

# City of London SENCO Network

Education Health  
Social Care



Newsletter of the City of London SENCO Network – October 2022

Dear Colleagues,

I hope you are all well and welcome back to the new term.

Laurence Hime, Principal Educational Psychologist, will be leaving the City of London at the end of the month. Laurence has been with the City for a number of years and his work was very much valued by the families and schools he supported. Brenda Tubbs and Elaine Killerby have joined the City, jointly taking over the role of Principal Educational Psychologist. Should you need to contact them, their email addresses are: [Brenda.Tubbs@cityoflondon.gov.uk](mailto:Brenda.Tubbs@cityoflondon.gov.uk)  
[Elaine.Killerby@cityoflondon.gov.uk](mailto:Elaine.Killerby@cityoflondon.gov.uk)

Based on some of the feedback we have received from SENCOs, we will hold **one** City of London SENCO network meeting per term. It will take place on a Wednesday in the second half of the term between 3 and 5pm.

Our next COL SENCO network meeting will be Wednesday 9<sup>th</sup> November from 3-5pm, this meeting will be an online event. We will host 'in person' events from the Spring term. If anyone would like to share current good practice at the meeting, please let us know.

We are particularly interested to

- a) Learn about the range of needs coming through in your new intakes and where there may be gaps in provision for those needs and;
- b) Following the SEND funding streams. Many schools will have compiled well established provision maps which link to individual pupil funding. This is good practice and can be helpful to demonstrate to families and pupils (and Ofsted/ ESFA) the value, quality, and quantity of the level of support and resources they are receiving. I would like to invite colleagues to share anonymised provision maps and/ or principles of funding streams and templates for SEND funding audits at their schools and trusts.
- c) Finally, City of London need to know all City of London pupils who are receiving SEND support (additional support) in your schools, please can you send this data through as soon as possible.

Please check out the 'useful links' section at the bottom of the email, there are details of current SEND statistics, useful websites and organisations and information on free training.

Kindest regards from Kay and Anne

## **City of London SENCO Network meetings:**

Autumn term: Wednesday 9<sup>th</sup> November 2022, 3-5pm (Online)

Spring Term: Wednesday March 8<sup>th</sup>, 2022, 3-5pm (In person at City of London venue TBC)

Summer Term: Wednesday 14<sup>th</sup> June 2022, 3-5pm (In person at City of London venue TBC)

## **Agenda: Autumn term City of London SENCO Network meeting**

1. Welcome and Introductions
2. Presentation from City of London
  - a. C.O.L SEND Policies and Procedures
  - b. C.O.L SEND Strategy
  - c. C.O.L News and changes
3. Updates on National SEND landscape
4. Share any Ofsted experiences re: SEND
5. Therapy provision across mainstream sector schools – share information and experiences
6. Share data trends in SEND
7. Share best practice
8. A.O.B

## **Alerts and updates**

See below the headlines from the **latest DFE guidance on behaviour** for September 1<sup>st</sup>, 2022. A link to the full guidance is included in the 'Links' section of this newsletter.

Leaders will want to review their Behaviour Policies in the light of this new guidance.

• *The national minimum expectation to secure acceptable standards of behaviour is aligned with Ofsted's 'Good' grade descriptor for behaviour and attitudes, and covers six themes:*

1. High expectations that are commonly understood and applied consistently o Visible leaders that support staff to follow the policy
2. Measures and interventions are in place to improve behaviour
3. Behaviour does not normally disrupt teaching, learning or routines, and disruption is not tolerated
4. Bullying is not tolerated, and the environment is safe and respectful; and
5. Incidents of bullying, aggression and discrimination are dealt with quickly and effectively.
6. Headteachers of a maintained school must act in accordance with the current statement of behaviour principles made by the governing body and have regard to any guidance provided by the governing body on promoting good behaviour at the school. This is a core responsibility of a headteacher. It cannot be delegated. Detailed advice for governors is available in Behaviour and discipline in schools: Guidance for governing bodies.

7. Academies must ensure that a written policy to promote good behaviour among pupils is drawn up and implemented effectively. The behaviour policy must also set out the disciplinary sanctions. Academies must also ensure that an effective anti-bullying strategy is drawn up and implemented so that bullying is prevented, as far as is reasonably practicable.
- A behaviour policy should include detail on the following:
    1. Purpose – including the underlying objectives of the policy, and how it creates a safe environment in which all pupils can learn and reach their full potential;
    2. Leadership and management – including the role of designated staff and leaders, any systems used, the resources allocated and engagement of governors/trustees;
    3. School systems and social norms – including rules, routines, and consequence systems;
    4. Staff induction, development and support – including regular training for staff on behaviour;
    5. Pupil transition – including induction and re-induction into behaviour systems, rules, and routines;
    6. Pupil support – including the roles and responsibilities of designated staff and the support provided to pupils with additional needs where those needs might affect behaviour;
    7. Child-on-child abuse – including measures to prevent child-on-child abuse and the response to incidents of such abuse; and
    8. Banned items – a list of items which are banned by the school and for which a search can be made.

## **National Tutoring Programme Guidance for Schools**

Schools may wish to record

1. The number of PP- eligible pupils who have received tutoring
2. The number of other pupils who have received tutoring
3. How many hours of tutoring provided to PP-eligible pupils
4. How many hours of tutoring provided to other pupils
5. The type of tutoring provided (whether it was delivered staff or a Tuition Partner etc)

Headlines to note:

- For AY22/23, there will continue to be 3 types of subsidised tuition that schools can offer: Academic Mentors, Tuition Partners and School-Led Tutors.
- The overall approach to the NTP in AY22/23 is to put schools in charge of designing and delivering a tutoring offer that suits the needs of their pupils.

- School-level funding allocations will be published before the end of the 2022/23 summer. All schools will receive their tuition funding directly and all tuition options will have the same 60% subsidy rate.
- Funding for AY22/23: o Mainstream schools receive £162 per PP-eligible pupil/non-mainstream schools receive £423 per PP-eligible pupil.
- Schools can use the above information to work out indicative allocation for AY22/23, by taking the number of PP-eligible pupils in the school this year and multiplying it by the relevant funding rate.
- NTP funding can be used to pay for 60% of the total cost incurred to deliver tutoring: o £18 per hour for mainstream schools, of which the DfE subsidy will be £10.80 (60%), £47 per hour for non-mainstream schools, of which the DfE subsidy will be £28.20 (60%).
- The DfE will not provide any subsidy beyond the funding allocation, although schools may provide and fund more tutoring if they wish.
- Schools must record, for all tutoring delivered in AY22/23, the total cost incurred, and the number of hours delivered. These will be required by the DfE via the funding return in summer 2023. The DfE will provide full guidance to schools at the start of AY22/23 on the reporting requirements for next year.

## Useful Links

[FREE funding of £1200 for Senior Mental Health Lead training \(ddlnk.net\)](#)

### **FREE funding of £1200 for Senior Mental Health Lead training**

At the Anna Freud Centre, our vision is for all schools and colleges in the UK to be mentally healthy. Through our work, we support education staff to adopt a whole school approach to mental health and wellbeing, putting good mental health at the heart of their communities.

As you will be aware, many children and young people with Special Educational Needs (SEN) need support with their social, emotional, and mental health needs. As a SENCo, you may be the designated mental health lead in your school, or you may work closely with the person who is leading on mental health in your school. Whatever your role, our Senior Mental Health Lead training can help you make a difference.

**The Department for Education is providing a grant of £1,200 to every school in England to cover the cost of Senior Mental Health Lead training from an assured provider. We would like to invite you or a senior colleague to book a fully funded place on our DfE assured and CPD accredited training.**

[Behaviour in schools guidance \(publishing.service.gov.uk\)](#)

[Council for Disabled Children](#)

[Home page | Nasen](#)

[Autism Education Trust](#)

[National Autistic Society \(autism.org.uk\)](#)

[Special educational needs in England, Academic Year 2021/22 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](#)