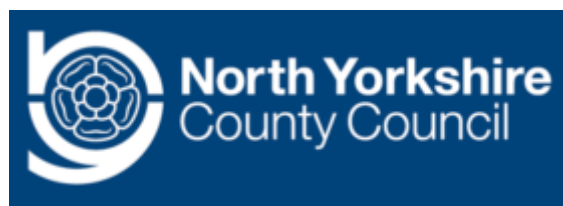


Inclusion Newsletter

Feb 2022



Welcome

I had an excellent first couple of weeks in North Yorkshire and would like to start with a huge thank you to everyone I have met so far for being so welcoming and helpful, and putting up with my new-girl questions – including the person who very kindly showed me the way out of County Hall when I got locked in on Monday evening (rookie mistake!).

It has been very interesting to hear from each team about the progress with our Strategic Plan for SEND, and the hard work and activity of everyone contributing to this is impressive. I am confident that as we move into the next phase of this plan we can work together to continue this and succeed in reaching our goals, so that all of our children and young people with SEND can continue to access the right support at the right time and achieve their aspirations for adulthood.

This week I have very much enjoyed coming along to the SEND Hub Team Meetings to meet the wider teams, and I am hoping to start visiting schools in the coming fortnight so please do let me know if you have any space in your calendars for me to pop in!

Anna Gray
Head of SEND

Stop the Press!

Deadlines coming up for the following fully funded offers

Hambleton & Richmondshire Locality Board

- Speech, language and communication support through training, intervention pack and on-line monitoring. For Primary Schools and Special Schools. Places are limited, deadline for interest: 15th February



- SEMH support is being offered to Primary Schools, Special Schools & Early Years settings (excluding childminders). Deadline for interest: 18th February



Selby Locality Board

- Communication and interaction support through creating, printing and sharing symbol materials. For Early Years, Primary and Secondary schools. Deadline for interest: 28th February

Interested? Email

jennie.holt@northyorks.gov.uk



Did you see us on the news?

Last week Channel 5 news visited East Whitby Academy to hear all about the amazing work happening with their Targeted Mainstream Provision (TMP).

You can see in the short clip (click on the link below) how successful this has been and the positive impact it is having on the pupils.

<https://twitter.com/tessa5news/status/1491859928818065408>

If you would like to find out how your school could be involved in setting up your very own TMP please email wendy.butterfield@northyorks.gov.uk

Statutory assessment update

As you all know we have had some real difficulties within our statutory assessment process over the last year, we've struggled to recruit EPs, and so have now recruited a team who are working remotely to support this process. We are now delighted to say that at the current time we have no outstanding EP reports remaining, and so hope to process any outstanding EHCP assessments as soon as possible. We have recruited an additional 3 SEN business support staff and 5 caseworkers time to help with this and we then expect to be delivering our plans within 20 weeks again in the very near future. Thank you all for your support over the last year.

The plans for Digital EHCPs are also well underway, and further information will be shared over the next term. I'm sure you'll be looking forward to this exciting development as much as we are!

Annual reviews

As you know there is a statutory responsibility for EHCPs to be reviewed within 12 months to ensure that the Plan remains current and that outcomes can be discussed and updated. Unfortunately COVID has had an impact on the completion of the reviews and currently we have 25% of annual reviews outstanding, some over 200 days. Please can we ask that you check your position in terms of reviews and if there are any outstanding that these are prioritised with urgency. Please do contact us if there are any issues which you need to discuss and we will try to help. We want to avoid further complaints from parents who are worried about annual reviews for their children.

Hub drop ins

Don't forget that the SEND Hubs offer regular drop ins for schools to bring along tricky cases, anonymised if need be, or any general queries. These take place fortnightly in each Hub. Dates will be shared at SENCo Networks and are available on cyps.info.

If you would like further information about these sessions please email us at: NYSENDHubs@northyorks.gov.uk

Phase transfers

Don't forget the statutory deadlines for phase transfers.

EHCPs must be finalised at the end of a key stage by the dates below:

- EYFS – 14th February
- KS2 – 14th February
- KS4 – 31st March

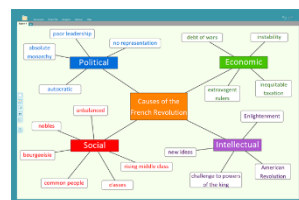
If you have any concerns or questions about anything relating to statutory assessments please contact us via sen@northyorks.gov.uk

**For the attention of all Craven,
Scarborough, Whitby & Ryedale school
SENCO's.**



Craven and SWR Primary, Secondary and Special schools now have access to a full 3 year site licence to Clicker 8 or Docsplus Software funded by their Locality Board. You need to email

Katie.Middleton@northyorks.gov.uk with the name and email of a member of staff who will become the account manager for the school. This needs to be completed by Friday 18th February so subscriptions can be activated after half term.



Are you interested in some additional support for SEND?

We have launched our new intervention packages and partnership bundles:

Our **Core Offer** has always been our focus, however we have recognised that there is a need for **Additional Support** for both pupils and staff. We have therefore developed a comprehensive suite of "top-up provision" which has been designed to meet the needs of all pupils, giving maximum flexibility for all types and sizes of schools, in ways that are most cost effective to your school or setting. Our aim is to develop a holistic approach to ensure that all school staff are confident to meet the needs of SEND pupils.

Our top-up Additional Support will help you to:

- Improve attainment
- Improve behaviours for learning
- Improve the confidence of parents and carers in your school's ability to meet need
- Improve staff confidence and ability to meet the needs of the most complex pupils
- Develop parent/carer/pupil/school partnerships for best outcomes.

We integrate our Additional Support with our Core Offering so will never 'over-sell' to you and only offer you what we truly feel you need.

Information about our Additional Support and how you can benefit can be found in our new **Service Brochure**.

[Click here to download our brochure.](#)

The Intervention packages and our Partnership Bundles are available to purchase now.

SENCO survey feedback

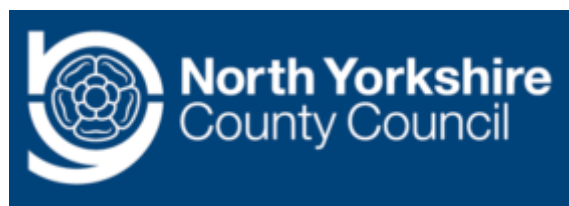
We wanted to say a big thank you to everyone who responded to the questionnaire!

Here are the Key Headlines:

- A majority of SENCOs have protected non-teaching time to focus on the SENCO responsibilities. We can see this does make a notable difference in SENCOs' confidence.
- Confidence in SENCOs' responsibility in regards to legislation increases with experience, before declining amongst the more experienced SENCOs.
- Confidence in the tools used to identify SEND and in their accuracy increase with experience.
- Confidence in regards to engaging parents of Children with SEND, both in terms of direct parental engagement and developing learning conversations, is strong across the SENCOs, although it is worth noting that confidence does build with experience.
- 2 in 3 (65.3%) responded that the training and development offered through NYES meets the needs around SEND in their school.

We will be using the information gathered to improve support and services for SENCOs and work with you through the SENCO networks.

NYCC Protocol regarding Children Missing Education (CME) – updated January 2022



All children of compulsory school age, regardless of their circumstances, are entitled to an efficient, full time education suitable to their age, ability, aptitude and any Special Educational Needs they may have. This protocol addresses the requirements and responsibilities of the Local Authority from within the Children Missing Education – Statutory Guidance for local authorities (DfE Sept 2016).

To assist in determining the Authority's most appropriate response to CME referrals there are now two separate pathways identified in the NYCC Protocol as follows:-

CME – whereabouts or destination school not known (missing). Those children who have ceased attending the school where they are a registered pupil and whose whereabouts or destination school is not known following initial enquiries by the school. This includes families who may have left the area or have left the country.

CME – not in receipt of a suitable education. Those children who have been identified as living in the locality but have not been registered at a school or have not taken up a school place they have been offered. They are also children who have ceased attending the school or alternative provision where they are a registered pupil or who are not being suitably educated otherwise (e.g. Elective Home Education).

The NYCC CME Protocol includes a revised **CME Referral Form** to be used with immediate effect and can be located within the Protocol. The updated CME Protocol and associated documents can be found at [Children Missing Education | CYPsinfo \(northyorks.gov.uk\)](#)

If a child who has been offered a place and does not attend, you must inform the local authority within 5 days.

When a child is transferring from Year 6 to Year 7, schools have a duty to inform the local authority, if they are made aware of the child having not been allocated a place.

If you have any queries relating to CME, please contact the CME Coordinator:
Julie Hodges Tel: 01609 532477 Email: cme.coordinator@northyorks.gov.uk

SENCO networks (via Teams)

PRIMARY

- | | |
|--|-------------------|
| ➤ Selby | 15.2.22 & 24.5.22 |
| ➤ Scarborough, Whitby & Ryedale | 16.2.22 & 25.5.22 |
| ➤ Hambleton & Richmondshire | 17.2.22 & 26.5.22 |
| ➤ Harrogate, Ripon, Knaresborough & Craven | 28.2.22 & 7.6.22 |

SECONDARY

1.3.22 & 8.6.22

Elective Home Education: Pre-Decision Meetings

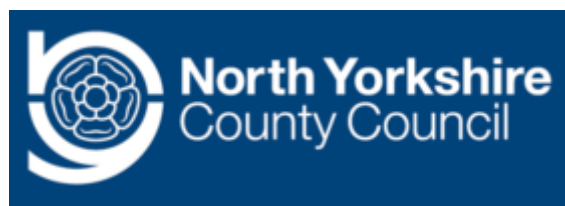
In November 2020, the DfE stated that LAs should work with schools, parents/carers and other key professionals to **coordinate a meeting before the parent makes a final decision regarding EHE.**

As soon as a school becomes aware that a parent/carer is contemplating EHE, they must notify NYCC at electivehomeeducation@northyorks.gov.uk The locality EHE Advisor can then arrange a pre-decision meeting with parents/carers, school and any relevant professionals who are also working with the child or family.

For the EHE Policy & Procedures, contact details for your locality EHE Advisor and further information: [Elective Home Education | CYPsinfo \(northyorks.gov.uk\)](#)

Mental Health and Wellbeing in Schools Annual Conference 2022

Using nature to support mental health.



Wednesday 4th May 2022

09:30 - 16:00

Pavilions of Harrogate

This year's conference is themed around using nature to support mental health and will feature many exciting elements, including workshops and presentations from education and mental health professionals from all over the country. Our unique forum brings together school leaders, teachers, practitioners, specialists and professionals to share ideas, the latest research and practical approaches to develop and sustain good social and emotional mental health and wellbeing.

Tickets are £199 which includes refreshments and lunch.

[Click here to find out more and book:](#)

[Mental Health and Wellbeing in Schools Annual Conference 2022 | NYES Training](#)

A warm welcome from SENDIASS North Yorkshire



Special Educational Needs and Disability Information, Advice and Support Service
(SENDIASS)

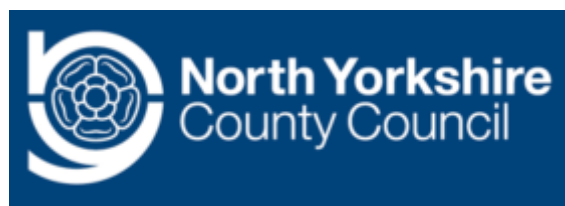
SENDIASS North Yorkshire consists of 4 coordinators, a media and training officer and a manager. We have 4 SENDIASS coordinator's based in different locations across the county which reflect the same model as the SEN locality hubs. We think this helps create stronger links in these communities; becoming familiar with local services and teams, working with local support groups and local people as each locality has such a different character as you will already know.

Our service came about as a statutory duty written in chapter 2 (Children and Families Act 2014) with further guidance in the SEND Code of Practice 2015. This means we must be arm's length and confidential from all other organisations. We are consent based and will not share details with anyone else unless agreed by the parent carer or young person or if we believe that someone is at risk of harm. When a professional uses the professional form on our website, there must have consent. It helps us if the professional adds brief details on why they are referring and the locality where the referred person is based. Our referral form is one page in total but a short page which is good news to most!

SENDIASS is impartial, so our advice is based in law and guidance. Children, young people and parents carers are then more able to make their own decisions; SENDIASS North Yorkshire will not guide towards a particular course of action and will not judge. We also have professionals that use our resources and advice line and this too is confidential and impartial to them.

We aim to empower children, young people with special educational needs and/or disability (SEND) and their parents' carers to play an active, informed role in their own or their child's education, training or learning. We do this by providing online resources, sessions and training events and workshops, and via our Advice line and through individual casework. One new way of working for 2022 is for us to listen to feedback from service users, then respond with a relevant SEND theme each month of this year. Using Facebook and other media to offer weekly live sessions, training slots. We are also increasingly working with professionals that are supporting a young person or parent carer and if given permission, they can join our virtual meetings. This allows us to share and develop clearer communication which aims to promote positive outcomes for children and young people with SEND.

Post Implementation Review of the Pupil Referral Service / AP Model



Purpose

The local authority will be facilitating a review of the PRS model introduced from September 2020

to reduce permanent exclusion of secondary students, with the specific purpose to evaluate:

- the impact of the PRS/AP model in supporting schools to **reduce permanent exclusion** through the delivery of a **jointly agreed full time education programme between the PRS and home school** which meets need and is appropriate to the aspirations of the child.
- the **effectiveness of the referral and decision making process**
- the **take up and demand for the commissioned placements** in each locality
- the effectiveness of the **arrangements for transport**
- **Financial and commissioning arrangements** to support the model
- Areas for **further development/change**

Timescale and process

The review will take place between 7th February to 25 March 2022 and will be made up of the following elements:

1. On line SNAP surveys for

- Head teachers and senior staff of secondary schools and Pupil Referral Services/AP

PRS LEADERSHIP TEAMS:

<https://consult.northyorks.gov.uk/snapwebhost/s.asp?k=164338172489>

SECONDARY SCHOOLS:

<https://consult.northyorks.gov.uk/snapwebhost/s.asp?k=164337983718>

- Parents of children placed at the PRS/AP together with a sample of telephone interviews

2. Head teacher meetings

- Five Secondary meetings specific to locality areas
 - 3 March 2022 at 2.30pm
 - 4 March 2022 at 2pm
 - 7 March 2022 at 10am
 - 7 March 2022 at 2pm
 - 11 March 2022 at 2pm
- One meeting for PRS/AP Head teachers
 - 2 March 2022 at 1pm

3. Partner Organisations

Webinar for local authority colleagues: School Improvement, Virtual school, Commissioning teams and SEND Hubs

- 1 March 2022 at 1pm
- 9 March 2022 at 4pm

4. Feedback from young people

This will be facilitated by the Voice, Engagement and Participation team following liaison with the PRS/AP Head teachers

5. Alongside the active engagement with stakeholders mentioned above there will be an internal evaluation of the financial and commissioning arrangements including:

- Top Up Allocations
- Preventative (financial front loading)
- Transport Subsidy
- Internal processes to monitor and track funding
- Commissioned Places and take up

Completion of the Post Implementation Review

After the deadline for completion of the review on 25th March, a full analysis of the feedback will be undertaken and collated into a final report and development plan which will be shared with contributors and then presented to CYPLT in April.

Locality Board's update of projects February 2022

(current and completed in the last 12 months)

Hambleton & Richmondshire

Extending the offer for Alternative Provision (6 week placements for pupils)

Talk Boost – targeted interventions for children with delayed language

Thrive approach – continuation of previous year's Thrive project.

Places provided at Sunbeck PRS

NurtureUK (Boxall) – providing SEMH support

Craven

Support with Early ID of SEND by appointing 2 shared advanced teaching assistants

Reducing primary exclusions - support can include Boxall Online Subscription and training and additional support from the SEND Hub.

SEND pupils performing in-line with peers – Clicker 8 and Docsplus site licences

Improving outcomes in EY - Launchpad to Literacy toolkit and training to be funded for all Primary and Nursery schools with a FS2. (Project complete)

Harrogate, Knaresborough and Ripon

Raising attainment of SEN Support pupils at EYFS (Project complete):

- NELI project
- Annual NASEN webinar package for all settings who attend training.
- Early Years SENCO training, two places per setting.
- Early Excellence Training for childminders
- Launchpad to Literacy toolkits and training

Improving ID of SEND, support to include;

- NASEN Mental Health training - suitable for 8-18 years.
- Boxall online annual subscription with training and handbook offered to all school settings
- Think Sensory not Behaviour OT training – training offered to all settings
- Unlocking Autism Training – Training offered to all settings
- Annual subscription and training for SNAP screening tools – all schools

Scarborough, Whitby and Ryedale

Lowering the rate of exclusions - training including de-escalation training, play –based therapeutic interventions, OT training (including sensory needs) and Specialist Trauma Training (to support children displaying challenging behaviour).

Training and development for staff, through Forest/Beach Schools Training and EAL Support and Resources (Widgit Online)

Nurture – continue to embed this SEMH approach. Nurture trained schools

Support pupils at transitions – funding to enable enhanced transitions

Selby

Communication and Interaction needs and EAL – Widgit online

Places provided at the PRS

If you are interested in or want to chat about any of the projects please email us at jennie.holt@northyorks.gov.uk

Would you like to contribute to this newsletter??

We would love to hear all about your SEND good practice and success stories so we can share them in future editions of this newsletter to celebrate all the amazing work here in North Yorkshire.

If you have a story to share please send it to:

wendy.butterfield@northyorks.gov.uk