

## Canterbury EP District Offer 2024/25

### CATIE DATA ANALYSIS

<b>PRIMARY</b>	
<b>What's going well</b>	<b>Areas for focus/development</b>
<p>Number of pupils with SEN support is at Kent average</p> <p>SLCN remains highest area of need for SEN support in Kent - but has reduced from 33% to 26% in the past two years. This is now below Kent average (33%)</p> <p>% of pupils with SLCN as primary SEN need on EHCP (26%) is below Kent average (31%)</p> <p>% of parental/guardian EHCP referrals lower than Kent average (although still 54%)</p> <p>Total number of EHCP referrals is reducing</p> <p>Total number of EHCP's issued is reducing</p>	<p>% of pupils and pupils with SEN with a suspension are now above Kent average. Has historically been below Kent average so this is a significant change.</p> <p>% of persistently absent pupils and pupils with SEN remains above Kent average</p> <p>Attainment for EYFSP, KS2, and Phonics all slightly below Kent average</p> <p>Number of pupils with an EHCP remains higher than Kent average</p> <p>SEN support primary need of ASD remains higher than Kent average for at 19% (compared to 12%)</p> <p>A primary need of ASD on EHCP remains higher than Kent average 46% (compared to 39%)</p>

<b>SECONDARY</b>	
<b>What's going well</b>	<b>Areas for focus/development</b>
<p>% of persistently absent pupils lower than Kent average</p> <p>% of pupils with SEN support remains lower than Kent average</p> <p>% of pupils with ASD as primary SEN need on EHCP (26%) is lower than Kent average (30%)</p> <p>% of pupils with SEN persistently absent broadly in line with Kent average</p> <p>Total number of EHCP referrals is reducing</p>	<p>% of pupils with suspension is increasing and is now above Kent average</p> <p>KS4 pupils achieving strong pass in English and Maths remains slightly below Kent average</p> <p>Average attainment 8 score remains slightly below Kent average -0.34</p> <p>% of pupils with an EHCP remains higher than Kent average (and the gap is widening)</p> <p>Primary need of SEN support remains SEMH but this % is increasing (now 32%), which is now above Kent average (28%)</p> <p>% of pupils with SLCN as primary need on EHCP (31%) is falling but still above Kent average (24%)</p> <p>% of pupils with SEN with a suspension higher than Kent average</p>
<p>Reflections:</p> <p>Primary – ASD as priority need on EHCP is at 46% compared to Kent average (39%)  Secondary- SLCN as priority need on EHCP is at 31%, compared to Kent average (24%)</p> <p>% of pupils with an EHCP is higher than Kent average across both settings  % of pupils with a suspension is increasing in both primary and secondary and now above Kent average in both settings  % of pupils eligible for Free School Meals is now higher than the Kent average in both primary and secondary  Percentage of EAL students is gradually increasing but still lower than Kent average in both primary and secondary</p> <p><b>KEPS Schools Survey 2024 Feedback:</b> What inclusion support would you like?  Recurring Themes: Parental workshops, More training opportunities – ELSA, AET etc.</p> <p><b>Canterbury LIFT Exec event “Cake Conference” Key Area from event IDEAS</b></p> <ol style="list-style-type: none"> <li>Preventative training and interventions <ul style="list-style-type: none"> <li>early intervention and training for EY</li> <li>awareness of what training etc is available so that we can plan/share collaboratively</li> <li>training for TAs which is more specific to ASC/behaviour that challenges</li> </ul> </li> </ol> <p>EBSA offer  AET</p>	

STLS training offer inc Parent/ Carer groups and coffee mornings  
Learning walks and reviews for Yr groups, dimension of need and learning walks

2. Facilitating staff confidence (implementing MCS, evidence-based strategies, well-being)

- support teachers to know/use MCS with confidence
- more consistent use of evidence-based tool box of strategies

MCS talks through

SEMH Workshop

Predictable and Exceptional Need

Working with schools on developing classroom inclusion for SEMH

Neuro-inclusive schools.

3. Parent/carer support (team around family, family guidance)

- more parent advice lines/consultations
- team around the family

PCL

Parental confidence STLS coffee morning

Solihull Parent Train the trainer

4. School collaboration opportunities (sharing best practice, networking, signposting to schools for support)

- focused network meetings between schools e.g. SEMH
- signposting to other schools who may be able to offer support

Building on the SENCO Spotlight events

Recruitment and Retention support TA and support

Integration vs Inclusion – resourcing provision and intervention/ space in the corridor for interventions??

Generalisation and consolidation

Adaptive Teaching

Alternative ways of setting up the class, neurodivergent model

Use of Peer Groups

5. Collaboration with external services (LIFT representatives, shared learning workshops)

- SALT to attend LIFT again, SRP teachers to attend LIFT
- C&I- our core offer-how can we draw on infant settings expertise/work with health/access therapists-the Thanet offer is better! (fairness in accessibility?)

Awareness Raising of the Local Offer, using the Local Offer with confidence. Service delivery

Reduced Timetables – attendance officers getting the legal side of it and understanding the mechanism and monitoring this- working with PIAS

6. Clearer processes

- greater involvement of SENCOs in EHC assessment process and consultation process
- clarity of where to see/view good practice and how to access it
- To understand the new LEA SEN structure who's who's/contact details

## EP OFFER Changes for 2024/25

- For the upcoming academic year we will be refocused how we deliver psychology to most vulnerable groups in Kent as part of the continuing drive for countywide improvements to mainstream inclusion and education.

- We have increased District Time in line with the move towards a Locality Model and supporting communities of schools, which we are working towards for September 2025. Linke EP to be established by April 25
- County Priorities remain the same – with the addition of outcomes framework ;



### **CATIE Priorities:**

Priority One: Supporting a school led system to deliver the highest quality core inclusive education,

Priority Two: Providing additional intervention and support with engagement and integration,

Priority Three: Inclusive Education is part of a broader, holistic, and joined-up offer of support

Priority Four: Ensuring smooth transition between education phases.

### **The Kent Strategy for Children and Young People with SEND 2021-24 priorities:**

Priority One: Improve the way we work with children and young people, parents, and carers.

Priority Two: Ensure children, young people and their families have positive experiences at each stage of their journey including a well-planned and smooth transition to adulthood.


Priority Three: Identify and assess the needs of children and young people earlier and more effectively.

Priority Four: Improve education, care and health outcomes for children and young people with SEND.

Priority Five: Ensure children and young people with SEND are included in their local Community.

- District work will be delivered in 3 ways
  1. County Priorities –

What is currently agreed	Guide for No. of days (this figure will have some variability between districts)
<p><b>1. ELSA</b></p> <ul style="list-style-type: none"> <li>- Provide supervision for existing ELSA groups</li> <li>- Support the ELSA training programme (1 x training S/E, 1 x training N/W)</li> </ul>	<p><b>10</b></p> <p><a href="mailto:ELSA@kent.gov.uk">ELSA@kent.gov.uk</a></p> <p>For enquiries and booking training</p>
<p><b>2. EBSA Pathway- staged approach</b></p> <ul style="list-style-type: none"> <li>- <u>Stage 1</u>: Awareness Training. Recorded webinar. School and parent</li> <li>- <u>Stage 2</u>: School Consultations. Monthly meetings.</li> <li>- <u>Stage 3</u>: CBT intervention with pupils</li> </ul> <p>Further development commission through LIFT</p>	<p><b>5</b></p> <p>Always available- <a href="#">Educational psychology interventions - KELS!</a> please help us by completing evaluation and ensuring parents do <a href="https://forms.office.com/e/uRWjLXA6zR">https://forms.office.com/e/uRWjLXA6zR</a></p> <p>Monday 21st October 2024, 09:00-11:00 Monday 18th November 2024, 14:00-16:00 Tuesday 14th January 2025, 14:00-16:00 Thursday 13th February 2025, 09:00-11:00 Tuesday 25th March 2025, 14:00-16:00 Thursday 8th May 2025, 14:00-16:00 Tuesday 10th June 2025, 09:00-11:00 Thursday 3rd July 2025, 14:00-16:00</p> <p><a href="mailto:kepsebsa@kent.gov.uk">kepsebsa@kent.gov.uk</a> email to bool</p> <p>TBC schools to be approached on basis of severe persistent non attendance</p>

<p><b>3. Parent &amp; Carer Consultation Line</b></p> <p>Provide advice and guidance to parents and carers to support children’s wellbeing and learning.</p>	<p><b>6 days</b></p> <p> Parent Consultation line fly</p> <p>Individual referrals based on SENCO/EP discussion</p>
<p><b>4. Autism Education Trust Training</b></p> <p>Support delivery of AET training and GAP project.</p> <p>2 x training:</p> <ul style="list-style-type: none"> <li>a) Making Sense of Autism- Awareness-raising training for all staff in a school community</li> <li>b) Good Autism Practice - for practitioners who work with autistic pupils (5–16).</li> </ul> <p>GAP project:</p> <p>Expected what each district does will differ depending on local needs.</p>	<p><b>10 days</b></p> <p>Please contact SLTS admin support to book</p> <p>Planning meeting, framework and action planning essential</p>
<p><b>5. Early Years Support</b></p> <p>Provide a preventative approach.</p> <p>Links with EY support staff</p> <p><b>Early Years intervention day with STLS and SNI-Training supporting and embedding quality first approaches and frequently quoted and evidence based intervention</b></p> <p>Support to transition and parent confidence</p> <p>VIG/VERP</p>	<p><b>10</b></p> <p>Contact <a href="mailto:Nicki.Carpenter@kent.gov.uk">Nicki.Carpenter@kent.gov.uk</a> and link EY EP and VIG practitioners</p> <p><a href="mailto:Lizzie.Buckingham@kent.gov.uk">Lizzie.Buckingham@kent.gov.uk</a></p> <p><a href="mailto:John.Robertson@kent.gov.uk">John.Robertson@kent.gov.uk</a></p> <p><a href="mailto:Louise.Malkin@kent.gov.uk">Louise.Malkin@kent.gov.uk</a></p>
<p><b>TOTAL</b></p>	<p><b>41 DAYS</b></p>

## 2. Localities Work -NEW FOR 24/25! Approx 5 days delivery for each LIFT Group/Communities of Schools

- The Canterbury EP team aim to deliver high quality, evidence-based, applied psychology to respond to the local need of a community of schools (currently LIFT groups).
- This will be evaluated and impact measured against Kent and CATIE priorities, as well as the Kent Children and Young People's Outcomes Framework.

SEND Strategy - Kent County Council  
A Countywide Approach to Inclusive Education (kelsi.org.uk)



- Your Link EP will work with you, alongside STLS and the professional resource group, to support developments for inclusion, wellbeing and attainment for communities of schools.
- Your Link EP will deploy psychological intervention to the community of schools (LIFT group) and respond to common areas of need. They will negotiate work with groups of SENCos (at LIFT) and/or Head Teachers (by request). This could include work at different systemic levels:

Individual	Staff	Cohort or Class	Whole School or Group of Schools	Community
-School Based Reviews -Consultation	-Consultation -Supervision -Supporting best practice (including for ECTs)	-Team Around the Class -Cohort consultation	-Training -Creative problem-solving facilitation -Team around the school	-Team Around the Family -Parent Workshops -Parent Consultation Drop Ins

- The Link EP serving a particular community of schools will (in the majority of cases) have the autonomy to negotiate and commission the work. Decisions about the nature and aims of the work will be made based on two factors:
  - i) the needs identified by the community of schools.
  - ii) KCC strategic priorities.
- Where work is exceptional or needs to be time costed, your Link EP may need to bring your request back to the KEPS team.
- It is highly unlikely individual assessment work will be commissioned - please discuss with your Link EP if you have queries about this

### **3 Locally driven strategic work across a whole districts 9 days**

– Area Senior EPs will link with local head teachers to focus on local areas of need – a key focus will be outcomes for children with SEND; transitions and parental confidence. These may also include the ongoing delivery of county wide established projects such as Solihull Approach, Multifamily Group, Emotion Coaching.



Area/project	Sessions Days	Delivered by/Evaluated/Impact	Notes and key Date
<b>Solihull</b>			
Reconnect events	3 sessions	NC & EH -STLS	TBC
Facilitator Training for Parent Grp	4 sessions	NC & EH-STLS	
<b>Parent/carer support (team around family, family guidance)</b> more parent advice lines/consultations team around the family	4 sessions	NC & EH -STLS	
Solihull training foundation stage April/May 2024 <b>Facilitating staff confidence (implementing MCS, evidence-based strategies, well-being)</b> more consistent use of evidence-based tool box of strategies	4 sessions	NC & EH-STLS	



<p><b>Creative Problem Solving event-provision for EBSA</b></p> <p><b>Supporting secondary Schools with Developing provision for EBSA</b></p> <p><b>Facilitating staff confidence (implementing MCS, evidence-based strategies, well-being)</b>  support teachers to know/use MCS with confidence  more consistent use of evidence-based tool box of strategies</p>	<p>4 sessions</p>	<p>NC/SE/SB and professional resource group</p>	<p>26<sup>th</sup> November</p>
<p><b>Support aspects coming out of Secondary School Y7 project transition work,</b>  <b>Collaboration with external services (LIFT representatives, shared learning workshops)</b></p>	<p>4 sessions</p>	<p>Team with STLS</p>	<p>Term 3 &amp; 4</p>
<p><b>Transition Event Primary to Secondary</b></p> <p>Development of resources</p> <p><b>School collaboration opportunities (sharing best practice, networking, signposting to schools for support)</b></p>	<p>4 session</p>	<p>NC with STLS</p>	

<p>focused network meetings between schools e.g. SEMH</p> <p>signposting to other schools who may be able to offer support</p>			
<p><b>Dimension days</b> e.g. <b>Cognition and Learning Day or SEMH</b></p> <p><b>Facilitating staff confidence (implementing MCS, evidence-based strategies, well-being)</b></p> <p>support teachers to know/use MCS with confidence more consistent use of evidence-based tool box of strategies</p>	4 sessions	To be arranged NC/EH and JG (STLS)	TBC
<p><b>Reimagining inclusion for Canterbury-</b> Neurodivergence Conference?</p> <p><b>Facilitating staff confidence (implementing MCS, evidence-based strategies, well-being)</b></p> <p>support teachers to know/use MCS with confidence more consistent use of evidence-based tool box of strategies</p>	4 Sessions	NC with Team	Approach external speaker - focus on raising inclusion e.g. parents perceive that we are able and willingness to meet need, raise poor attainment outcomes of SEN children
<b>Wider Professional Resource Group</b>			
<b>STLS Offer – Examples</b>			
<p><b>Immersion days at St Nicholas School</b></p>	3 sessions	<p>Emma Harrison <a href="mailto:E.Harrison@stns.org.uk">E.Harrison@stns.org.uk</a></p> <p>M Rapley - STLS <a href="mailto:m.rapley@stns.org.uk">m.rapley@stns.org.uk</a></p>	<p>27<sup>th</sup> November 12<sup>th</sup> February 26<sup>th</sup> March</p>

<b>Teachers ECT SENcos and Leadership</b>		Lee Gore St Nichloas School Assistant Head	
<b>Year 7 Project The pupil voice</b>	10 half days	Emma Harrison <a href="mailto:E.Harrison@stns.org.uk">E.Harrison@stns.org.uk</a>  M Rapley - STLS <a href="mailto:m.rapley@stns.org.uk">m.rapley@stns.org.uk</a>	Range of dates sent to Secondary schools.
<b>Transition Day Y6- 7</b>		Emma Harrison <a href="mailto:E.Harrison@stns.org.uk">E.Harrison@stns.org.uk</a>  M Rapley - STLS <a href="mailto:m.rapley@stns.org.uk">m.rapley@stns.org.uk</a>	30 <sup>th</sup> April
<b>Transition Day EY</b>		Emma Harrison <a href="mailto:E.Harrison@stns.org.uk">E.Harrison@stns.org.uk</a>  M Rapley - STLS <a href="mailto:m.rapley@stns.org.uk">m.rapley@stns.org.uk</a>	13 <sup>th</sup> May
<b>NurtureUK consolidation group.</b>	3 times a year.	Sarah Beaumont <a href="mailto:S.Beaumont@stns.org.uk">S.Beaumont@stns.org.uk</a>  M Rapley - STLS <a href="mailto:m.rapley@stns.org.uk">m.rapley@stns.org.uk</a>	
<b>Plethora of bespoke training to the area</b>	On going	Emma Harrison <a href="mailto:E.Harrison@stns.org.uk">E.Harrison@stns.org.uk</a>  M Rapley - STLS <a href="mailto:m.rapley@stns.org.uk">m.rapley@stns.org.uk</a>  <a href="#">Training   St Nicholas School</a>	
<b>SENIA offer</b>			
<b>SENIA SURGERY</b>  A weekly space for discussion with two SEND Inclusion	30 min weekly slot bookable via link provided by SENIA	Teresa Dowling <a href="mailto:teresa.dowling@kent.gov.uk">teresa.dowling@kent.gov.uk</a>	IA Surgery Dates: Term 1 • Thursday, 26th September •

<p>Advisors (SEND IAs) discussions about individual pupils, or whole-school provision.</p> <p>For SENCOs, Inclusion Managers, Assistant SENCOs, SRP Lead Teachers and, in some cases, classroom teachers. Head Teachers often choose to attend as well.</p> <p>May cover</p> <ul style="list-style-type: none"> <li>▪ Transition guidance</li> <li>▪ HNF (High Needs Funding) support</li> <li>▪ New SENCO support</li> <li>▪ Annual Review guidance</li> <li>▪ Provision planning support (individual or cohort)</li> <li>▪ ADPR (Assess, Plan, Do, Review) cycle</li> <li>▪ Assessment tools</li> <li>▪ Managing provision around SEMH (Social, Emotional, and Mental Health) needs</li> <li>▪ Advice and guidance on appropriate documentation (Risk Assessments, Behaviour Support Plans, Reintegration Timetables, etc.)</li> <li>▪ Guidance on casual in-year admissions for pupils, moving from abroad, with SEN</li> <li>▪ Guidance on the SEN Register and SEND</li> </ul>		<p> SEN Surgery Terms of Reference update</p> <p> SEN Information Report V10 - FINAL.c</p>	<p>Tuesday, 1st October •  Monday, 7th October •  Wednesday, 16th October •  Friday, 25th October •  Week beginning 28th October -  Break for half term Term 2 •  Thursday, 7th November •  Monday, 11th November •  Wednesday, 20th November •  Tuesday, 26th November •  Friday, 6th December •  Thursday, 12th December •  Friday, 20th December  Where? • SEND Surgeries will take place online, via Microsoft Teams</p>
---	--	--	--

identification of need ▪ Signposting to support within the Local Offer.			
<b>The Local Children's Partnership Group:</b>	<b>Four key areas:</b> <b>Domestic Abuse</b>  <b>Not in Education, Employment or Training</b>  <b>Poverty</b>  <b>Wellbeing</b>	Information shared with Early Years Settings and Schools where appropriate  LCPG Admin. Peter Davis peter.davis@kent.gov.uk	Emma Harrison and Adam Fairbrass attendance at termly on line meetings
<b>Speech and Language - The Balanced System</b>  Key therapists to groups of schools			
<b>KPAS</b>			