptors here describe the needs of children / young people who do have special educational needs, but not at the level that would require a statutory plan and/or additional top-up funding. These are levels of needs that settings, schools and colleges could be expected to meet through internal interventions and/or the involvement of external, targeted services (specialist teaching services, inclusion support services). Children in early years settings whose needs are reflected in most / all of the Band B descriptors may be eligible for top-up funding through the early years inclusion fund.

Bands C to G – the descriptors here describe the needs of children / young people who do have special educational needs at a level that would require special educational provision as set out in an EHCP and would require additional top-up funding.



The banding framework: How to use the banding framework – evidence when banding

Banding children and young people should not require settings to produce, request from other services, or submit any new reports setting out evidence of assessed needs. The key sources of evidence of needs will be the existing professional and setting-based reports that have been compiled for assessments (e.g., professional reports for EHCNAs) and annual reviews (or the equivalent for young people with top-ups who do not have EHCPs).

For new or recent assessments and EHCPs

The professional reports should be current and up-to-date – the reports listed in Section K of the EHCP should be the starting point for considering the evidence of the young person’s needs for the banding exercise.

For existing EHCPs

If the EHCP itself and some of the professional reports compiled when the EHCNA was undertaken are not sufficiently up-to-date, professional reports gathered through the annual review process or otherwise and setting reports on the needs, support and progress of the young people **will be considered**. The EHCP will not be given prominence over professional and review reports, some of which will be more up-to-date. To underscore the point, settings will not be expected to produce any new reports – they should draw on existing evidence.



The banding framework: How to use the banding framework – 4 steps

1. Draw together the available evidence and reports about a young person's needs

For most young people, the evidence will include the reports gathered through the EHCNA, EHCP and annual review process – including the reports listed in Section K. (It is important to consider these professional and setting reports first, and not to rely solely on the summary in the EHCP.) The process is the same for young people with top-ups who do not have EHCPs.

2. Match the evidence of need to the banding descriptors

The task is to find the band that “best fits” the evidence of assessed needs – this requires professional judgement. A young person does not need to fit all descriptors in a band – it is a case of finding the band that fits best. Words like “anxiety” appear in several bands, and should be considered in relation to the overall descriptor and the young person's age and stage.

3. Double-check against bands immediately above and below

If you think a young person has Band D needs for SEMH, double-check by cross-referencing the evidence of need to the descriptors in Band C (one band below) and Band E (one band above).

4. Identify the area of need with the most significant impact on learning

This will usually be the area of need where the child or young person has the highest level of need, and will be the area used to determine the final band for the young person. Young people may have needs in several areas, rather than nearly fitting into a single category of need. E.g., if a child has C&I and C&L needs matching band C, and SEMH needs matching band D, SEMH would be the area with the most significant impact on the learning.



Implementation timeline: Transition will take place across a two-year period (academic years 2022/23 and 2023/24).

This is to strike a balance between speed and system capacity during the transition. All settings will be asked to band their young people at the start of this process, but some sectors will then have their banding moderated in 2022/23 (Year 1) ready for roll-out from September 2023, while others will be moderated during 2023/24 (Year 2) ready for roll-out from September 2024.

	Timescales: Y1	Timescales: Y2
1. Initial financial modelling – agree the quantum of SEN top-up funding for each sector in advance. (Avoids “zero-sum”.)	Spring term 2022	
2. Banding exercise – initial training for all settings on the new methodology. All settings to band their young people.	Training – May-Sept 2022 Banding exercise – June-Nov 2022	
3. Further financial modelling – use the banding exercise to set top-up values, check affordability, benchmark sectors / settings.	Nov-Dec 2022	
4. Moderation exercise – in parallel, moderation of a sample of bandings for each setting. Discussions to ensure consistency.	Nov 2022 – early 2023	November 2023
5. Final financial modelling – use the outcomes of the moderation exercise to set final top-ups, transitional protection.	Dec 2022 / early 2023	Dec 2023 – early 2024
6. Roll-out – communication of top-ups to settings, including any transitional protection). Advice in lead-up to implementation.	March 2023 “Go live” – Sept 2023	March 2024 “Go live” – Sept 2024

Year 1 – special schools | post-16 colleges.

Year 2 – mainstream schools (including Enhanced Provisions) | early years settings.

New assessments – allocated top-up under existing system + band under the new system.



The banding exercise: What this means in practical terms – Five steps to prepare for the banding exercise

LIST OF CHILDREN/YOUNG PEOPLE IN RECEIPT OF TOP-UP FUNDING/WITH AN EHCP IN ESSEX EDUCATIONAL SETTINGS

Setting: Any Setting
DfE No: 1234

Headteacher/Principal Sign Off:

Capita ID	Surname	Forename	DoB	NCY	LA Responsible for Administering EHCP	LA Responsible for Funding Top-Up	Band Allocation			Comments (if a leaver, please add leave date here, if a new child/young person, please add the start date here)
							Setting to complete	LA to complete		
							Band Recommended by Setting	Moderated	Final	
123456	Jones	Jamie	22/02/2016	1	Essex	Essex				
123457	Smith	Chloe	09/06/2013	4	Essex	Essex				

- 1. Check the list of children / young people with EHCPs and existing top-ups.** You will be sent a list of children / young people with EHCPs and/or in receipt of top-up funding by the LA (except IPRAs). Please check this list – correct errors for existing records / rows or add young people if appropriate. (Please do not delete any records or rearrange the rows.) Start preparing your lists to cross-refer.
- 2. Get your evidence ready.** No need to prepare additional evidence, but you will want to draw together existing evidence – e.g., most recent annual review, One Plan, professional reports, progress reports.
- 3. Make your decisions about the allocation of bands.** The banding exercise involves finding a “best fit” between the written evidence of a young person’s need and the banding descriptors. (NB This is a practitioner, not an admin, task – it requires experience of interpreting professional reports and assessments.) We recommend internal moderation to ensure consistency (as well as for CPD).
- 4. Record your decision.** This is the “Setting Decision” (and should be signed off by the headteacher / principal / manager). It is not the final decision – that will follow the moderation exercise.
- 5. Prepare for external moderation.** A sample of submitted bands will be moderated.



Additional points to help with the banding exercise

Are young people with top-ups but no EHCPs to be included?

Early years – yes, children receiving Inclusion Funding will have a band.
Mainstream schools – no, pupils with IPRA / medical needs top-ups will be handled separately and should not be included in the banding exercise.
Special schools – this should not apply – all* pupils should have EHCPs.
Post-16 – yes, allocate a band to any student with a high-needs top-up.

Should we band young people without EHCPs but with EHCNAs in train?

No – children and young people currently undergoing EHCNAs will be allocated a band as part of the statutory assessment process by the Quadrant Resourcing Panels. Settings, schools and colleges should not include young people with EHCNAs in train on their banding returns.

Which young people should we band?

We recommend banding all young people with EHCPs and/or in receipt of high needs top-up funding in your institution. Importantly, this includes young people due to leave your setting in July 2022 – these young people are likely to move to another educating institution in September, and their band will transfer with them. (For special schools – we suggest prioritising allocating a band for the young people due to be leaving your school in July 2022.)



Additional points to help with the banding exercise

Are there implications of banding for the content of EHCPs?

No – the allocation of a band relates solely and exclusively to the allocation of high needs funding for top-ups. It will not, of itself, automatically alter the content of an EHCP. If changes need to be made to an EHCP, this will be done through the statutory annual review process. (It is possible, although rare, for someone to have an EHCP and be allocated Band A/B – no top-up.)

What will happen if there are disputes during the moderation?

As a first step there will be dialogue between the moderators and the setting – as this will be based on evidence of need, this dialogue should resolve most disputes. If differences remain, while the final decision rests with the LA (given statutory and financial responsibilities), any residual disagreement would be picked up at the next annual review.



SEMH Strategy Team

Striving to provide the right support

Stephen Whitfield & Beth Brown

EPHA Primary Headteacher Meetings

November 2022



Essex County Council

Who we are and what we are doing

Who we are:

- Steve Whitfield stephen.whitfield@essex.gov.uk
- Lianne Canning lianne.canning@essex.gov.uk
- Beth Brown beth.brown@essex.gov.uk (Mon, Tuesday and Thursday)
- Deb Garfield deb.garfield2@essex.gov.uk (Tuesdays & Thursdays)

What we are doing:

Leading collaboration for...

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

TPP Values underpin *everything* we are involved in.

Compassion & Kindness, Hope, Connection & Belonging.



SEMH Infolink Portal



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

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

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

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

Emotional Wellbeing and Mental Health

Four posters have been produced to support staff in school/settings to help children and young people who may be experiencing key areas of mental health needs:

Essex County Council Education
Let's Talk:
Disordered Eating

Disordered eating has been identified as an increasing concern for all ages.

If you are worried about a child or young person's eating, body image or changes in their weight, there are things you can do to help.

If you are noticing any changes from a child/young person's presentation, be curious with the family to find out more. Remember to discuss confidentiality agreement and boundaries with the pupil before having conversations with them.

Look

- Are there changes in eating and exercise habits?
- Are there fluctuations in weight and mood?
- Are the signs of fatigue, dizzy spells and low concentration?
- Are there rituals and routines around meal times?

Listen

- Distorted views about body image
- Preoccupation with diet and exercise
- Seeking to control aspects of their life
- Indicators of stress or hopelessness

Say

- "I've noticed... and I'm wondering what's happening?"
- "Let's think about this together."
- "Help is available for you."

Do

- Offer emotional support and let them know you care with regular check-ins
- Think with the child/young person about distraction and calming techniques e.g. music, breathing exercises, writing their thoughts down
- Make reasonable adjustments
- Let's Talk Disordered Eating Guidance https://schools.essex.gov.uk/pupils/social_emotional_mental_health_portal_for_schools/Pages/lets_talk_smh_resource_suite.aspx
- Follow your policies and procedures for Safeguarding

Signpost

- BEAT www.beateatingdisorders.org.uk
- Essex Wellbeing Service 0300 303 9988
- Educational Psychology in CAMHS helpline: EMHSchools@advice.essex.gov.uk
- SET CAMHS: Freephone 0800 953 0222 or email SET-CAMHS/referrals@nelft.nhs.uk

Essex promotes the values of Trauma Perceptive Practice (TPP) in all that we do:
Compassion & Kindness Hope Connection & Belonging

Other topics available in this series of posters:
Self-injury, Loneliness & Isolation and Social, Emotional and Mental Health Pillars.

If you found this poster useful and would like to propose more themes to add to the range, please get in touch: senstrategy@essex.gov.uk

Essex County Council Education
Let's Talk:
Loneliness & Isolation

Loneliness and isolation have been identified as an increasing concern for all ages.

If you are worried about a child or young person feeling lonely or isolated, there are things you can do to help.

If you are noticing any changes from a child/young person's presentation, be curious with the family to find out more. Remember to discuss confidentiality agreement and boundaries with the pupil before having conversations with them.

Look

- Are they spending increasing time on their own?
- Are there changes in their engagement in social situations?
- Are there changes in their relationships with friends and family?

Listen

- Others saying that they are not engaging as before (slubs etc)
- Crying, sadness, low mood, anger, expressing their loneliness
- Changes in connection-seeking behaviours

Say

- "I've noticed... and I'm wondering what's happening?"
- "Let's think about this together."
- "Help is available for you."

Do

- Offer emotional support, let them know you care with regular check-ins
- Divide them and their peers in acts of kindness and belonging
- Think with the child/young person about distraction and calming techniques e.g. music, breathing exercises, writing their thoughts down
- Devote encouragement and scaffolding where needed
- Let's Talk Best Practice for Supporting Engagement http://schools.essex.gov.uk/pupils/social_emotional_mental_health_portal_for_schools/Pages/lets_talk_smh_resource_suite.aspx

Signpost

- Essex Youth Service www.youthessex.gov.uk
- Kaifu! www.kaifu.com & Together4all together4all.com/en-gb
- Essex Wellbeing Service 0300 303 9988
- Educational Psychology in CAMHS: educationalpsychology@CAMHS.essex.gov.uk
- Shout text service: 83288

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Essex County Council Education
Let's Talk:
Self-injury

Self-injury has been identified as an increasing concern for all ages.

If you are worried about a child or young person self-harming, there are things you can do to help. If you are noticing any changes from a child/young person's presentation, be curious with the family to find out more. Remember to discuss confidentiality agreement and boundaries with the pupil before having conversations with them.

Look

- Are there signs of repeated or ritualistic self-injury?
- Are there signs of scratches, lacerations, scuffs and bruises?
- Are there signs of blood and burn marks or cuts?
- Are they wearing clothes specifically to cover up?
- Are they seeking to control aspects of their life?

Listen

- To the story about the injury
- To the account from another person describing the injury
- For indicators of stress, hopelessness and/or anger
- Distorted views about self-harm and relationships

Say

- "I've noticed... and I'm wondering what's happening?"
- "Let's think about this together."
- "Help is available for you."

Do

- Be curious, first aid
- Offer emotional support, let them know you care with regular check-ins
- Think with the child/young person about distraction and calming techniques e.g. music, breathing exercises, writing their thoughts down
- Make reasonable adjustments to the school day for the child/young person, so they feel supported through this difficult period in time
- Follow your policies and procedures for Safeguarding

Signpost

- Self-harm management toolkit: http://schools.essex.gov.uk/pupils/social_emotional_mental_health_portal_for_schools/Pages/lets_talk_smh_resource_suite.aspx
- 0300 303
- Essex Wellbeing Service 0300 303 9988
- Psychics www.psychics.uk
- Educational Psychology in CAMHS: educationalpsychology@CAMHS.essex.gov.uk
- SET CAMHS: Freephone 0800 953 0222 or email SET-CAMHS/referrals@nelft.nhs.uk

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Essex County Council Education
Let's Talk:
Social, Emotional & Mental Health Pillars

In Essex we believe that all children, young people and families are entitled to a holistic approach to support their emotional wellbeing and mental health needs. This needs to start with a whole school/setting approach.

This should include support that is 'ordinarily available' for all children and young people in Essex. Some may also require additional support provided with more personalised intervention programmes, through either 'targeted' or 'specialist' support packages. All of these approaches require short, medium and long term planning.

Pillars of Support

Relationships
Openness and understanding
Time and space to be free from and fun providing the connection and belonging

Pillar 1: Relationships providing the compassion and kindness

A key component to support our holistic development is having consistent opportunities to make and maintain meaningful connections with others. For most children and young people, their daily goal is going to school and not get to learn, but to see their friends. This provides them with a sense of self-worth and belonging that only a peer group can offer.

Pillar 2: Openness and understanding providing the hope

Hope enables individuals to look forward in life instead of being stuck in the past. Opportunities for growth is the hope. It enables people to bounce back from stressful life experiences with increased resilience.

Pillar 3: Time and space to be free from and fun providing the connection and belonging

Connecting with others makes us feel safe and provides a sense of belonging that we all need. Improving someone's relationships within their positive social network increases their resilience. Being kind and connected is the best thing we can do for each other. Everyone must have quality relationships with at least one adult and one friend.

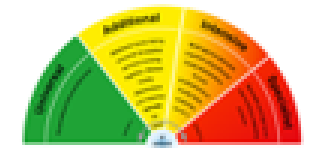
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https://schools.essex.gov.uk/pupils/social_emotional_mental_health_portal_for_schools
Social, Emotional and Mental Health Portal for Schools, Colleges and Settings - Essex Guidance and Let's Talk Resources

Accessing support Signposting



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

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

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



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

Universal / Coping	Additional / Getting Help	Targeted / Intensive / Getting More Help	Specialist / Getting Risk Support
School and community-based provision SEMH InfoLink Portal Essex Child and Family Wellbeing Service Essex Schools InfoLink Covid Update Pages Event Family Matters Think Family Approach Essex Local Offer Essex Youth Service	Community based provision Essex Wellbeing Service 0300 303 9955 Team Around Family One Planning Mental Health Support Team (where available) ECFWS Children's Wellbeing Resilience SEMO Quadrant Teams EP Parent Helpline 01246 433293 (Mon & Weds 10am-5pm) CAMH/EP school's helpline Thursday 9am-5pm essex@essex.gov.uk	CAMHS single point of access 0300 300 1000 (Mon-Fri 9am-5pm) Family Solutions 1-2-1 support for parents through voluntary engagement Families Hub 0345 603 7637	CAMHS Crisis Support 0300 963 0222 NELFT Urgent Out of Hours: 0300 666 1200 Contact the family's Mental Health Support Worker or Care Coordinator (if relevant) Essex Crisis Management page NHS 111 Life-threatening Emergency 999

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



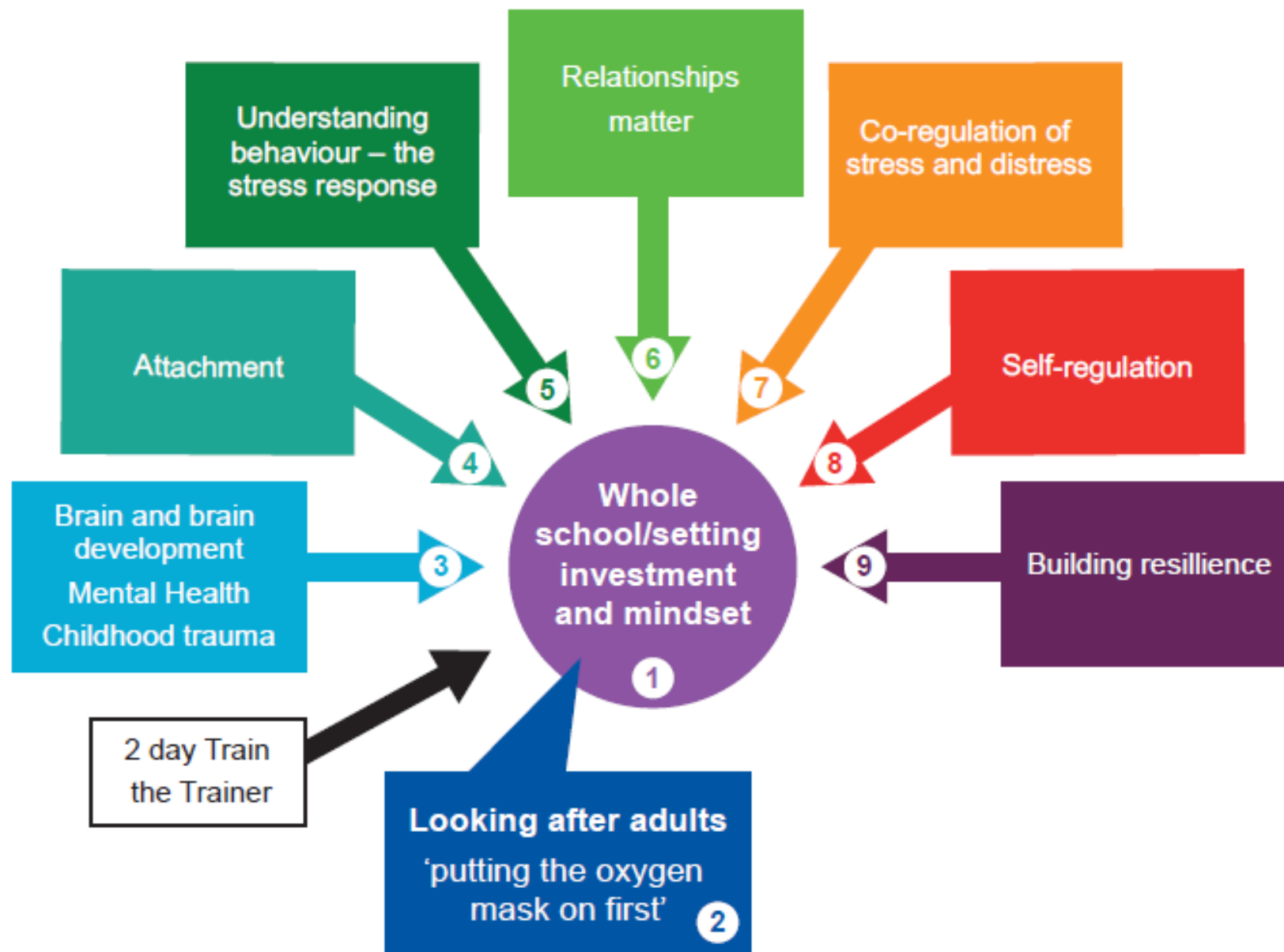
The Essex Approach to Understanding Behaviour and Supporting Emotional Wellbeing

Updating the way you can adopt and embed TPP in your schools based on the feedback we have received.

2 options

- 1) New Intermediate shorter version
- 2) Advanced longer version

Essential Overarching Principles from Elements 1 and 2	
Values	Staff Wellbeing
TPP Language	KASH Reflection





Intermediate TPP Training Approach

The shorter version includes the essential principles and content for understanding along with all the practical approaches, strategies and tools. This amounts to approx. 5 hours of whole-school/setting CPD.





Benefits for the Advanced Version

- ✓ Become and be recognised as a Best Practice TPP School because of the breadth and depth of what has been covered
- ✓ TPP for families is available
- ✓ PRICE 3 day train the trainer
- ✓ Achieve and maintain the Healthy Schools Award





Complementary training

- ECC Partnership with PRICE for Restrictive Physical Intervention
- Active Essex – physical activity for emotional wellbeing
- Essex YOS – restorative practices
- Resilience programme (SEMH info link and Hive)

SEMH Support and Training

semhstrategy@essex.gov.uk

Critical
Incident

Designated
Mental
Health Lead

EPs in
CAMHS

schoolscommunication@essex.gov.uk

educationalpsychologyCAMHS@essex.gov.uk

SEMH Training

Plus Additional Training:

Provided by ECC Education Teams

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

Other ECC Teams or External Providers

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



SEMHS Training

Priorities from the EWMH Strategic Partnership Board

1. Revisit the Thematic Review of Suicide – what else can we learn from when young people have taken their own lives?
2. School Attendance Difficulties including emotionally based school avoidance (EBSA)
3. Self-care development of advice and guidance
4. An emotional wellbeing and mental health conference
5. The Education Policy Institute (EPI) Pupil Wellbeing Survey

Pupil Wellbeing in Essex

All 12 districts making up the Essex local authority were represented in the survey. Surveyed schools included 38 in total. A random sample of 65 primary and 62 secondary schools were invited to participate out of a total of 550 state-maintained schools in Essex.

This random sample was supplemented by an opportunity sample to improve the number of primary pupils participating in the study.

Pupils surveyed were from years 6, 7, and 11 (referred to as 'headline year groups').

Key Message

Most pupils in Essex report wellbeing scores broadly in line with results observed in the most similar survey of pupils in the UK, the Good Childhood Report.

However, pupils in Essex have lower wellbeing relating to their appearance

- 26.7% report low wellbeing for this item in Essex compared with 11.7% nationally
- and
- Pupils across Essex feel less happy about how they use their time (16.7% report low wellbeing for this item in Essex, 6.1% nationally).

In line with national trends,

Younger pupils report higher rates of wellbeing than older pupils.

10.6% of pupils in year 6 report low wellbeing, compared with 21.1% of year 11 pupils.

While there are no significant differences between younger boys and girls, **from year 7 onwards girls report lower rates of wellbeing than boys.**

Overall, girls in Essex report significantly lower wellbeing scores than boys.

This disparity is greater in later years, with over twice as many year 11 girls reporting low wellbeing than Year 11 boys.

While in Year 6 boys and girls report broadly similar scores.

Year 6 Key findings

Boys and girls in year 6 report broadly similar wellbeing scores across all wellbeing items.

Appearance stands out as the item with the largest differences between gender:

with 25.5% of Year 6 girls reporting low wellbeing in this area compared with 19.8% for year 6 boys.

Similarly, a significantly greater proportion of year 6 girls report low wellbeing in 'Choice' (happy about how they use their time)

compared to year 6 boys (14.8% and 10.4% respectively).

Wellbeing across ethnicity

Year 6 Key findings

Average wellbeing scores across ethnicities are broadly similar

Deprivation and wellbeing

Year 6 Key findings

In year 6, the data suggests a weak positive correlation between free school meals (FSM) quintiles and lower rates of wellbeing.

Average scores for 'Choice' and 'Appearance' are significantly lower in the most deprived quintile (6.2 and 6.3 respectively) when compared with the least deprived quintile (8.1 and 7.1 respectively).

We are proposing to complete another survey for next year

Looking to expand the scope of the survey on March 2023 to further explore the domains and drivers of wellbeing for pupils in Essex.

The updated survey questions:

These aspects include:

- how pupils feel about their school,
- their physical, mental, and emotional health,
- their hobbies, entertainment, and use of social media,
- as well as their appearance,
- relationships and local environment.

We hope the expanded questions will give both participating schools and Essex County Council a more focused understanding of areas of pupil's lives in need of support.

The survey will be for **secondary school pupils** only given the longer and more complex nature of the questionnaire.

SEMH Strategy Team

THANK YOU

semhstrategy@essex.gov.uk

View the SEMH Portal on the Essex Schools Infolink:

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

ECC Education Directorate

New Guidance and Expectation for Attendance in schools.

James Moir , Senior Attendance Specialist (South)

Jenny White , Attendance Specialist (South)

Maz Norman– Head of Education & EY (South)

17th November 2022



Essex County Council

Working together to improve school attendance

- Guidance published in May 2022 – statutory from Sept '23.
- Purpose to help maintain high levels of school attendance and improve consistency of support.

To do this, the guidance focusses on managing attendance by:

- **Preventing** patterns of absence from developing by promoting good attendance;
- **Intervening early** by using data to spot patterns of absence before they become persistent and working with families to remove the barriers to attendance; and
- **Targeting support for persistent and severe absentees** with all local partners working together to reengage pupils.

The 5 Key changes

- 1. Clarity of expectation:** schools, trusts and local authorities will all have clearly defined statutory roles for the first time, set out in a [clear table of responsibilities](#);
- 2. Earlier intervention:** Schools will have legal responsibilities to proactively improve attendance for the first time (beyond existing requirements to record accurately) underpinned by timelier sharing of attendance data;
- 3. Support first:** All pupils and parents no matter where they live in the country will have clear expectations from their school, be informed about their child's attendance and have access to early intervention and **support first before any legal action** if it becomes problematic;
- 4. Targeted whole family support:** Attendance teams in LAs will work in tandem with early help to provide a whole-family response with a single assessment, plan and lead practitioner;
- 5. Independent schools:** data will be collected for the first time, and will receive the same support from LAs (which currently happens in some LAs but not others).



National Guidance key headlines:

- Recurring message from the DfE – not expecting reintroduction of EWS-style service;
- Persistent Absence – indicator of vulnerability and safeguarding risk;
- Severely Absent (Below 50% attendance);
- No additional funding expected;
- Levelling up tool – all pupils, ‘early’ access to support, barriers to non attendance removed – regardless of where they live;
- Schools and Safeguarding – Inextricably linked (Vital universal frontliner).

Expectations of Local authorities:

- Clear strategic approach required across Essex which focusses on improving attendance;
- Core offer of support to be available to all schools via their LA – at no cost to schools;
- Schools and LAs to work together to discuss pupils of concern;
- LAs to provide advice and guidance – signposting and assisting with access to support, where needed, particularly where pupils are severely absent;
- Acknowledgement that punitive approach may prevent identification of underlying causes – “*support, support, support*”;
- To hold termly meetings with ALL schools – including independent schools.



As a school, you can expect:

- Termly attendance meetings with Attendance officer and/ or SEP;
- Template for termly discussions – consistency across the county;
- Named point of contact for attendance queries – Attendance Specialist Team (advice and guidance) / Attendance Compliance Team (legal intervention);
- Focus within guidance:
 - At risk of becoming persistently absent;
 - already persistently absent;
 - severely absent;
 - pupils with SEND/medical illness + poor attendance;
 - pupils with a social worker (extended role of the Virtual School); and
 - Sharing of good practice / regular updates from the LA in relation to attendance (half-termly bulletins, training opportunities – responding to identified need).



Do take advantage of continuing provision:

- Access to Early Help Drop-Ins – held weekly, one per quadrant, key partners available to assist/signpost – positive feedback has been received. This is on a Wednesday in South.
- **Every Wednesday 12:30- 13:30pm**

[Click here to join *the* meeting](#)

- Maximising School Attendance Toolkit – reviewed and updated to be with schools soon – *“Let’s Talk We Miss You.”*
- CAMHS provide free 30-minute consultation to, for teachers/ leaders, to discuss/ support individual cases re. pupil wellbeing. TO book a Thursday morning consultation email educationalpsychologyCAMHS@essex.gov.uk

**Educational Psychology in CAMHS
Consultations for Schools**

A new virtual weekly consultation service is available for any member of staff from Essex schools to have a one-off confidential consultation with one of the Educational Psychologists (EPs) who are linked to the Child and Adolescent Mental Health Service (CAMHS).

The consultation gives staff members the opportunity to discuss an area/s of concern (anonymous in terms of pupil names) and develop an understanding of how to respond in these situations to better support needs in your school/setting. Discussions can be around general themes.

Unsure what to do next to help a student with low mood?

Wondering how to support a young person with anxiety?

Looking for ways to better understand a child's behaviour?

Consultations will take place **Thursday mornings** (term time only) and will be delivered using **Microsoft Teams** (unless telephone only is requested).

To book your 30-minute video consultation slot please email educationalpsychologyCAMHS@essex.gov.uk

Please note this is **NOT** a referral route into any other services

For significant concerns about an individual pupil, schools need to refer to the CAMHS Single Point of Access (SPA) on 0800 953 0222

Essex County Council

NELFT NHS
NHS Foundation Trust

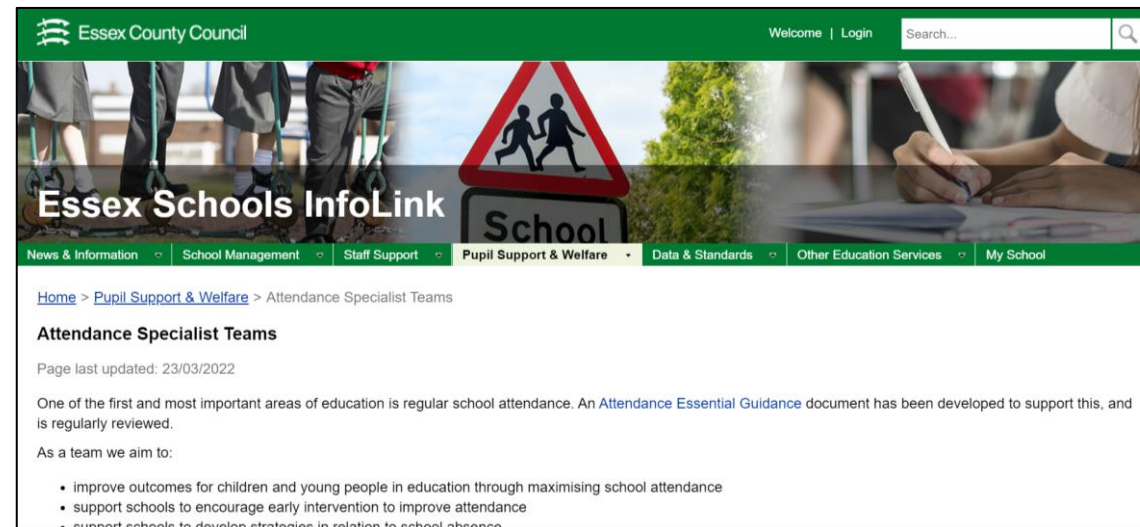
South Attendance team contacts

- James Moir – Senior Attendance Officer

James.moir@essex.gov.uk

- Jenny White – Attendance Officer

Jenny.White@essex.gov.uk

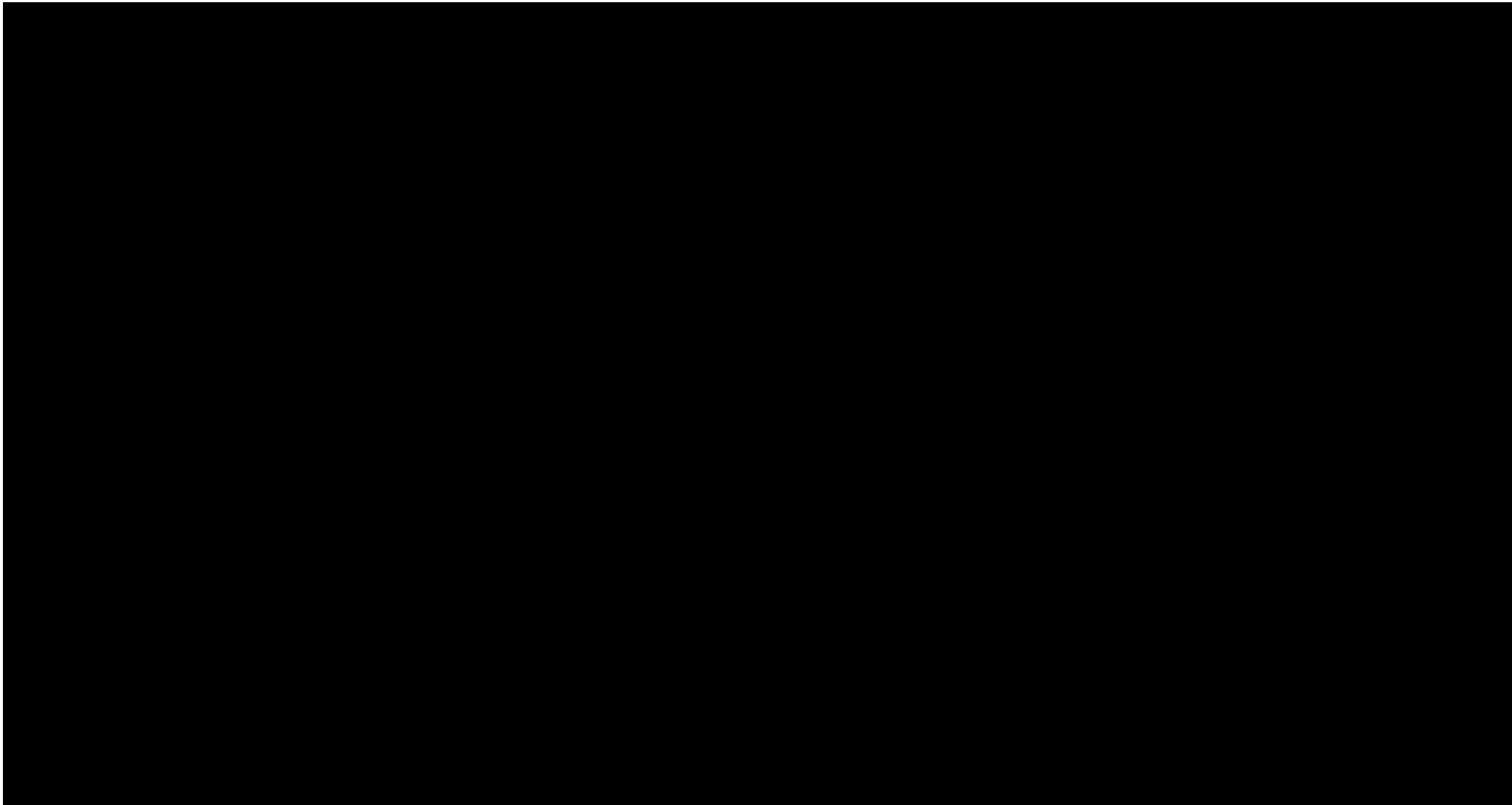


The screenshot shows the Essex County Council website. The header includes the Essex County Council logo, 'Welcome | Login', and a search bar. The main navigation menu has categories: News & Information, School Management, Staff Support, Pupil Support & Welfare, Data & Standards, Other Education Services, and My School. The page title is 'Attendance Specialist Teams'. The content includes the text: 'One of the first and most important areas of education is regular school attendance. An Attendance Essential Guidance document has been developed to support this, and is regularly reviewed. As a team we aim to:' followed by a bulleted list of aims: 'improve outcomes for children and young people in education through maximising school attendance', 'support schools to encourage early intervention to improve attendance', and 'support schools to develop strategies in relation to school absence'.

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

- Clare Branton
- Willowbrook Primary and Nursery School

Student Voice



ECC Education Directorate

Update on Year of Reading



Support for Early Reading and Phonics Spring 2023



The Essex Education Task force has made funding available to enable:

- All schools will be able to access the advice and training to support Early Reading and Phonics teaching including Junior and Special Schools.
- Phonics/English leads in each school will be invited to 3 sessions commencing January 2023, led by specialists from Essex Teaching Hubs and supported by the partnership SEP, to supporting auditing of reading and early phonics materials in schools through peer review.

Alison Fiala, Head of Education & EY (Mid) will be writing to schools shortly outlining key details, contacts and timelines.

Support for Early Reading and Phonics Spring 2023

Training

Session 1:

Using the DfE Reading Framework to support leaders to audit Reading and phonics teaching across Key Stage 1 (online). This session will also include resources and support available to schools from the Hubs to improve Reading and phonics

Training

Session 2:

Subject leaders will be taking part in an audit led by the specialist from the Teaching Hub (school based)

Auditing

Gap task – Peer review in small groups across the partnership (school based)

Training

Session 3:

Evaluation and sharing practice from the schools in the partnership (online)

Partnerships will be invited to attend these sessions by the partnership SEP, there is no cost to the schools, training is funded by the Task Force as part of Year of Reading.

Other updates for information:

Essex Agreed Syllabus for Religious Education

Copies of Essex RE Syllabus should have arrived in schools early November

This syllabus, to be implemented by LA Maintained schools from September 2023, reflects significant developments in education in religion and worldviews.

Training - to be arranged for Spring Term as 15 November date was postponed.

This training is for all schools who use the current Essex Agreed Syllabus for Religious Education which is changing from Autumn 2023. There is no charge for the training.

Booking and zoom link available from reverett@chelmsford.anglican.org Consultant to Essex SACRE

Disadvantaged Strategy

Schools were asked to complete the Summary Reflection Tool Framework and Disadvantaged Champion Registration for 22/23 via the QR Code and send to Education.PBI@essex.gov.uk.

The completion of this tool will register your school and you as the designated champion for continued support this academic year.

Support this year: As part of your registration for this academic year you will receive the following:

- Termly virtual training with Marc Rowland, Essex Disadvantaged strategy leads and experts on the relevant topic: **Next is 8th December at 3.30pm via TEAMS, topic is Language and Communication**
- Access to a termly Disadvantaged Clinic to share learning between champions and build networks of support.
- Reduced price ticket for the Essex Disadvantage Conference 2023, speakers include Professor Becky Allen and Sarah Green (EEF Literacy specialist). More details to follow.
- Governor training with Emma Knights – National Governance Association.
- Regular emails with updates including recent research.