

Welcome

Dear all,

Where has the Spring Term gone?! I have had a very busy and enjoyable few weeks visiting schools and in the process, getting to grips with the geography of North Yorkshire – I won't say how many times I have got lost, however I would like to thank all of the school Admin teams who have directed me via phone when I don't know where I am! In visiting the schools it has been wonderful to see such skilled staff delivering a wide range of supports for pupils, and also the different approaches to providing a bespoke curriculum for the pupils who need it most. There is a lot of interesting and creative practice to be proud of and I look forward to seeing more of this over the coming weeks.

Our performance data indicates that the impact of the intensive work undertaken to address issues around the timeliness of statutory assessments, reviews and the issuing of finalised EHCPs is now beginning to be seen and we would like to thank all schools and partners for your support with this. Important information about statutory assessments and reviews is below.

This term there has also been a lot of work on Phase Transfers and Annual Reviews; we will be reviewing our processes around this to ensure that we are in best place to meet some of the challenges which have arisen in these areas next session. This will feed into our wider service development plan, which we will share further information about in the summer term. I'm sure you've all been reading over the White Paper and the Green Paper which have been released this week. The Inclusion Team will be submitting our response to the Green Paper and we would encourage everyone to do the same, to make sure that everyone's voice is counted.

As we approach the Easter Holidays I'm sure you're all very much looking forward to a well-deserved break, and making plans for the summer term – I'm sure you'll be looking forward to lots sunny days of outdoor learning and activities! In the meantime, wishing everyone a lovely Easter holiday, and I will look forward to seeing you whether virtually or in person after the holidays.

Anna
Head of SEND

Early Years Transition Guide

The overwhelming majority of EY settings, schools and parents of children with SEND are very aware of the importance of a smooth transition from an EY setting into a school.

To support schools, EY settings and parents at this significant time a guide is being developed in consultation with settings, schools, parents and SENDIASS. The guide will have a timetable with actions for schools, settings and parents and also contains a form for the EY settings to complete and schools to use to help provide high quality transitions for these children.

It is hoped that the guide will be launched over the next couple of months so watch this space and keep an eye out at the SENCo Network meetings.

Statutory assessment update

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. We have sent out lists of pupils at each school who require an Annual Review during the Summer Term. Please make sure you let SEN Admin know the dates of all the meetings as soon as possible. If the list includes a child that is transferring from your school to another establishment, please flag the review date with the next establishment. This list also includes those children who have not had an Annual Review within the last 12 months. 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. Again, please could you let me know the dates of all the meetings as soon as possible.

In arranging annual reviews, you must seek advice and information from the child's parent(s) and all other parties invited to the meeting and send any advice and information gathered to all those invited at least two weeks before the meeting. Wherever possible, pupils should be actively involved in the review process, and it is expected that their views will be included. Following the meeting, please ensure that a copy of the review report is circulated to parents and any relevant professionals. You must also send a copy of the review report and the recommendations made, together with copies of all the written advice you have received, to the SEN Admin team no later than 10 school days after the review or before the end of term, whichever is earlier. The team will contact you to remind you if we have not received the documentation within 10 school days. The reason for this is that we have to advise parents/carers of any planned changes to the EHCP within 4 weeks of the annual review and we need to have reviewed your documentation in order to do so.

We are planning to move into a Digital EHCP in the next academic year, pending further information about the national plan for this as set out in the Green Paper. As part of this, there will be a new process for tracking Annual Reviews which will mean that we can ensure that they are processed and any amendments issued within 8 weeks of the review meeting.

Green Paper

As you will be aware the SEND Green Paper was released last week. We are going through the details of the paper and will be responding to the consultation. We would recommend you do the same, it is important that as many people who work with children and young people with SEND give their feedback.

Selective Mutism Workshops

The Communication and Interaction Team are responding to demand for further information and support for children and young people with Selective Mutism. We are working with parents and carers to develop a webinar for professionals and one for parents/carers - please look out for dates on NYES.

Early Years SENCO Networks

18th May 6.30pm-8.30pm and 19th May 9.30am-11.30am

Both on Teams, please book via NYES

Radio Aid Rental Scheme

We are making some changes to the Radio Aid rental scheme. There have been some increases in costs of the Phonak Roger systems. Therefore from April 2022 we will be increasing the cost of the systems from £50 a term (£150 per annum) to £60 a term (£180 per annum). The Phonak Roger System may include either a Roger Pen or Roger Touchscreen. There remains no additional charge for children who also use the Roger Passaround.

Some hospitals are issuing new hearing aids in the county which are compatible with Edumics. An Edumic enables a child to hear over distance and through background noise in a similar way as Roger systems. They are less expensive than Roger systems and so the rental charge will cease when the cost of the Edumic has been reached. If the Edumic breaks during the instalment period we will repair or replace the Edumic (in the same way we do with the Roger system.) However if the Edumic needs to be repaired or replaced when the school owns the device this will be the schools responsibility with the HI Team's support. This may mean purchasing a new system through instalments.

Your Teacher of the Deaf will advise you which system will be able to meet your pupil's needs.

Roger System		
System	Current Cost	Cost from April 2022
Roger Touchscreen + Passaround	£50 – per term £150 - per annum	£60 – per term £180 - per annum
Roger Touchscreen	£50 – per term £150 - per annum	£60 – per term £180 - per annum
Roger Pen	£50 – per term £150 - per annum	£60 – per term £180 - per annum

Edumic			
Edumic	Current Cost	Cost from April 2022	
Edumic	£50 – per term £150 -per annum	£60 – per term £180 -per annum	Payments Cease after 2 years (6 payments)

For further information please contact julie.broome@northyorks.gov.uk

SENCO networks (via Teams)

PRIMARY

- Selby 24.5.22
- Scarborough, Whitby & Ryedale 25.5.22
- Hambleton & Richmondshire 26.5.22
- Harrogate, Ripon, Knaresborough & Craven 7.6.22

SECONDARY

8.6.22



Cognition and Learning day 4th May 2022

What is
this
training?

The Cognition and Learning team are running a series of one hour online workshops:

Workshop 1: The use of non-word books to develop language and literacy skills

Workshop 2: Improving fine motor skills and handwriting

Workshop 3: Getting to know the Active Literacy Kit

Workshop 4: Clicker8 – getting the most out of it!

When is
it?

Wednesday 4th May 2022

Attend as many or as few of the workshops as you like!

Workshop 1: 9am-10am

Workshop 2: 11am-12noon

Workshop 3: 1:30pm-2:30pm

Workshop 4: 3pm-4pm

How much
does it
cost?

£25.00 per workshop!

How do
I book?

This is virtual training, delivered via MS Teams. See below for booking links for each workshop. Book onto each workshop separately:

Workshop 1: www.nyes.info/Event/161902

Workshop 2: www.nyes.info/Event/161913

Workshop 3: www.nyes.info/Event/161914

Workshop 4: www.nyes.info/Event/161916

SEND Family and Friends Test – giving a voice to previously marginalised children and young people

The NHS North Yorkshire Clinical Commissioning Group (CCG) and Vale of York CCG SEND Programme is committed to ensuring there is support and services for children and young people, keeping them at the heart of everything that we do.

Each year the North East and Yorkshire region are awarded financial resource for SEND which is distributed across regional priority areas. Funds have been secured to develop, implement and evaluate at place, a Family and Friends Test (FFT) for children and young people with complex SEND and are non-verbal due to Autism or Learning Disabilities. Professionals from Autism, Learning Disabilities and Psychology specialist teams are involved and will be heard as part of the feedback.

The FFT will be delivered in phases. During phase one SEND will:

- trial usage across North Yorkshire and York NHS clinics and wards within paediatric and adult services to capture the 0-25 SEND cohort.
- utilise across Special School Nursing services across North Yorkshire and York for implementation within the community.
- ensure the FFT is evaluated by the children and young people for ease of use.
- ensure evaluation from children and young people, Parent Carer Forum and NHS providers.

Historically, the NHS has been reliant on the voice of parent/carers and professionals to advocate for children and young people with additional communication needs. The FFT would aim to change this so the voice of the child themselves is also captured alongside parent/carers voice, which is the essence of SEND reforms and all health policy including the Long-Term Plan.

The delivery of the FFT would give a voice to previously marginalised children and young people.

The FFT will inform personalised care meaning getting things right for each person as an individual, giving them choice and control over their own health and wellbeing. It is about saying what is important to them and what are the right ways to support this. The roll out of the FFT is now in progress.

For any further information please email nyccg.send@nhs.net

Preparing for
Adulthood



NYES

Please book on to our PfA webinars via NYES.



Preparing for Adulthood Webinar Secondary Schools

An overview of PfA for Secondary School SENCO's.

■ NYES SEND and Inclusion



Wed, 04 May 2022 15:30 - 17:00 | Online



Preparing for Adulthood Webinar Primary schools

An overview of PfA for Primary School SENCO's.

■ NYES SEND and Inclusion



Thu, 05 May 2022 15:30 - 17:00 | Online

Our Partnership Values

Partnership working is a family centered way of involving people in the design, planning and delivery of services across North Yorkshire.



Together

Services work best when we work in partnership

Understand

Clear in our approach and take ideas on board

Respect

Understand and listen to all points of view

Communication

Listen, share, inform, reflect

Open

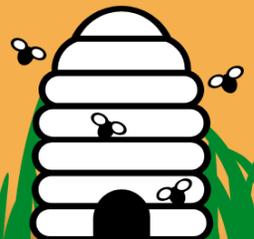
Approachable and honest

Care

Support each other and the work we do

Responsible

Hold each other to account





Communication



- Actively listen to me and the people who support me.
- Choose language carefully and avoid abbreviations and jargon.
- Give me the time and information I need to prepare.
- Inform me of what support is available and enable me to contribute.
- Involve me in the planning, design and delivery of support and take my views seriously.
- Keep me involved and informed about outcomes and next steps.

Open

- Be open and honest.
- Keep me updated.
- Help me prepare for meetings.
- An agenda is always useful.
- No conversations behind closed doors.
- Be clear about the level of engagement we are working at.
- No surprises or shocks and let me know if something changes.
- Be clear about time frames.

Understand

- Treat me as an equal.
- Engage me in all aspects of support planning and delivery.
- Include me in decision making.
- Respect my right to participate.
- Embrace my knowledge.
- Be flexible...my time is as valuable as yours.
- Ask my boundaries and understand confidentiality.
- All partners have a clear understanding of levels of engagement.
- Everyone understands their roles and responsibilities.

Respect

- Create an environment which enables me to engage.
- Give me opportunities to share my skills, knowledge and expertise.
- I can learn a lot from you.
- You can learn a lot from me.
- My opinion counts so allow my voice to be heard in the way that meets my needs.

Responsible

- Take ownership.
- Be clear who is responsible and accountable for actions.
- Be honest if something cannot be done.
- Be realistic and don't give false hopes.
- Commit to participation and where things arise have a 'Plan B'.
- Ensure appropriate people relevant to the conversation are represented.

Together

- Working as equal partners.
- Learn from one another.
- Make a commitment to work together.

Care

- Have empathy and respect.
- Support one another.
- Be truly invested in what we are doing and who it is for.



Our Formal Commitment

Working as equal partners we are committed to making a difference to the lives and outcomes of children and young people with additional needs and their parents and carers. Partnership working will be at the heart of everything we do.

Find out more:

www.northyorks.gov.uk/send-local-offer



Locality Board's update of projects

Hambleton & Richmondshire

Boxall



- 51 Primary Schools are engaged in the project
- Offer is handbook, training and 1 year online subscription
- Assessing and supporting children with SEMH (Social, Emotional and Mental Health Needs) over the next year

Talk Boost KS1 and KS2



- 45 delegates trained from 30 Primary Schools
- KS1 and/or KS2 training and intervention packs to support children's SLCN (Speech, Language and Communication Needs).

Extended Provision

- 5 Secondary Schools involved.
- 6 week programme of trips to either Carlton Lodge or Sunbeck
- Supporting young people with either disruptive behaviour or anxiety.

H&R LB are keen to measure the impact of these projects and so if you have been involved the LB will be contacting you for your feedback over the next six months.

Thank you to all those who returned the H&R LB's SENCo Survey. Watch out for emails and check this newsletter for the Locality Boards updates including new projects. Please email jennie.holt@northyorks.gov.uk if you're not getting the LB's emails.

Harrogate, Knaresborough and Ripon

Please do not forget to sign up for SNAP screening tools, RS Assessments should be emailing all schools shortly with more information about how to access SNAP screening tools. If you have not received your information by the start of April, please email Katie.Middleton@northyorks.gov.uk Training for SNAP is being arranged shortly so keep an eye open for a flyer in your inbox, all training will be online.

Boxall Profile online- subscriptions are currently in the process of being set up by Nurture UK. You should receive an email shortly. All schools should also receive a copy of the handbook through the post. Katie Middleton will then email out tokens for the online basic training course, you can use the token to book your training course. If you have not heard from Katie by the end of April please email her.

Scarborough, Whitby and Ryedale

All schools should have received their activation codes for Clicker 8 or DocsPlus. If you have not received yours, please email andrew.cumming@cricksoft.com. He will be able to help you. Please also book on to one of the training course to learn how the software can be used to its full potential. If you need another training flyer please email Katie.Middleton@nothyorks.sch.uk. Follow the link below to view the recording of the first training session for North Yorkshire Schools. [Recordings | Crick Software](#)

Selby

Widgit



- 61 settings (36 Primary Schools and 25 EY settings) took up the offer.
- Offer is online 1 year subscription.
- Supporting children with Communication and Interaction needs and English as Additional Language over the next year.

Outdoor Education



- Secondary children have benefited from outdoor education.
- Outcomes of this project are being researched.

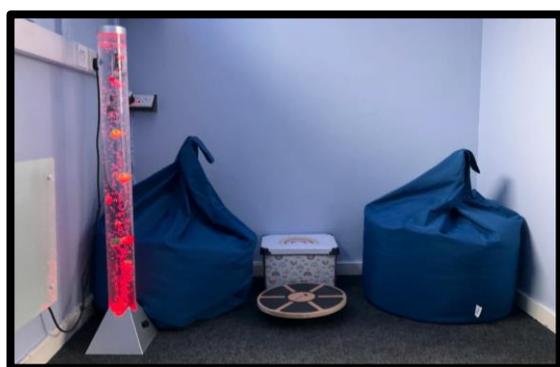
Selby LB are keen to measure the impact of these projects and so if you have been involved the LB will be contacting you for your feedback over the next six months.

Thank you to all those who returned the Selby LB's SENCo Survey. Watch out for emails and check this newsletter for the Locality Boards updates including new projects. Please email jennie.holt@northyorks.gov.uk if you're not getting the LB's emails about the project offers.

Why start a TMP?

In September 2021 The Wensleydale School & Sixth Form opened its doors to a Communication and Interaction targeted provision. They recruited a teacher with a primary and SEND background, a specialist teaching assistant as well as a part time administrator, to help out with the paperwork. They repurposed 3 rooms to create a hub within the school, to allow the students a place they could call their own. They are excitedly waiting for the local authority funded capital project (summer 2022), to allow them to develop some accessible outside space and to up-spec the rooms.

Using some of the startup funding they were able to furnish the rooms to create 3 distinct spaces. A therapeutic and practical learning / social space, a sensory room and an academic teaching space (total cost less than £1000). This has allowed them to improve provision significantly for 6 students from across the local authority, who fall between special school and mainstream levels of need. The added bonus for the school is some of the students in the TMP were in their mainstream the previous year and have transitioned smoothly into the unit.



Sensory rooms don't need to be expensive to be effective



A calming social / therapeutic space

Half a year on; the reasons for doing this are now clear to see. The students are really coming out of themselves and for the first time in years, accessing an education and wanting to come to school. This is allowing the staff to support their communication interaction needs, whilst also expanding their education into mainstream classes.

The model the school is using is not the school within a school. All new students into the TMP spend a period of time on assessment. When parents, students and SLT agree, students start accessing the mainstream curriculum in small incremental steps. As they transition to mainstream classes, the students know that the hub remains their safe place to return to if they are struggling with sensory input etc. This transition to mainstream is at the pace of the students, but the aim is that within the first year they should be accessing a broad and balanced curriculum with specialist support from hub staff.

The added bonuses for the school of being involved in the targeted provision, is the upskilling of staff on communication and interaction, as well as other free training and support that comes as part of the package. This training is being cascaded to the wider school to support our mainstream students with C+I needs. They also get regular contact from the education psychology and communication / interaction team, which again gives them more capacity to support the TMP students, evaluate their EHCP needs and develop effective interventions for them. The LA also provides excellent support through the Inclusion Locality Manager, who is reported by the school to be a mine of useful information and support.

If any school is considering starting a TMP and wants to see the Wensleydale school model working, please contact richard.lundie@wensleydaleschool.net

If you would like more information about TMPs please contact wendy.butterfield@northyorks.gov.uk who will be happy to meet with you to discuss the process.

Who are the Locality Boards and what do they do?



There are 5 Locality Boards (LBs) across North Yorkshire, they are a partnership arrangement between education providers and North Yorkshire County Council (in particular, Inclusion Team and School Improvement Team). The boards take collective responsibility for maximising outcomes for children and young people (aged 0 – 25) and embedding a strong culture of inclusion.

The LB members include Early Years Leaders, Post 16 Leaders, Head teachers / CEOs from Primary, Secondary, Special and PRU and NYCC Officers from Inclusion and School Improvement teams. Below is a list of LBs and their Chairs.

Locality Board	Chair
Craven	Helen Williams - CEO, Moorlands Trust
Hambleton and Richmondshire	Colin Scott - Headteacher, Risedale School
Harrogate, Knaresborough and Ripon	Jenn Plews - CEO, Northern Star MAT
Selby	Nick Hinchliffe - Headteacher, Selby High School
Scarborough, Whitby, Filey and Ryedale	Michael McCluskie - Director of Learning, Coast and Vale Learning Trust

LBs fund projects that can directly help you support your children and young people and they will let you know the projects they are running in a variety of ways including through email, this newsletter and via the SENCo Network. They are keen to hear what support you would like and so may send you a survey via email.

For further information about the inclusion aspect of the board please contact either jennie.holt@northyorks.gov.uk (H&R and Selby) or katie.middleton@northyorks.gov.uk (Craven, HKR and SWFR).

SEND Review Training

Free Online SEND Reviewer Training course, powered by Real Training

In order to improve the skills and confidence of the schools' workforce in supporting the delivery of high-quality SEND provision to pupils, Real Training and Whole School SEND have developed an online version of SEND Reviewer Training. This will enable more people within the schools' workforce to conduct quality reviews of SEND provision and empowering settings to improve their practices.

To benefit from this course, please complete your details below and we'll send you log-in details to our virtual learning environment, Campus Online. SENCO's

<https://realtraining.co.uk/online-send-reviewer-training>

Thank you to Aimee and Gary from Northern Star Academies Trust who shared this training.

Would you like to contribute to this newsletter??

We would love to hear all about your SEND good practice, success stories or anything you have found that you would like to share with others.

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