



SENCO NETWORKS

Spring 2024

AGENDA

1.00 DBV

1.30 FEAST update with Alice

2-2.30 Ofsted update and Adaptive teaching Olivia Kelly

2.30-3 Charlie Lowe

3 Daisy Chain 3.15 Preparation for Adulthood- Wendy

DBV AND DEVELOPMENTS

THE SYSTEM FINANCES ...

- Funding doubled
- Plans increased by 3 fold since 2014
- Specialist places increased by 50% since 2017, 350 more in the pipeline

DFE FUNDING TO NORTH YORKSHIRE

- NY currently receives £71m from the DfE in the High Needs Block (HNB) – a portion of the Dedicated Schools Grant (DSG).
- This pays for mostly EHC Plans, special schools, Independent placements and some specialist support (over 95% funds provision).
- We are funded at **142nd out of 151** Local Authorities. (revenue per head);
- We currently have a **£10m** accumulated deficit as at 31/03/23
- On current unmitigated projections, this will grow over the next few years.

FUNDING CONTINUED

- We get **£644 per pupil**, (top funded LA gets **£1,154**)
- At average LA (75th/151), we should get **£18m** more per annum.
- 34 LAs are so overspent on their HNB, they are part of a DfE scheme called “**safety valve**” and have jointly been awarded **£1bn** of extra funding.
- Over 50 more LAs, including NY are in the next DfE scheme called Delivering Better Value (DBV) in SEND. We have applied for £1m transformation grant – outcome in March 2024 – but cannot use to directly offset the deficit.

POSITION

● DBV Diagnostic



1. Diagnostic

Identify Opportunities and what it will take to deliver them

- Understand and quantify opportunities
- Understand how opportunities fit with existing and previous change programmes
- Understand enablers and risks to change
- Engage stakeholders to understand their perception of opportunities
- Develop a high level change plan

What are the expected Outputs of a DBV Diagnostic?

Module 1: Baselines and Forecasts

Outputs:

- Baselines of key performance and spend measures
- Refreshed future view of performance and spend if nothing changes
- Assured Opportunities
- Agreed formulas to calculate opportunities
- Priority diagnostic focus areas

Module 2: Root Cause Diagnostics

Outputs:

- Quantified opportunities in terms of spend and outcomes for CYP
- Refreshed future view of spend with impact of opportunities on spend
- Future view of when there will be impact on changes on measures
- Data backed evidence of opportunities

Module 3: Implementation Planning

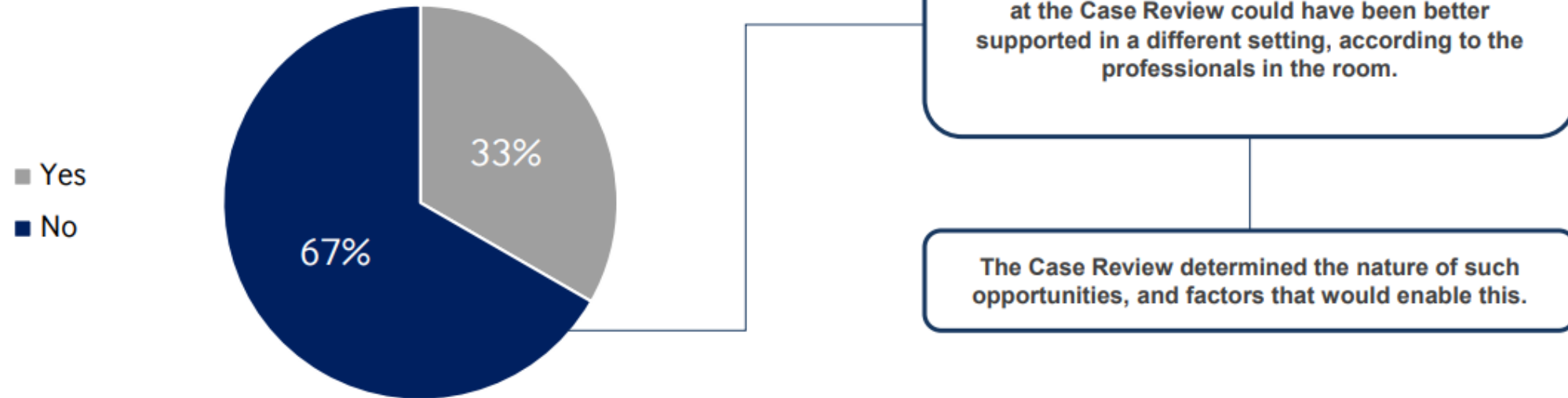
Outputs:

- High level implementation plans
- Workstream summaries
- High level system engagement plans
- Assessment of how ready a local authority is for change
- Risks identified for change programme

67% of the cases reviewed did not receive an ideal outcome with the provision being identified as the largest opportunity for change

We completed 3 Case Review workshops on the 6th, 12th and 19th October 2023 with participants from across a range of disciplines, reviewing 46 cases to understand whether we delivered an ideal outcome to a CYP with SEND. We reviewed cases of pupils at Mainstream, Maintained Special Schools, INMSS and Post-16

Did we achieve the ideal outcome for the CYP and enable them to achieve their goals and aspirations?



Making sure children are within the right provision will be the key to delivering better outcomes. Practitioners' views were used to give an indication of how many children could start in different provisions for better outcomes.

Case reviews identified opportunities to ideally support CYPs in less complex provisions whilst still meeting all their needs

When identifying non-ideal provisions at Case Reviews, practitioners discussed which would be the ideal provision for each of the cases.

Which provisions would be better suited to deliver ideal outcomes?

Provision (e.g. type of school/setting)	Cases	Ideal Placement (%)	EHCP Necessary (%)	Mainstream schools and academies	Resourced Provisions or SEN Units	LA maintained special schools	Others / Unspecified
LA maintained special schools	14	36%	100%	36%	21%	0%	7%
Mainstream schools and academies	13	85%	92%	0%	8%	0%	8%
Independent or non-maintained special schools	4	25%	100%	25%	0%	25%	25%
Post 16 specialist setting	2	100%	100%	0%	0%	0%	0%
Post 16 / FE Colleges	2	100%	100%	0%	0%	0%	0%

Practitioners generally agree to 4 major opportunities in providing support with a different provision

- ① Supporting the goals and aspirations of the child in **Mainstream rather than in MSS**
- ② Supporting the goals and aspirations of the child in **TMP rather than in MSS**
- ③ Supporting the goals and aspirations of the child in **Mainstream rather than in INMSS**
- ④ Supporting the goals and aspirations of the child in **MSS rather than in INMSS**

As our largest cohort, increased ideal outcomes in Maintained Special School could help a significant amount of children and young people

Deep Dive 1: Process Mapping of Primary to Secondary Transition

Understanding current process pain points would allow the identification of blockers preventing MDT involvement.

Deep Dive 2: MDT Listening Forum

Understanding from an MDT perspective the essential information that is not always available could help identify gaps in communication.

Deep Dive 3: CYP Listening Forum

Understanding CYP perception of what is required in mainstream to create a thriving environment could help North Yorkshire prioritise system improvements.

Experiences Shared by Children & Young People

School Inclusion

“I remember being told to stop playing with my fidget because it was disturbing the class.”

CYP feel that the approach of some schools did not cater to them. They felt reprimanded for behaviours which helped them concentrate or which they could not help.

“Primary school was awful. I got bullied and both the headmistress and the SENCO did nothing about it.”

When CYP with SEND experience bullying at school, staff have an important role in creating an environment where other children can include CYP with SEND

“Forced eye contact makes it harder to process information.”

Certain expectations from educational staff may be especially challenging towards CYP with SEND. This creates unnecessary difficulties to thrive while learning.

With awareness of SEND and the right practice, all educational staff can create inclusive environments.

Deep Dive 3 – CYP Listening forum

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Deep Dive 3: CYP Listening Forum

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Experiences Shared by Children & Young People

Listen to the CYP voice

“Certain lessons they pulled out support thinking I was doing okay, but I actually needed help.”

CYP shared that sometimes support was removed when they were still struggling. A gradual change in support level alongside communication with CYP could help change support level in a sustained way.

“Some classes I think, why do I have support in here, I am fine.”

CYP feel that resources are not utilised effectively. This can be addressed if they have more say in the day to day support they receive. This ensures support is tailored to what they most need.

“Allow us to have more say. Allow us into reviews for more than 5-10 minutes.”

CYP believe they will be able to describe what is helpful / not helpful if they are more involved in the current process.

CYP holds a perspective of what is the best support for themselves but this is sometimes not considered

CONVERTING WORKSTREAMS INTO DBV IMPLEMENTATION GRANT APPLICATION

- Grant application to access up to £1million of grant funding (fixed sum for all authorities in the DBV process)
- Criteria are stringent – emphasis on (a) informed by evidence bases from DBV Module 2 and (b) stakeholder engagement
- Grant funding has to be deployed between approval date (anticipated March 24) and an end point of March 25

SEND AND INCLUSION

TRANSFORMATION

ACTIVITIES

TRANSFORMATION PROGRAMME: FOUR BROAD AREAS OF ACTIVITY

Area 1 :- Funding decision making

Area 2 :- Confidence in the mainstream offer/Developing
Inclusive Communities

Area 3 :- Provision related opportunities

Area 4 :- Statutory SEND processes

OFFER/DEVELOPING INCLUSIVE COMMUNITIES

(DBV GRANT FUNDED)

- ‘Alongside support’ at point of transition from
 - Nursery to reception for children with autism, related complex social communication needs or significant learning disability
 - Transition from Y5/Y6 to Y7 and secondary school for children including those with autism or related complex social communication needs, or a range of presenting needs leading to perceived vulnerabilities at the point of transition
- Focus on individual cyp at point of transition – engagement with parents and school staff – including understanding assets and concerns, utilise consultation, multiagency solution focussed consultation, conversations, training or modelling of approaches, sensory audit etc.
- Model launched March 24
- CYP Identified and contact with families and setting made March 24

INCLUSION REVIEW AND QUALITY

STANDARDS/PLEDGE

School SEND/Inclusion standards focussing on evidence and practice

- learning and teaching
 - the curriculum offer and adaptations
 - the sensory, social and physical environment
 - approaches to promoting positive behaviour
 - legal duties and adaptations
 - Funding and provision mapping
 - Embedding cohort screening to meeting needs
 - Inspection frameworks
-
- ✓ Develop 'Inclusion in North Yorkshire' quality mark or pledge
 - ✓ Develop standards and review process
 - ✓ Celebration event
 - ✓ Peer to peer learning opportunities

Model launched March 24

Work with parent/carers, school leaders and Education and skills to develop audit process and tool

- Staffing will include: Senior Education Advisor, SEN support , 2 seconded sencos, business support
- Will build on existing good practice

'ALONGSIDE' HUB SUPPORT

- Redirect some Hub support
 - Enhanced support – short term
 - Each school has guaranteed access to support
 - Named person
 - Menu of options
 - Earlier support
-
- To be reviewed Spring 25

KEY MESSAGES

- Inclusion and inclusive communities
- Parent carer confidence
- Earlier identification and meeting of need
- Timely and positive communication
- Responsibilities and legal duties



Hello



**Autism
Central**
For parents and carers



**DAISY
CHAIN**
Autism & Neurodiversity

www.daisychainproject.co.uk/autism-central/



Overview

- A groundbreaking peer education programme
- Partnership of nine national not-for-profit organisations
- Commissioned by NHS England
- Delivered by local regional partners
- Everything informed by or co-produced with autistic people, families and carers
- Self referred, no diagnosis needed
- Free

Objective: to build knowledge and understanding of autism and empower families and carers to advocate for autistic people they support.



Background

A partnership of nine national not-for-profit organisations



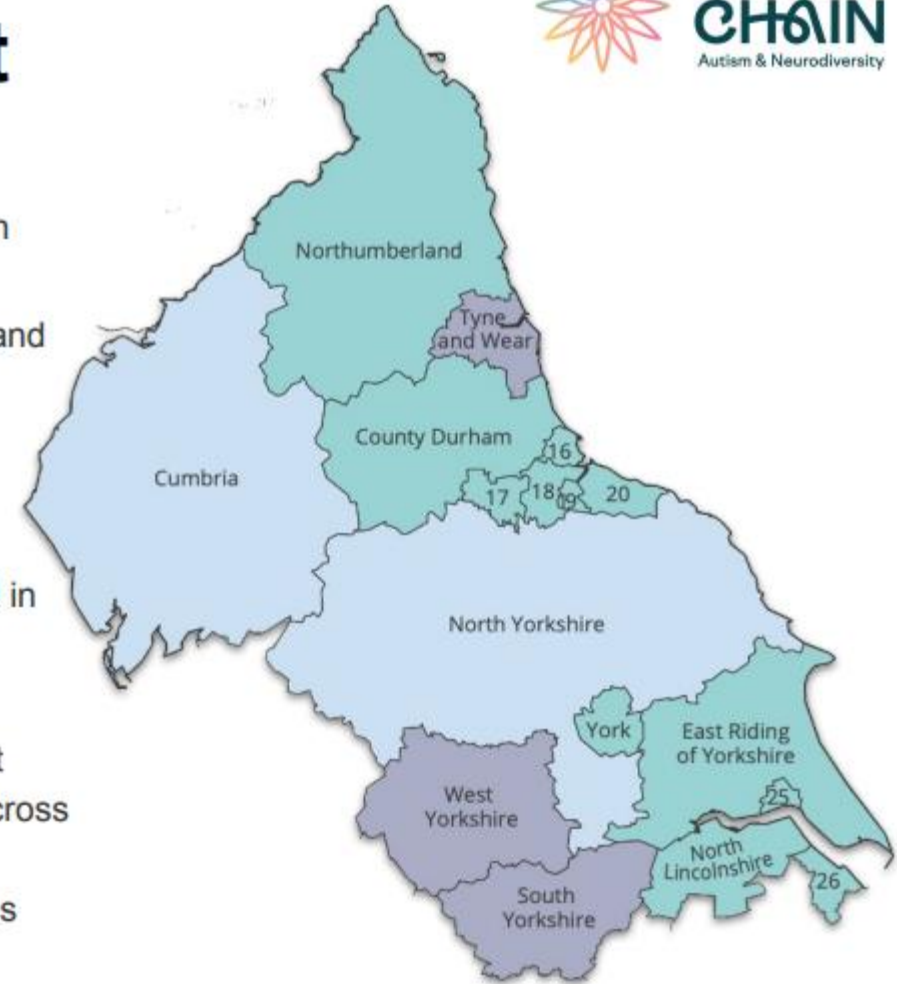


In the North East and Yorkshire



- Seven regional delivery partners (“hubs”) in England, mirroring NHS regions
- Daisy Chain is the Hub for the North East and Yorkshire Region



- Group and one-to-one sessions online and in person throughout the region, providing information on local services
- Local support helps families to get the right understanding and adjustments in place across the services they use.
- PLUS learning workshops on specific topics



Learning workshops for parents and carers

- 
- Introduction to Autism
 - Communication and behaviour
 - Eating
 - Sensory Processing
 - Siblings and Young Carers
 - Girls and Autism
 - Managing transitions - festive period
 - Managing transitions - y6-7
 - Understanding EHCPs
 - Attendance and mainstream school
 - After school distressed behaviour
 - Elective Home Education
 - Explaining Autism to the wider family
 - How to be an effective advocate for your autistic family member
 - And others currently in production, e.g. screen-time/ gaming, puberty, understanding executive function, self-care and hygiene
- 

Autism Central and your school

- Tell parents and carers about the Autism Central service
- Promote topical learning sessions (online and in the local area)
- Invite us to your school to host or attend a SEND coffee morning/ session with a group of parents and carers
- Ask us to deliver a learning workshop for parents and carers in your community (school/group of schools) on a specific topic

Get in touch

Meg Pickard is the Yorkshire Coordinator for Autism Central

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Thank you



**Autism
Central**
For parents and carers



**DAISY
CHAIN**
Autism & Neurodiversity



www.daisychainproject.co.uk/autism-central/

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Parent Carer Voice North Yorkshire

Emotionally Based School Avoidance (EBSA) project

Over the last 12 months or so, education settings and services supporting children and young people's mental health in North Yorkshire have reported that they are seeing an increase in children and young people with, or displaying signs of, emotionally based school avoidance. In response to this increased need, North Yorkshire Council and Humber and North Yorkshire ICB have engaged Parent Carer Voice North Yorkshire to co-produce guidance documents for use in schools to address this issue.

We are looking for interested participants to become involved in this project and help to develop the final documents, the following virtual sessions are specifically for education staff:

[Tuesday 20th February; 4-5.30pm \(Session 1\)](#)

[Thursday 22nd February; 4-5.30pm \(Session 2\)](#)

[Monday 26th February; 4-5.30pm \(session 3\)](#)

[Tuesday 27th February; 4-5.30pm \(session 4\)](#)

Please contact us at: parentcarervoice.ebsa@gmail.com

or visit our website: www.parentcarervoiceuk.org

The Go-To

For healthy minds in North Yorkshire

The Go-To is the home of wellbeing and mental health for young people in North Yorkshire. We're here to help you find the right help and support for you, to help you stay well, whatever is going on in your life.

The website is split into three sections; young people, parents/carers and professionals.

↓

The Go-To Champions

Will you be a Champion for mental and emotional health? Would you like to spread the word about The Go-To? If you are interested in learning about opportunities available, we'd love to hear from you.

[Visit The Go-To Champions page >](#)

Case studies

Here you will find examples of some of the amazing work happening across North Yorkshire. If you would like to contribute to sharing the learning please get in touch.

[Visit Our Stories page >](#)

Are you a parent or carer?

Whether toddlers or teenagers, children can need emotional support – and for many reasons too. If you're a parent or carer, we have resources which might help.

[Visit our parent or carers page >](#)

Adult Mental Health

Looking after your own mental health is key to ensuring you can make the most of your potential, cope with life and play a full part in your family, workplace, community and among friends.

[North Yorkshire Adult Mental Health information is here >](#)

Special Educational Needs and Disabilities

Find some key resources and information about Special Educational Needs and Disabilities (SEND) and mental health.

[Click here for more information >](#)

Autism and Mental Health

Find some key resources and information about Autism and mental health.

[Visit Autism and Mental Health Page >](#)

NEEDS BASED GUIDANCE FOR PROFESSIONALS

Needs based guidance for Social and Emotional Mental Health (SEMH) for Children and Young People in North Yorkshire.

This document has been developed to support professionals working with children and young people to help identify the best way to provide support for social and emotional mental health in North Yorkshire. The document uses the principles of the [Thrive framework](#). (please note, Thrive is different from the Thrive Approach to social and emotional wellbeing) and links to the 5 needs based grouping: Thriving, Getting Advice, Getting Help, Getting More Help and Getting Risk Support.

Thriving

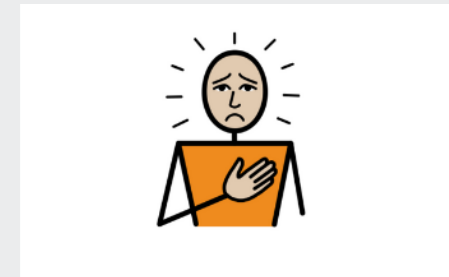
Most, if not all, children and young people will experience the normal difficulties of life and do not need individualised advice to support around their mental health issues. They will benefit from whole school practices that promote protective factors and social and emotional wellbeing, for example:

- regular PSE lessons, covering a range of topics related to social and emotional health and wellbeing, [resilience](#) and management of emotions
- curriculum activities that build resilience and the ability to take the knocks and setbacks of life
- regular 'review' check-ins with staff at all levels (ie. adults taking an active interest in the children and young people in their care)
- a stimulating curriculum that encourages investment in their own education, that promotes talents and interests and that raises aspirations
- positive role models amongst staff and other adults who can instil empathy, warmth and be non-judgemental

Getting Advice and Wellbeing in Mind Training provide support to schools and colleges across North Yorkshire. They help increase the skills, confidence and competence of staff dealing with emotional and mental health concerns to create a "Thriving" environment for children and young people.

It may not always be obvious when a child or young person is struggling to maintain good mental health. The following indicators **should not** be used as a checklist but may assist in determining whether a child or young person might benefit from support and where this could be accessed.

PRESENTING NEEDS (examples)			
The following indicators should not be used as a checklist but may assist in determining whether a child or young person might benefit from support and where this could be accessed.			
Getting Advice	Getting Help	Getting More Help	Getting Risk Support
This category includes children and young people who are struggling to manage their emotions and behaviours when dealing with the normal difficulties of life and are seeking support from their school to improve their wellbeing.	This category includes children and young people presenting moderate difficulties who are seeking support, advice and information from professionals.	This category includes children and young people presenting moderate difficulties who seek further help beyond the support and interventions provided by the professionals.	This category includes children and young people who are struggling to manage their emotions and behaviours when dealing with the normal difficulties of life and are seeking support from their school to improve their wellbeing.
School Performance	School Performance	School Performance	These children and young people remain a significant concern to the school.



I'M A YOUNG PERSON EASY READ GUIDE

I feel really sad

[Download Easy Read Guide ↓](#)

MINI MARKETPLACE FLIPBOOK

North Yorkshire Council | **NHS** | **North Yorkshire Humber and North Yorkshire Health and Care Partnership**

Mini Marketplace

Social and Emotional Mental Health Support for Children and Young People in North Yorkshire

The Go-To
For healthy minds in North Yorkshire

YOUNG PERSONS GUIDE

Are you a Young Person needing help with your mental health?

Do you need some more information?
Talk to family, friends or an adult you trust.

Would you like to talk to someone?
If you are concerned about your mental health, you can talk to a professional. They can help you and a range of services that will be able to help you.

Do you need urgent support or help?
If there is a reasonable danger of serious harm to you or others, call 999.

If you need someone to talk to and the problem isn't immediately life threatening call 111.

Self-Care
You can manage your mental health by taking control of your thoughts and feelings. You can learn to manage your thoughts and feelings and you can learn to manage your feelings.

Click here for our Market Place which offers more in depth information on mental health services in North Yorkshire.



SENCO Network

Spring 2024

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Every teacher a teacher of SEND

Every leader a leader of SEND

Every governor a governor of SEND



NYCC SEND Policy and SEN Information Report

Updates:

SEND Policy

SEN Information Report

Support Plan Templates

National Updates

[Transition to national professional qualification for special educational needs co-ordinators - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

Guidance

Transition to national professional qualification for special educational needs co-ordinators

Published 5 July 2023

The national professional qualification will become the mandatory qualification for SENCOs from September 2024. First teaching of the national professional qualification for SENCOs will take place in autumn 2024.

The requirement to complete training within 3 years of appointment will continue to apply.

The existing NASENCO will remain the mandatory qualification until autumn 2024. Aspiring SENCOs should continue to sign up for the NASENCO qualification until the end of the 2023 to 2024 academic year.

Completion of these courses will be recognised as fulfilling the mandatory training requirement so long as they are completed within 3 years after starting a SENCO post.

SENCOs who have successfully completed the NASENCO will not be required to complete the new national professional qualification.

The national professional qualification for SENCOs will only be available from autumn 2024.

Ofsted Reports – Common Themes

Autumn Term

Strengths

Pupils with special educational needs and/or disabilities (SEND) have access to the full curriculum. Leaders identify and understand the additional needs of pupils with SEND. Staff receive appropriate information which allows them to make adjustments to ensure that pupils with SEND can complete their work. The number of pupils with an education, health and care plan has increased significantly of late, and leaders are committed to ensuring that these pupils get the help that they need.

Staff have excellent knowledge of pupils, their needs and their families. Pupils with special educational needs and/or disabilities (SEND) benefit from support both in school and from external agencies. Leaders ensure that pupils with SEND achieve well by carefully adapting the curriculum when needed. There is a clear sense of inclusivity and of meaningful, effective communication with parents and carers.

The school's oversight of special educational needs and/or disabilities (SEND) is a strength. Staff have the highest expectations for pupils with SEND. Pupils with complex needs access a broad curriculum. Adults support pupils with SEND in many ways, such as using practical apparatus and picture timetables. Individual plans for pupils are written carefully and targets are broken down into small, achievable steps. Leaders work tirelessly with external agencies, parents and carers to help meet the needs of pupils with SEND.

Ofsted Reports – Common Themes

Autumn Term

Strengths

The progress of pupils with special educational needs and/or disabilities (SEND) is closely monitored. Leaders for SEND ensure staff are fully informed about the individual needs of pupils across the school. This allows staff to provide focused support in lessons. Pupils with SEND generally do well as a result. They value the support they receive.

Pupils with SEND have their needs identified well by staff. There is suitable support in place and teachers quickly get to know pupils' individual needs. Classrooms are inclusive. There are no limits to what pupils with SEND can achieve. Teachers encourage all pupils to complete challenging tasks. This ensures that they build on knowledge they already have.

Leaders ensure that pupils with special educational needs and/or disabilities (SEND) follow the same curriculum as other pupils. Teachers put necessary adaptations in place to ensure that these pupils are supported to be successful in their learning.

Ofsted Reports – Common Themes Autumn Term

Strengths

Pupils with special educational needs and/or disabilities are quickly identified and supported. The ambition for these pupils matches the curricular ambition of their peers. Staff understand how to offer the right level of support for these pupils so that they are successful and have chance to develop independence and resilience in their learning.

Pupils with special educational needs and/or disabilities (SEND) learn the same ambitious curriculum as their peers. If pupils have different starting points, the school makes sure that they learn a curriculum that is just right for them. Adults work to remove any barriers that pupils might face to their learning. They do this by making sure that pupils have everything that they need to help them understand. Pupils master new knowledge quickly and are confident learners. Pupils with SEND flourish because of this support.

Pupils with special educational needs and/or disabilities (SEND) are given the right support in lessons. This helps them to achieve well. Children in early years are taught by highly skilled staff. Children make a good start to their learning in reading, writing and understanding number.

Ofsted Reports – Common Themes

Autumn Term

Strengths

Pupils with SEND are well supported throughout the school. Their needs are identified early. Precise plans are put in place so that staff know how to help them. Pupils with SEND are included in lessons and receive the support they need in order to succeed. The school has prioritised training for staff so that they know how to support pupils with SEND.

Pupils with special educational needs and/or disabilities (SEND) access the same curriculum as their peers. The school identifies pupils' needs well. It ensures that teachers and other adults receive appropriate training to meet pupils' needs. This helps pupils with SEND to achieve well.

The provision for pupils with special educational needs and/or disabilities (SEND) is a strength of the school. Established processes are in place to identify pupils' needs swiftly. The school provides timely and focused support to individual pupils when it is required. Leaders regularly review this support to ensure that it meets the needs of pupils. In class, pupils with SEND are supported effectively.

Ofsted Reports – Common Themes

Autumn Term

Strengths

The school has ensured that staff are well trained. Staff have a good understanding of the subjects they teach. Teachers assess pupils' knowledge regularly to check for understanding. They use this information to make sure that lessons are matched to pupils' ability. The needs of pupils with SEND are carefully considered and adjustments are made to enable these pupils to successfully access the same curriculum as their peers.

The school identifies non negotiables that are expected in all lessons to support pupils with SEND. These include checking pupils' work, breaking down information into chunks and clear verbal and written instructions. This creates a consistently strong experience for those pupils. The school has high aspirations for all pupils. It ensures that the needs of pupils with SEND are met.

The school has an effective and timely system to identify the needs of the pupils with SEND. Teachers set appropriate targets for pupils. The school monitors the targets to ensure that pupils are making progress.

Ofsted Reports – Common Themes

Autumn Term

Strengths

The school knows that some pupils, especially those with special educational needs and/or disabilities (SEND), need more support. The school has ensured that teaching and pastoral staff have the skills and knowledge needed to help pupils with SEND. Support plans are detailed and accurate. These help teaching staff to ensure that pupils with SEND are able to access the curriculum alongside their peers. All pupils, including those with SEND, are carefully monitored with timely, personalised support to ensure that they succeed.

There are effective systems and processes for identifying pupils with SEND. Leaders have thought carefully about the provision for pupils with additional needs. Staff know these pupils well and care for them. Pupils with SEND value the support they get. They make significant contributions in lessons.

Leaders make sure that pupils with SEND have the right support in the classroom and can fulfil their potential. Leaders make prompt referrals to additional professionals. Leaders use a range of ways and resources to meet pupils' needs. This helps pupils with SEND access the same curriculum as their peers.

Ofsted Reports – Common Themes

Autumn Term

Areas for Development

- The quality of work produced by some pupils is not good enough. The school needs to **raise expectations** for what all pupils can achieve, including pupils with SEND.

The school has well-established systems in place to support pupils' mental health and well-being. Pupils with special educational needs and/or disabilities (SEND) are supported in their learning, where necessary, by adults. However, the **curriculum is not adapted sufficiently to meet the needs of pupils with SEND**. Some pupils with SEND are given work that is not challenging enough. Effective processes are in place to identify pupils with SEND. However, the **school has not broken down the small steps of progress that individual pupils with SEND need to make**. Precise information about what individual pupils with SEND need to learn is not communicated clearly to staff. This makes it difficult for the school to check the progress of pupils with SEND accurately.

- The school has **not clearly identified the small steps of progress that pupils with SEND need to make**. Some pupils with **SEND complete work that does not consistently meet their needs**. The school should ensure that the small steps that pupils with SEND need to take are known to teachers, and regularly reviewed, to effectively support pupils in their learning.

Ofsted Reports – Common Themes

Autumn Term

- Provision for SEND has been identified as a **strength** in the majority of schools in North Yorkshire
- Key themes from inspections, indicate inspectors are focusing on the following for SEND:
 - Staff knowledge and training
 - Curriculum adaptations – same curriculum as their peers
 - Targets on support plans
 - Progress of SEND and how it is monitored

Ofsted Reports – Common Themes

Questions to reflect on and take back to school

- Have you identified how your curriculum is adapted to meet the needs of the SEND in your SEN Information report?
- Do you have a SEND CPD plan for staff?
- Is your curriculum consistently adapted to meet the needs of the SEND? How do you know?
- Do you monitor how the curriculum is adapted? Do curriculum leaders know how the curriculum is adapted? Do they monitor how the curriculum is adapted?
- How do you ensure targets on support plans are SMART? Are they regularly reviewed? How do you use support plans to evidence progress?
- How is the progress of SEND pupils tracked and monitored? Do curriculum leaders monitor the progress of SEND?

Adaptive Teaching

The terminology has been in use for a number of years and is part of both the Department for Education Teachers' Standards and the Early Career Framework.

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Standard 5 of the Teachers' Standards (2011)

Adaptive Teaching

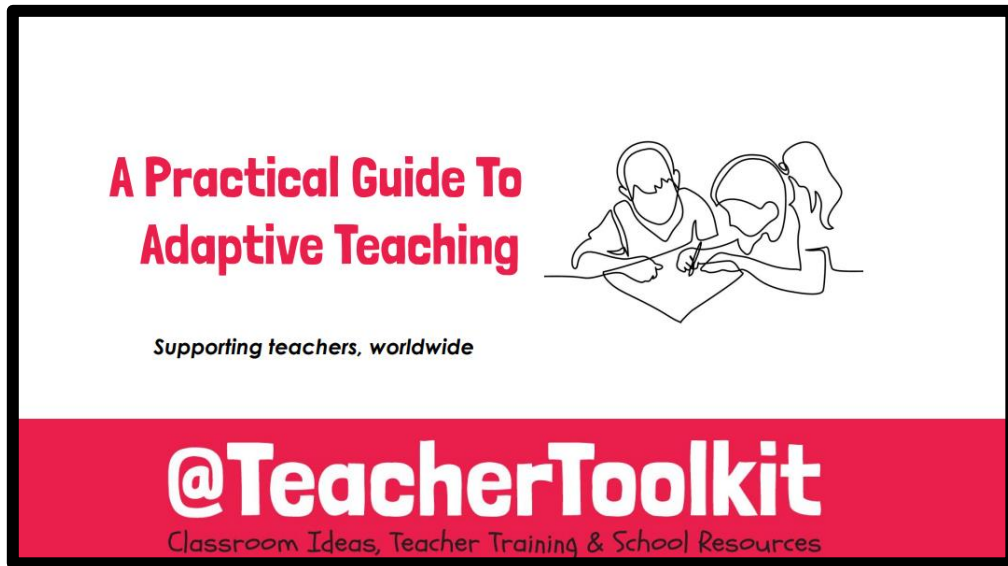
Standard 5 of the Early Career Framework (ECF) for new teachers states that teachers should learn that:

- 1. Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.*
- 2. Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.*
- 3. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.*
- 4. Adaptive Teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.*
- 5. Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils.*
- 6. There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial.*
- 7. Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.*

Early Career Framework – [Department for Education](#)

Adaptive Teaching

Resources



[Practical Adaptive Teaching Examples \(teachertoolkit.co.uk\)](https://teachertoolkit.co.uk)

Adaptive Teaching

Resources



Adaptive Teaching: A Practical Step-by-Step Guide

[Adaptive Teaching: A Step-by-Step Guide For Teachers
\(thirdspacelearning.com\)](https://thirdspacelearning.com)

Adaptive Teaching

Resources



[Webinar: Adapting teaching for learners with SEND | Whole School SEND](#)

Webinar: Adapting teaching for learners with SEND

Webcasts | 04 Oct 2022

Early Career · SCNWLON

👍 1 [Bookmark](#)

This session for Early Career Teachers, explores strategies that can be implemented in the classroom to support children and young people with SEND using the graduated approach (Assess, Plan, Do, Review). You will learn about the national picture and key legislation, and how this impacts on our moral imperative to provide access and opportunities for children and young people with SEND. You will also be sign-posted towards resources to support further professional development.

Online CPD Modules

Titles available

Over the next 3 years Whole School SEND and Real Group will be developing and releasing new online units.

The list of unit titles currently available are:

- Unit 1: Creating an emotionally safe environment
- Unit 2: Creating a socially safe environment
- Unit 3: Creating a physically safe environment
- Unit 4: An introduction to speech, language and communication needs (SLCN)
- Unit 5: Identifying and supporting speech, language and communication needs (SLCN)
- Unit 6: Supporting the development of speech, language and communication skills
- Unit 7: Creating a learning environment that supports speech, language and communication
- Unit 8: Understanding behaviour as communication
- Unit 9: Promoting mental wellbeing in your setting
- Unit 10: Understanding and promoting resilience
- Unit 11: Understanding anxiety and creating a supportive learning environment
- Unit 12: Supporting sensory differences in the learning environment
- Unit 13: An introduction to teaching learners with physical needs
- Unit 14: Understanding executive functioning
- Unit 15: Memory for learning
- Unit 17: Developing maths skills
- Unit 18: Person centred working



Online SEND CPD Units

This series of online Continuing Professional Development (CPD) units is designed to support those who work with children and young people in schools and further education settings to deliver an inclusive experience for every learner.

Funded by the Department for Education, and developed in partnership with Real Group, these free-to-access units build on learning from our Ambitious About Inclusion modules.

In all, 20 units will be released over the next two years. Units on Safety and Belonging were launched in October 2022 and have since been completed by over 1200 practitioners with consistently positive feedback. Over the next few months we will be launching further units - check back regularly for the latest releases.

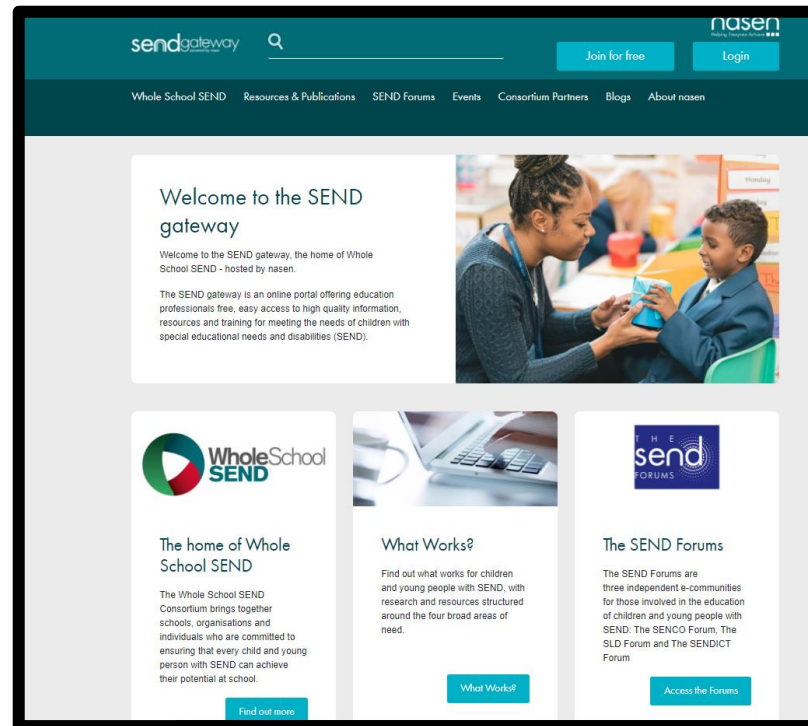
Each online unit takes 20 minutes to complete and is supported by a live online networking session, facilitated by a regional SEND leader. Places are limited, so early booking is advised - please see below.

[Online CPD \(wholeschoolsend.org.uk\)](https://wholeschoolsend.org.uk)



SEND Gateway

[SEND Gateway Home Page | SendGateway](#)



Resources

[Welcome to CYPSSinfo | CYPSSinfo \(northyorks.gov.uk\)](https://northyorks.gov.uk)

CYPSS Info

- Generic Login for your school or SENCo support only

senco815

NY_cyps2019



- ▼ Special Educational Needs & Disabilities (SEND) and Inclusion
 - Alternative provision
 - Disabled children's service and the children's resource centres
 - Early identification of SEND in schools
 - Exclusions
 - Inclusion Funding (Element 2)
 - Medical education service
 - SEN Support Funding
- ▶ SENCo Support
 - SEND education provision in North Yorkshire
 - SEND hubs
- ▶ SEND support
 - SEND transport
 - Specialist careers advice
 - Statutory SEND Processes (EHC Assessments and EHCPs)
 - Support from SEND and Inclusion
 - Targeted provision



Teacher Handbook: SEND



Embedding inclusive practice



Teacher Handbook SEND - January 2024.pdf ([nasen.org.uk](https://www.nasen.org.uk))
comprehensive- legislation, principles of learning, down to area of need and subject specific info.



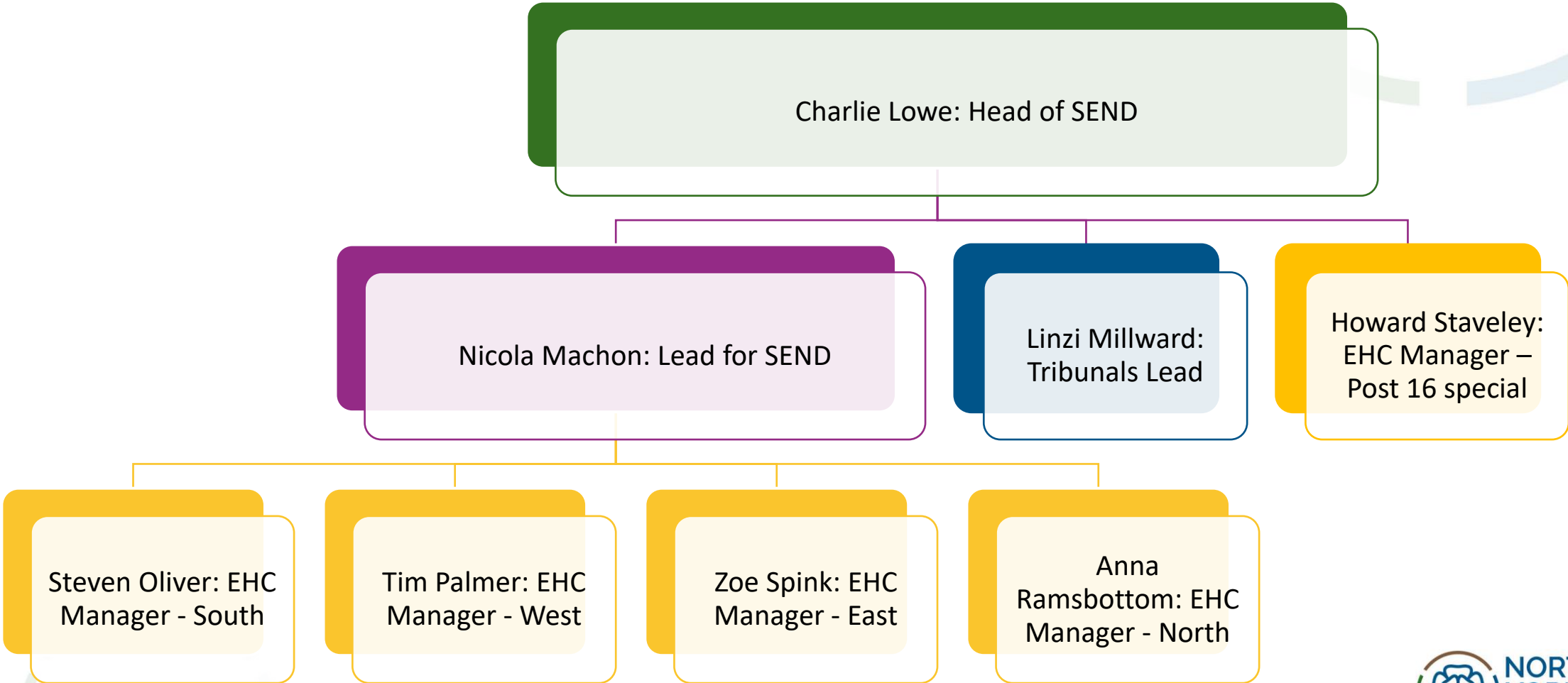
NYC SEND updates

Charlie Lowe

EHC team

- Sufficiency study
 - Additional staffing capacity + 7
- 1st April Service remapping
 - School post code model
- Recruitment
 - 5 x perm EHC Casework Managers
 - 16 x perm EHC Casework Officers
 - 8 x perm EHC Casework Officers

Who's who?



Service Review

- Statutory Assessment
- Annual Reviews
- Consultation
- Decision Making and the Law
- Communication
- Data
- Quality Assurance

The first term

- CPD / training schedule in place (4.1)
 - Communication, QA, AR, Mediation
- Communication promise (4.1)
- Staff handbook v1.1 (4.1)
- CYPLT report and recruitment (4.1)
- QA group established (4.1)
 - QA Matrix under review
- Gateway 1 and 2 refresh project (4.8, 4.1)
 - Regulation 4(2)
 - Decision making (4.2)
 - K forms reviewed
- Annual Review documentation reviewed (4.1)
- Consultation process (4.1)
 - Letter coproduced
- Parent events (4.1)

FR9: EHC Service

- Focused review underway
- Workshops process mapped service with a statutory, partner and comms focus
- Topics covered include:
 - Initial assessment and annual review processes;
 - Decision making and the law;
 - Mediation and Tribunals;
 - Commissioning;
 - Customer experience and communication
- Workshop outputs are helping to validate existing opportunity areas

The future

- 02.24 G1 & G2 training session
- 02.24 Feedback from focussed review
- 03.24 Schools focussed group trialling Draft AR form
- 04.24 New Locality structure
- 04.24 Revised ECHAR forms distributed
- 05.24 Revised AR paperwork distributed
- 06.24 QA Matrix v2.0 finalised
- 06.24 Training – EHCAR and Annual Review
- 07.24 Further parent voice sessions completed



Holiday activities and food for children and young people on benefits-related Free School Meals 





What is FEAST?

The Holiday Activity and Food Programme (HAF) for North Yorkshire

Overview

In 2021, the government committed to funding holiday activities and food programmes (HAF) for three years in every English local authority.

The programmes provide free activities and a free meal (at the activity) to eligible children across the Easter, Summer and Christmas holidays. Every activity must include physical activity, enrichment (e.g. arts, learning etc.), healthy lifestyles information and food that meets School Food Standards.

The programme is primarily for children and young people on **benefits-related Free School Meals**. Other CYP can be made 'eligible by exception' by their school.



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What is FEAST?

The Holiday Activity and Food Programme (HAF) for North Yorkshire

Background

Research has shown that the school holidays can be pressure points for some families. For some children this can lead to a holiday experience gap, with children from low-income households being:

1. less likely to access organised out-of-school activities
2. more likely to experience 'unhealthy holidays' in terms of nutrition and physical health
3. more likely to experience social isolation

Evidence shows that free holiday clubs can have a positive impact on children and young people, and that they work best when they:

- provide consistent and easily accessible enrichment activities
- cover more than just breakfast or lunch
- involve children (and parents) in food preparation
- use local partnerships and connections, particularly with the voluntary and community organisation sector



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Headline data

CHRISTMAS 2023

- 362 schools issued vouchers, with North Yorkshire Together issuing hundreds more
- 16,150 vouchers were issued
- 4706 (29%) were redeemed by parents/carers
- 51 providers offered 5708 places for free activities and food, with most being fully booked and many had Waiting Lists
- 4924 (86%) places were filled
- 1,646 individual children participated

SUMMER 2023

- 350 schools issued vouchers, with North Yorkshire Together issuing hundreds more
- 14,900 vouchers were issued
- 6771 (45%) were redeemed by parents/carers
- 70 providers offered 27,394 places for free activities and food, with 79% being fully booked and many had Waiting Lists
- 18,713 (68%) places were filled
- 3,493 individual children participated



Voucher allocation and 2024 timeline



- Schools sign up to HolidayActivities, the app we use to allocate and distribute the vouchers and that parents of CYP use to book onto activities.
- HolidayActivities identifies BR FSM CYP from the MIS and makes these children automatically eligible.
- Schools use HolidayActivities to select any CYP they wish to make eligible by exception.
- For Easter this needs to be done before our 'go live' date (26th February)
- On go live day, vouchers are generated and sent (via email/text) to the primary contact of each child
- Families receive the voucher and use HolidayActivities to book onto activities
- Schools can, at their discretion, generate vouchers after the 26th February
- North Yorkshire Together may issue vouchers when schools are closed





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Who is eligible?

All children receiving benefits-related Free School Meals (BR FSM) are eligible for FEAST.

Your school can also make other children and young people who face **significant financial and/or other disadvantage** eligible by exception. This **might** include, for example, young carers, refugees and asylum seekers and those with SEND.

Apart from receiving BR FSM, there are no criteria that guarantee a child/young person is eligible for FEAST, and there is no automatic entitlement to eligibility based on any other particular experience, including those examples listed above.

For example, a child/young person having SEND does not mean their family would necessarily struggle to pay for their attendance at a holiday activity.

You know your children and young people better than we do, so you are best placed to decide whether any of your children and young people not on benefits-related Free School Meals should be made eligible for FEAST by exception.





Who is eligible by exception?

We ask schools to make the decision that is right for them and their families, bearing in mind:



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- There is a limit to how many non-FSM children/young people the FEAST programme overall can support financially.
- To support us to achieve this, **we ask schools to aim not to increase your total number of eligible children/young people by more than 15%**
- School are asked to consider whether a parent of a CYP redeemed their voucher and accessed activities in previous holidays.

Every school is different. In some cases, 15% will not be enough. Schools are able make the decision to increase this, if their families really need the support of the programme.





No Shows at activities?

CHRISTMAS

814 individual children (49%) booked onto activities and then didn't attend, this meant 1125 sessions were lost.

Potential Reasons:

Nothing nearby

Do you know any club/activity that might be interested in applying to run FEAST sessions?

Do all parents know we offer a transport service?

Busy/Changed mind

Encourage parents to communicate with activity providers so the place can be reallocated

We are looking for more Secondary and SEND activity providers



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Useful Links

What is FEAST - North Yorkshire Together

(Translates into most languages)

HolidayActivities.com | The dedicated HAF platform

(Has a chat function and lots of clear, simple recordings for support)

Please share both websites with parents/carers





Any questions?





Preparation for Adulthood

SENCO update

February 2024

PfA Forum

Meeting across service areas to develop and move forward the PfA action plan

Across: Inclusion Education & Skills, Health, DCS, Youth Voice, PCV, SENDIASS, HAS, Early Help

Focus on key areas: Employment, Education, Health, Leisure, Transitions and Independent Living

Based around the PfA Standards

Next steps ... getting settings involved

Employment - Supported Internship

Requirements

- An EHCP
- Between ages of 16 and 24

Overview

- 12 months study programme
- 1-2 days education/3-4 days employer placement
- Supported by a job coach
- Last year of education
- Expectation to be employment ready
- EHCP expected to cease
- Consultation via the SEN Team

Employment – Supported Internships

DfE SI grant

- 3 year mission to double interns nationally & increase the quality
 - Training
 - SIQAF
 - Additional placements

Current position

- 8 providers
- 58 interns
- 55% interns employed from 22-23

Procurement for September 2024

Employment - Supported Internship

Education provider	Location	Employment options	Contact
Harrogate Skills 4 Living (HS4L)	Harrogate	Factories, large companies, hotels	Hadyn Moorby-Davies hadyn@hs4lc.org.uk 01423 447395
Disability Action Yorkshire (DAY)	Harrogate	Individualised	Denise Baynton Denise.Baynton@da-y.org.uk 01423 855429
Harrogate College DFN Project Search	Harrogate	Harrogate Hospital	John-Paul Wordsworth john-paul.wordsworth@harrogate.ac.uk 01423 878205
Craven College	Skipton	Individualised	Danny Hinchcliffe dhinchcliffe@craven-college.ac.uk 01756 243503
Right 2 Work	Skipton	Individualised	Peter Bradbury peter.bradbury@right2work.org.uk
Groundwork	Selby	Gardening Horticulture	Amanda Scrimgeour Amanda.Scrimgeour@groundwork.org.uk 01757 292124
Blueberry Academy	Selby Scarborough York Northallerton	Individualised County Hall	Andy Bucklee abucklee@blueberryacademy.co.uk 07961 295338
Supporting Choice	Scarborough	Individualised	Richard Oldale admin@supportingchoice.co.uk 01723 480032

Education – PfA Outcomes

North Yorkshire Preparation for Adulthood Outcomes
Foundation Stage – Stage 2

A range of Preparation for Adulthood (PfA) outcomes that children can achieve, starting from their earliest years through to adulthood.

Included outcomes consider:
 ■ Education / World of Work ■ Health
 ■ Independent Living ■ Community Inclusion


Pupil: _____
 Parent: _____
 School: _____
 Date: _____

North Yorkshire Preparation for Adulthood Outcomes
Stage 3 – Stage 5

A range of Preparation for Adulthood (PfA) outcomes that children can achieve, starting from their earliest years through to adulthood.


Included outcomes consider:
 ■ Education / Employment ■ Health
 ■ Independent Living ■ Community Inclusion

Pupil: _____
 Parent: _____
 School / College: _____
 Date: _____




Stage 4

Education / Employment Completed ✓

 2.01 I am working towards my goals and I have thought about my options beyond school.
 2.02 I understand my future employment options.
 2.03 I have received careers advice and built a personal profile.
 2.04 I know I can ask for help if I feel worried about transferring to a new school/college.


Health Completed ✓

 2.05 I know my immunisations are up to date and I eat a healthy balanced diet.
 2.06 I know where to go if I need advice regarding sexual health and relationships.
 2.07 I know to switch off all electronic devices to get a good night's sleep.
 2.08 I know who to ask for support regarding my mental health and wellbeing.

Independent Living Completed ✓

 2.09 I know how to plan an individual journey and I can travel independently.
 2.10 I know how to look after myself and I am able to cook, clean and wash my own clothes (independent living skills).
 2.11 I am able to budget my money and I know how to save.
 2.12 I can socialise unsupervised in the local community.

Community Inclusion Completed ✓

 2.13 I understand the dangers of social media/internet/online gaming and use them appropriately.
 2.14 I can manage my time and know how to act responsibly.
 2.15 I actively engage myself in the community and belong to different groups.
 2.16 I can develop and maintain healthy friendships and relationships.

Stage 4 Evidence

When I leave school I would like to:

My aspirations in life are:

Parent/Carer comments:

Outcome evidence

Additional evidence pages available at the back

Parent/Carer Signature: _____ Teacher Signature: _____
 Stage Completion Date: _____



Health

The Go-To
For healthy minds in North Yorkshire

I'm a young person | I'm a parent or carer | I'm a professional

Select Language | Search this website...

Not sure what to feel about what you're feeling ?

Welcome to the home of wellbeing and mental health for young people in North Yorkshire. We're here to help you find the right help and support for you, to help you stay well, whatever is going on in your life.

Visit our FAQs Page >

WHAT'S NEW?

Resources to support you!

The [Mini Marketplace](#) will support professionals, parents & carers working with Children and Young People in finding the most appropriate mental health support based on a child/young person's needs.

New case study added [Rossett Acre Primary School](#).

Check out more NHS mental health services >

Humber and North Yorkshire Health and Care Partnership

14 - 25 Transitions Guide

A guide for parents of young people with Education, Health and Care Plans aged 14 to 25 years in mainstream and special education who are preparing for adulthood

Includes information about:

- Education
- Health
- Social care
- Employment
- Transport
- Finance and benefits

Written with parents, for parents!

Published by Partnership values:

- NHS Humber and North Yorkshire ICB
- North Yorkshire Council
- Parent Carer Voice North Yorkshire
- SENDIASS

Preparing for adulthood in North Yorkshire: transition between children's and adult health services

Planning for the future

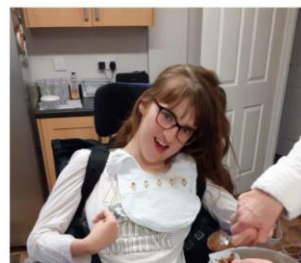
As your child gets older, they may be able to start making their own decisions about a lot of things that matter most to them, this includes their health and wellbeing.

Children's and adult health services are organised differently. If your young person has lots of health needs, there may be many changes to how they receive their health care and support as an adult.

Health teams such as those in your local doctor surgery or hospitals can help them become more independent in managing their own health and moving from children's health services to adult ones. In healthcare we sometimes call this 'transition'. Transition can be individualised to meet their needs by clinicians and professional involved.

It is important to start thinking about the transition for your child as they move from childhood to adulthood and the services they access. This can be done from the age of 14-18.

I'm a young person with SEND



Community - FEAST

feast
Free activities
for
children and young people
in school holidays.

Packed with sport, art, fun and food, there's something for everyone

Everyone in North Yorkshire from Reception to Year 11 can join in, with FREE places available for children and young people eligible for benefits-related Free School Meals.

Discover what's on offer at [feastNY.org](https://www.feastny.org)

Department for Education
NORTH YORKSHIRE TOGETHER



FEAST brings the fun to the school holidays, offering loads of different activities for everyone to take part in.

All children and young people across North Yorkshire can get involved in a range of activities, with free places and a free lunch for those on benefits-related Free School Meals, thanks to funding from the Department for Education.

If your child is eligible for benefits-related Free School Meals, you will receive a voucher from their school. This will enable you to book school holiday activities that are part of the FEAST programme for free, using the online platform HolidayActivities.

To see all the fantastic activities on offer and learn more about how to claim a free place, visit the FEAST website.

If you have any questions about FEAST, please email hello@northyorkshiretogether.co.uk

Discover what's on offer at [feastNY.org](https://www.feastny.org)



SCAN ME

Department for Education

NORTH YORKSHIRE TOGETHER

NORTH YORKSHIRE COUNCIL

North Yorkshire Local Offer



**Any questions? Comments?
Feedback?**

A photograph of a field of sunflowers at sunset. The sun is low on the horizon, creating a warm, golden glow. The sunflowers are in the foreground, with one in sharp focus. The background is a soft, out-of-focus field of more sunflowers. A black rectangular box with white text is overlaid on the top left of the image.

NEXT DATES

- Start of June- next networks
- Face to Face
- Will contain significant info about the hubs and DBV projects
- Will kick off some more local practice and support networks
- Will include lunch