

May 2022

SENCo networks



Welcome!



Agenda

- 1pm SEND team update
- 1.15 Hubs update
- 1.30 OT team update
- 2 TMP update
- 2.15 SEND and phonics
- 2.40 SLCN update



OVER THE WALL

UK Children's Charity

OFFICIAL - SENSITIVE



ABOUT OVER THE WALL

Over The Wall is the UK based charity for children with serious illness and disabilities and their families to discover a world of mischief and magic. A place where they can be brave and have fun with others.

These amazing places are in-person at residential camps and online, with Camp in the Cloud and Camp 365. And what's more, it's all free!

Our Vision

Our vision is to provide every child living with the challenges of serious illness or disability and their families, access to our free-of-charge transformational programmes.





**Inclusivity and
Acceptance**



**Inspiration, Escape
& Adventure**



**Support &
Friendship**



Fun



Safety



OVER THE WALL
a seriousfun camp

OVER THE WALL HISTORY



1999

Paul Newman and Joe Woods set up the first SeriousFun Camp in the UK

2020

The launch of the first virtual camp - Camp in the Cloud

1988

Paul Newman founded SeriousFun Children's Network

2019

Over The Wall turns 20!

2022

Bring camp home everyday of the year with Camp 365.



RESIDENTIAL

Our residential activity camps are an opportunity for children, young people and families to get away from home and the day-to-day pressures of life.

We offer a medically and physically safe environment that allows young people affected by health challenges to step outside of their comfort zones, establishing friendships and build their confidence through meaningful and exciting activities.





RESIDENTIAL

We run camps at selected sites around the UK, and offer transport hubs from certain UK cities, all free of charge. When we say 'camp' we don't mean tents; we provide comfortable accommodation with beds!

As well as our staff team, campers are supported by our wonderful volunteers, both clinical and non-clinical. Our clinical volunteers take care of each camper's medical and care needs. They are all fully qualified Doctors, Nurses and Paramedics and are led by our own Over The Wall Nursing Team.

 **OVER THE WALL**
a seriousfun camp

CAMP 365

Jump into a world of imagination and adventure!

You are given access to our virtual Camp 365 platform which offers a diverse range of online activities, events, and workshops 365 days a year.

There will also be a bank of fun activities which you can complete at a time that suits you and will be added to on a frequent basis, to keep the magic ongoing.



CAMP 365

You will also be able to interact with other campers when participating in online workshops/ events and can also attend Cabin chats, or post on a secure message board to communicate even more. We hope you enjoy Camp 365!



CAMP IN THE CLOUD

Camp in the Cloud is a free, inclusive and engaging camp-at-home activity programme where campers and their families can experience the magic of an Over The Wall camp from home.

Campers are sent our “Seriously Fun Box” in the post which contains everything they need to take part, and is packed full of games, activities and useful resources, as well as other goodies and surprises!



CAMP IN THE CLOUD

Campers are also given access to our secure online platform where they can engage with a meaningful programme of activities and games.

Camp in the Cloud provides valuable opportunities for children, young people and families to interact in real-time with other Campers, through secure message boards and video calls, which are all facilitated and monitored by our staff team and Volunteers.





OVER THE WALL
a seriousfun camp

OFFICIAL

Attendance of Pupils with EHCP's

Indra Morris (the Director General Children Services)

'Given the high number of COVID-19 cases, there is potential for more children to be off school due to infection, or limited staff availability resulting in attendance restrictions applying to some children, or temporary school closures.

To respond to these challenges, and in line with your statutory duties as set out in Working Together to Safeguard Children (2018), I am asking that all safeguarding partners review existing COVID-19 plans and assure yourselves that they reflect the nature and level of risk and harm being faced by children in your area, including in the event of increasing absences from education settings.

I would also like you to have clear plans to respond to the vulnerabilities facing children who have disengaged from education or who don't return after the school holidays.

To achieve this, you will need to work with schools and other relevant agencies, including health visitors, school nurses, GPs, midwives, probation and youth offending teams, to make sure your intelligence and assessments of risk are up to date, that information is shared, and that support is targeted to the right children and families.'

[View the full letter here](#)



Pupils with EHCP's

	Number of pupils with EHCP	Number 90% or below attendance	% of cohort
Nursery	4	3	75%
PRU	22	15	68%
Primary	576	159	28%
Secondary	503	196	39%
Special	852	343	40%
	1957	716	37%

ATTENDANCE MATTERS

every student, every day



Pupils with EHCP's

	Number of pupils with EHCP	Number 75% or below attendance	% of cohort
Nursery	4	3	75%
PRU	22	13	59%
Primary	576	30	5%
Secondary	503	86	17%
Special	852	97	11%
	1957	229	12%

MISSING
(SCHOOL)=
MISSING
OUT

Monitoring Attendance & Safeguarding

- Attendance and Safeguarding work hand in hand and close working of these areas should be promoted
- Rigorous monitoring of attendance can identify early patterns of absences & requires prompt action to establish the reasons
- Early Interventions may include:

- telephone calls to parents/carers, letters to parents/carers and home visits

- meetings in school with support plans implemented

- following the Ladder of Intervention to support the child's attendance at school

- Early Help Assessment with the family to help unpick the reasons behind the poor attendance as there may be something happening outside of school which is having a negative impact upon the pupils attendance

- Team Around the Family (TAF) meeting should also be convened when support is required from more than one agency



SEND Staffing Structure

Anna Gray – Head of SEND

Nicola Machon – Acting Lead for SEND

Anna
Ramsbottom

Josh Giblin

Acting Casework
Managers

Hambleton /
Richmondshire

Gill Pritchard
Jenkins

Casework
Manager

Craven 0.5

Jay Eastwood

Interim Casework
Manager

Harrogate,
Knaresborough
and Ripon

Frances Consoli
Acting Casework
Manager

Scarborborough/
Whitby / Rydale

Howard Staveley

Interim Casework
Manager

Selby

Casework Officers

Amy Shuttleworth
Andrew Metcalfe
Steph Hutchinson

Casework Officers

Ayesha Ismail-Gilroy

Casework Officers

Beth Harris
Rebecca Robinson
Dawn Newton
Jo Featherstone
(0.5)
Jamie-Lee James
(0.5)

OFFICIAL - SENSITIVE

Casework Officers

Charlotte Ellis
Tim Palmer
Zoe Spink
Angela Cavill

Casework Officers

Dawn Broadhead
Rachel Stacey
Jamie-Lee James
(0.5)

DCS – Staffing Structure

Suzanne Hunt – Head of
Disabled Children and
Young Peoples Service

Locality Team Leaders
(East)
Denise Bailey
(Scarborough)
Carla McAleese
(Selby & Scarborough)

Locality Team Leaders
(West)
Nicki Walton (Harrogate
& Hamb/Rich)
Sarah Munday
(Craven & Harrogate)

Headlines

As of March 2022, there were 4016 EHCPs in North Yorkshire.

- This is a 12.4% increase since March 2021 (3574 plans) and a 43% increase since March 2019 (2813 plans).
- This exceeds the national average, which was a 9.9% increase between March 2021 and 2022.

The most common primary need continues to be ASD (36%, 1446 plans) and the next highest primary need is SEMH (20%, 799 plans).

We currently have 500 children and young pupil being assessed for EHCPs.

EHCP Numbers by Primary Need

North Yorkshire funded Education, Health and Care plans (EHC plans)

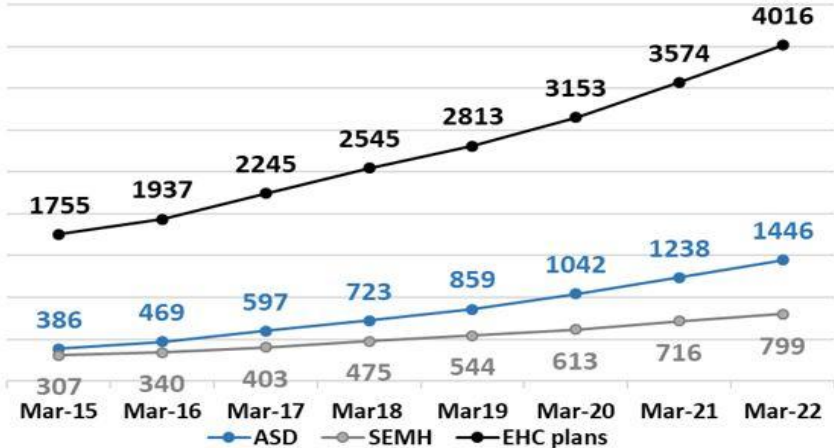


Chart: North Yorkshire funded EHC plans in March of year show – with ASD and SEMH primary need comparison



EHCP Numbers by age

Total North Yorkshire Funded EHC plans as of January of year shown by Age Category

	Under 5	5 to 10	11 to 15	16 to 19	20 plus	Total
Jan-15	37	562	768	359	2	1728
Jan-16	42	593	789	450	28	1902
Jan-17	50	679	859	526	90	2204
Jan-18	58	846	892	575	126	2497
Jan-19	66	922	967	635	163	2753
Jan-20	91	990	1099	696	224	3100
Jan-21	86	1089	1215	767	293	3450
% Increase since Jan15	132%	94%	58%	114%	+14600%	
% Increase since Jan19	30%	18%	26%	21%	80%	

Annual Reviews

Of current EHC plans with Overdue Review

Caseworker Area	at 7Dec21	at 6Jan22	at 21Jan22	At 14Feb22	At 10Mar22	At 14Mar22	At 11Apr22	At 28Apr22	At 11May22
Craven	32.4	26.3	27.6	29.5	30.4	30.0	30.6	31.4	31.3
Hambleton & Richmondshire	29.3	22.4	22.5	23.0	22.3	21.0	18.5	18.7	18.9
Harrogate, Knaresborough & Ripon	27.4	20.5	21.6	23.4	20.6	20.1	17.2	17.3	18.4
Scarborough, Whitby & Ryedale	29.1	19.3	26.0	26.9	24.5	23.9	20.0	21.5	21.9
Selby	28.8	22.8	23.6	26.0	27.0	25.5	21.9	22.0	20.1
Total	28.8	21.4	23.4	24.9	23.7	22.9	20.0	20.5	20.7

Annual Reviews – Devon Ruling

LAs must notify parent or young person of decision to amend the EHC Plan and proposed changes **within four weeks of the Annual Review meeting.**

Final EHC Plan must be issued as soon as practicable and no later than 8 weeks after this.

Therefore, the LA must send the parent or young person the final amended EHC plan within a maximum of 12 weeks of the annual review meeting.

Please make sure you are keeping these timescales in mind in planning Annual Reviews.

Annual Review Checklist for SENCOs will help with this

Humber, Coast and Vale Keyworker Service

For children and young people with a learning disability, autism, or both.

Keyworking service supports children, young people, and their families to navigate the complexities of the system and access personalised support through a holistic approach.

Initial phase of this work 2021-2023 focused on “children and young people who are inpatients/at risk of being admitted to hospital”.

Contact on 01482 205425 or hnf-tr.keyworkerenquiries@nhs.net

NSPCC Speak Out Stay Safe SEND Programme

Six-session programme developed jointly by NSPCC and Image in Action, a specialist organisation for pupils with learning disabilities.

To help children to understand what abuse is and to feel supported and able to talk to trusted adults about any worries.

Aimed at children aged 9 to 11 with moderate learning disabilities, autism spectrum disorder and other additional learning needs.

Can be adapted to use with a wider group of ages and needs.

Covers following themes within the PSHE Planning Framework for pupils with SEND: Self-awareness, Self-care, Support and Safety, Managing feelings, Changing and growing and Healthy lifestyles.

More information is available at [Speak out. Stay safe.SEND](#)

NSPCC Speak Out Stay Safe Online Programme

For children aged 5 to 11, includes access to video assemblies and supporting resources for use in the classroom.

Welsh versions and a BSL version also available.

Can be used in combination with the SEND programme.

More information and resources are available at [Speak out Stay safe programme | NSPCC Learning](#) and [NSPCC Learning home](#).

Resources list includes links to the [Online Safety Hub](#) which has advice and information on a range of different online safety topics including gaming, social media, sharing nudes, parental controls and online safety information and activities about online safety for families of children with additional needs and disabilities.

NSPCC Speak Out Stay Safe Love Life Programme

Resources for young people aged 11-25 with learning disabilities

Helping young people explore topics such as emotions, relationships and identity.

Films and supporting resources to help young people learn strategies for staying safe as they grow up and gain independence.

More information [here](#)



SEND Hub update

- Welcome to Lisa Abel, Hub manager in Hambleton and Richmondshire
- Moderating referrals and review thresholds for support- have we got it right?
- Reviewing the referral form
- Reviewing staffing- this will be ongoing as CYP and schools needs change and evolve
- Training offer is constantly evolving- keep your eyes on NYES- extra face to face SENCo net planned for Summer term

- Need to ensure the team are known to you- locality meetings and drop ins are ongoing- will be increasing face to face meetings too
- Happy to visit cluster meetings, locality events etc

Hub drop ins and communications

- Drop ins fortnightly in each hub
- To book a virtual slot at the drop in session please contact the SEND Hub on the following email SENDhubHRKC@northyorks.gov.uk
- Please email is sent by Friday the week before your chosen date with a short summary of your query. If slots are available, you will be sent a 10-minute appointment. Not specific children, general advice/anonymised.
- ½ termly newsletter
- NYES for training/resources
- Cyps.info for toolkits/resources/paperwork/procedures
- NYSENDHubs
- Hub manager

Hambleton and Richmondshire

Date	Specialist Area	Lead	
8 th June 2022	Cognition & Learning including EY	Elizabeth Fawcett	tbc
22 nd June 2022	SEND Statutory Assessment	Josh Giblin	Amy Shuttleworth
6 th July 2022	Communication & Interaction, Speech, Lang & Communication Needs	Alison Smith	Cath Brown
21 st July 2022	Social, Emotional, Mental Health	Mary Mercer	Demelza Lockett

Harrogate and Craven



Date:	Lead	2 nd attendee
22 nd Sept 2021	Lorayne Farrington (C&L)	Hannah Knowles (SALT)
6 th October	Elisabeth Graham-Bell (C&L)	Julia Dickason (C&I)
20 th October	Lorayne Farrington (C&L)	Rachael Hodgson (SLTA)
3 rd Nov	Jo Collett (SLCN)	Tracy Ashton (C&I)
17 th Nov	Jan Brennand (SEN Manager)	Ayesha Ismail-Gilroy (SEN Caseworker)
1 st Dec	Jan Brennand (SEN Manager)	Amy Shuttleworth (SEN Caseworker)
15 th Dec	Julia Dickason (C&I)	Tracy Ashton (C&I)
12 th Jan 2022	Sam Gray (C&I)	Jo Deaton (C&I)
26 th Jan	Elisabeth Graham-Bell (C&L)	Mary White (C&L)
9 th Feb	Lorayne Farrington (C&L)	Tracy Ashton (C&I)
2 nd March	Amanda Morphet (SEMH)	Lorayne Farrington (C&L)
16 th March	Hannah Knowles (SALT)	Beth Hardy (SLTA)
30 th March	Kate Race (SEMH)	Bledd Hughes (SEMH)
27 th April	Jo Collett (SLCN)	Jo Deaton (C&I)
11 th May	Elisabeth Graham Bell (C&L)	Amy Shuttleworth (SEN Caseworker)
25 th May	Sam Gray(C&I)	Carol Moxon (C&I)
8 th June	Lorayne Farrington (C&L)	Hannah Knowles (SALT)
22 nd June	Jan Brennand (SEN Manager)	Ayesha Ismail Gilroy (SEN Caseworker)
6 th July	Julia Dickason (C&I)	Jo Deaton (C&I)
20 th July	Jo Collett (SLCN)	Carol Moxon (C&I)

**To book a virtual slot at the drop in session please contact the
SEND Hub on the following email
SENDhubHRKC@northyorks.gov.uk**



Scarborough, Whitby & Ryedale

Fortnightly Wednesdays 1 – 2pm

Date	Specialist Area	Lead	
29 th Sept 2021	Speech, Lang & Comm Needs	Helen Hunter	Zoe Green
13 th October 2021	Cognition & Learning including EY	Elizabeth Fawcett	Sarah Cheetham
3 rd November 2021	SEND Statutory Assessment	Nic Machon	Angela Cavill
17 th November 2021	Communication & Interaction	Katy Andrews	Suzy Coon
1 st December 2021	Social, Emotional, Mental Health	Emma Allison	Heidi Milson
15 th December 2021	Speech, Lang & Comm Needs	Helen Hunter	Charlotte McIntyre
12 th January 2022	Cognition & Learning including EY	Margaret Bostock	Sarah Cheetham
26 th January 2022	SEND Statutory Assessment	Nic Machon	Frances Consoli
9 th February 2022	Communication & Interaction	Callum Foster	Debbie Myers
2 nd March 2022	Social, Emotional, Mental Health	Emma Allison	Olivia Richards
16 th March 2022	Speech, Lang & Comm Needs	Helen Hunter	Zoe Green
30 th March 2022	Cognition & Learning including EY	Tracy Johnson Hughes	Sarah Cheetham
27 th April 2022	SEND Statutory Assessment	Nic Machon	Zoe Spink
11 th May 2022	Communication & Interaction	Katy Andrews	Suzy Coon
25 th May 2022	Social, Emotional, Mental Health	Emma Allison	TBC
8 th June 2022	Speech, Lang & Comm Needs	Helen Hunter	Charlotte McIntyre
22 nd June 2022	Cognition & Learning including EY	Sharon Leonard	Sarah Cheetham
6 th July 2022	SEND Statutory Assessment	Nic Machon	Charlotte Ellis
20 th July 2022	Communication & Interaction	Callum Foster	Debbie Myers

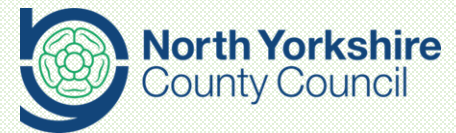
Selby

7 th December			
2022			
11 th January	SEMH	Mary Mercer	Amelia Formstone
25 th January	SLCN	Kristen Anderson	Linda Dalglish
8 th February	C & L (LD)	Susan Coward	Emma Gilmer
1 st March	C & I	Nicci Watson	Katie Collins
15 th March	C&L (ED) and Portage	Rachel Cole	Kate Boocock
5 th April	SEN	Casework Manager	Casework Officer
3 rd May	SEMH	Mary Mercer	Amelia Formstone

17 th May	SLCN	Kate Leatherland	Linda Dalglish
7 th June	C & L (LD)	Susan Coward	Emma Gilmer
21 st June	C & I	Nicci Watson	Katie Collins
5 th July	C&L (ED) and Portage	Rachel Cole	Jackie Leeming
12 th July	SEN	Casework Manager	Casework Officer

Children's Occupational Therapy Service

Children and Young People's Services



CHILDREN'S OCCUPATIONAL THERAPY SERVICE STRUCTURE CHART – MARCH 2022

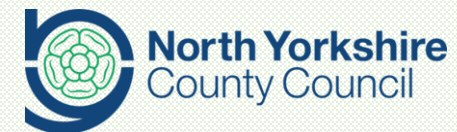
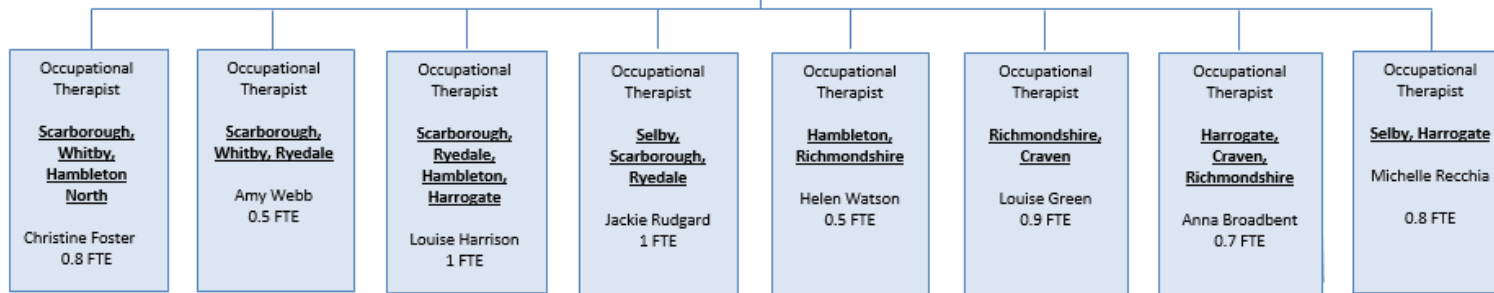
Who we are:

CHILDREN'S OCCUPATIONAL
THERAPY SERVICE MANAGER
1 FTE
County Wide

Jon Tilley

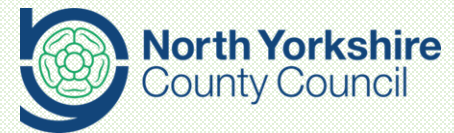
SENIOR
OCCUPATIONAL
THERAPIST
0.5 FTE
County wide

Helen Watson



Who we work with:

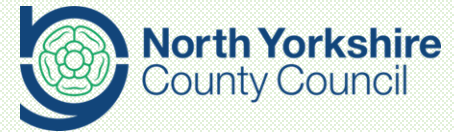
- Assess and work with Children and Young People who have a disability, illness or medical condition impacting upon their occupational performance.
- This includes:
 - Children with a physical disability.
 - Children with a learning disability.
 - Children with a cognitive or sensory impairment.
 - Children with conditions ranging from low-end needs, through to those with the highest level of dependency or end of life care.



What we do:

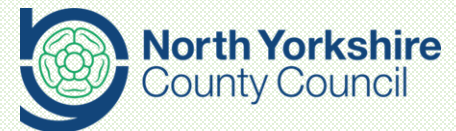
Provide interventions that include, but are not limited to the following:

- Specialist equipment.
- Assistive technology.
- Minor Adaptations.
- Major adaptations (DFG funded, and through District council funding).
- Moving and handling assessment, provision and support (not training).
- General information and advice on Occupational Performance / safety.
- Rehousing support and recommendations.



Settings we work in:

- Family homes.
- Children's resource centres.
- Supported living.
- Foster care (including short and long term placements).
- Schools (dependent on local arrangements).



Scope of the team / Referrals:

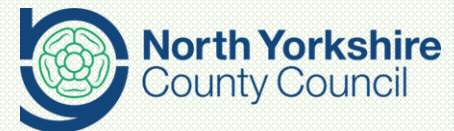
- **Cases held by the OT Team:**

Occupational Therapy team is supporting over 400 children and young people.

- Includes active involvement from OTs case holding approx. 280 cases
- Approx. 60 cases awaiting allocation.
- Approx. 100 cases receiving 6 monthly or annual reviews.

- **Waiting List:**

- Longest wait is 146 days in Richmondshire
- On average, cases wait for approximately 3 months.

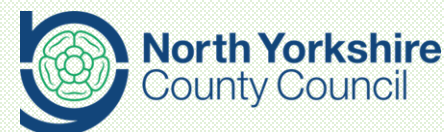


Triaging cases:

- All new referrals are triaged by an OT on our duty rota.
- Referrals can be made by contacting the customer service centre.
- Alternatively on LCS: Personal > Events > Start an OT Contact Record > Assign to the 'Triage' tray.
- Advice and guidance / case discussion available via our Duty Worker – **01609 797926**.

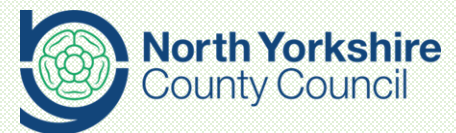
Prioritisation:

- 1 = Urgent: Allocated immediately for assessment with 2 weeks (to include but not exhaustive of: palliative care, life limiting condition, moving and handling risks, immediate risk of family/carer breakdown, safeguarding, high levels of risk) .
- 2 = Moderate: Allocated for assessment within 3 months (to include but not exhaustive of: moderate levels of risk, manageable / slowly deteriorating condition, risk likely to develop without involvement).
- 3 = Low: To be allocated for assessment within 6 months (to include but not exhaustive of: low levels of risk, longer term adaptations, family and person safe and managing at present, minor equipment and adaptations).

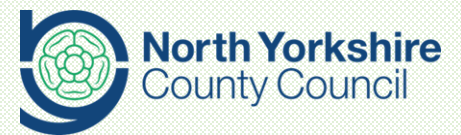


Topics specific to schools:

- Assistive technology provision.
- Moving and handling occurring at school but not at home.
- Moving and handling in schools.
- Adaptations required to school buildings – OT to work with strategic planning.
- Home environment not supportive of meeting needs.



Any Questions?



TMP information for schools

Wendy Butterfield
May 2022

TMP model

Provide specialist provision alongside a mainstream curriculum for pupils with C&I or SEMH, within a mainstream setting.

Funding

- Base funding for all pupils then top up funding dependent on need
- Start up fund also available (£10k)
- Capital budget for some building work

8 places – 6 permanent & 2 flexi (assessment)

Flexible places are consistently funded for certainty in school budgets regardless of whether they are filled. Used to identify needs and/or appropriate provision, fixed time.

TMP model

Support:

- Bespoke training package, including places on Inclusion training
- C&I/SEMH network

Therapeutic offer:

- 1/2 day per fortnight of Educational Psychology time
- 1/2 day per fortnight of Speech and Language Therapy
- Regular Occupational Therapy time

School able to use flexibly to meet the needs of the children in the provision and not confined to 1-1 work with children

Termly monitoring/HT annual report/SLA

Consultation process



For more information please contact wendy.butterfield@northyorks.gov.uk

Funding example

Targeted Mainstream Provision Funding					
2022/23 Academic Year					
Funding Factor	Description	Places	Rate	September 2022 to August 2023	
1	Element 1 Funding	Core Places	6	£4,000	£ 24,000
		Flexible Places	2	£4,000	£ 8,000
		Total Places	8		£ 32,000
2	Element 2 Funding	Core Places	6	£6,000	£ 36,000
		Flexible Places	2	£6,000	£ 12,000
		Total Places	8		£ 48,000
3	Estimated Element 3 Funding	Core Places (EHCP funding)	3	£5,420	£ 16,260
		Core Places (EHCP funding)	3	£8,380	£ 25,140
		Flexible Places (Band 6)	2	£5,420	£ 10,840
		Total Places	8		£ 52,240
TOTAL					£ 132,240

Current TMPs

Locality	Need	Phase	School	Status
Ham/Rich	SEMH	Primary	Stokesley Primary	
	SEMH	Secondary	Thirsk & PRU	Due Sept 22
	C&I	Primary	Alverton	
	C&I	Secondary	Wensleydale	
Whitby	SEMH	Primary	West Cliff Academy	
	C&I	Primary	East Whitby Academy	
	C&I	Secondary	Caedmon	Due Oct 22
Harrogate/ Knaresborough/ Ripon	C&I	Primary	Grove Road	
Selby	C&I	Secondary	Holy Family	
Craven	C&I	Secondary	Skipton Academy	Due Oct 22
Scarborough				
Ryedale				

Plan for Prim/Sec SEMH and Prim/Sec C&I in each Locality
Create around 250 places

SEND and Phonics Provision

May 2022



Why?

- Clear, consistent message from inclusion and SI team to schools
- Ensure all SEND children make progress in phonics
- Teaching and learning of phonics meets the needs of all SEND children



WHY?

A 3D rendered text 'WHY?' in a bold, sans-serif font. The letters are white with a red outline and a red shadow on the bottom. The text is set against a white background with a subtle reflection below it.

Equality Act 2010

- Under the Equality Act 2010, schools are required to make **reasonable adjustments** to enable pupils with disabilities to have full access to the curriculum and to be able to participate in it.

Code of Practice 2015

Schools must:

- Use their **best endeavours** to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN

Ofsted Framework (SEND EIF)

Inspectors will gather and evaluate evidence about:

- How well leaders identify, assess and **meet the needs of pupils with SEND**
- How well leaders **develop and adapt** the curriculum so that it is coherently sequenced to all **pupils needs and starting points**

Reading Framework July 2021

- Schools are expected to enable access to **appropriate phonics instruction** for children with complex needs.
- Instruction should be **accessible** to all these children.

Teachers should:

- provide them with the skills and knowledge they need to read and spell, by direct instruction, progressing systematically with **carefully structured, small** and cumulative steps

Teaching should:

- be at a **suitable pace** for the child because progression through a programme will be much slower than for their typically developing peers
- be daily, with well-paced, well-planned lessons that are engaging and motivating
- take full account of the **child's individual strengths, weaknesses, knowledge and understanding, and profile of needs**

Little Wandle

Is your programme suitable for whole class teaching where many children have EAL and/or speech and language needs? ∨

This really depends on the setting. For example, we have seen whole class teaching work well in schools with a high % of EAL children where word meaning is taught as blending and reading are taught. Using Little Wandle Letters and Sounds Revised with SpLD children will be more about what exact conditions a school is working with. ASC children are very able to join the whole class teaching with the right adaptations in place – those would be part of your classroom practice. However, for some children it may be best for them to be part of the main lesson and then work with an adult.



Phonics Provision



- Bespoke phonics provision which meets the needs and targets as identified in the child's EHCP
- SEN Support – phonics provision to meet the needs and starting points of the child. This may mean that these children are not being taught as part of the whole class as they cannot access it, however the format of the scheme will still be followed. These children will still have additional catch up sessions to revisit and apply existing knowledge i.e. overlearning and retrieval practice
- Teaching of phonics – children with SEND should be taught by both the teacher and teaching assistant, this needs to be rotated. The teacher is responsible for the progress and attainment of all children
- Phonics assessment – progress and attainment of phonics children will need to be closely monitored to ensure they are making progress
- All SEN children will need to be taught phonics until they pass the phonics screen. All schools will need to ensure they have phonics provision in KS2. This will need to be mapped out so that schools can demonstrate how SEN children will catch up by the time they leave KS2.

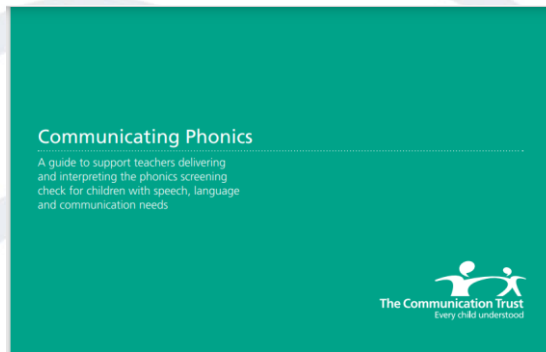
- Schools will need to have a narrative about individual children who are not accessing whole class phonics, this will include identified starting points, phonics provision, progress from starting points and provision plan to demonstrate how the children will continue to catch up in KS2.



Phonics Screen Support for Children with SEND

A guide to support teachers delivering and interpreting the phonics screening check for children with speech, language and communication needs

[72-communicating-phonics-final.pdf \(thedyslexia-spldtrust.org.uk\)](https://www.thedyslexia-spldtrust.org.uk/72-communicating-phonics-final.pdf)



Speech, Language and Communication Needs

Helen Hunter, Jo Collett, Kate Leatherland

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The SLCN Team at NYCC

Each Hub has access to:

- Speech, Language and Communication Needs Specialist
- Speech and Language Therapist
- Speech and Language Therapy Assistant

Their work covers

- Therapeutic offer including training to schools with TMPs
- Work in post 16 provision
- Early Intervention work (Sockettes, Speech and Language Drop ins)
- Training (NYES and bespoke packages)
- SEND Hub casework

The National Picture

One in ten children have a language difficulty; that's two or three in every classroom.

In areas of deprivation, children are **more than twice as likely to have language difficulties.** In fact, as many as 50% of children start school without the language they need for learning.

Language disorder is **seven times more prevalent** than Autism.

In primary schools, **more children have language difficulties** than any other special need.

The Picture in NYCC Schools

SLCN is the most identified primary need amongst primary aged pupils at SEN Support (29%)

SLCN is the second most identified primary need amongst primary aged pupils with EHCPs (20%), with ASC being the most identified (35%)

1848 Primary aged children with a primary need of SLCN at SEN Support and EHCP this represents 4% of all primary aged children in North Yorkshire

Impact of SLCN

- 50-90% of children with persistent speech, language and communication difficulties go on to have reading difficulties.
- Two thirds of 7 -14 year olds with serious behaviour problems have language impairment.
- Those with a history of early language impairment are at higher risk of mental health problems e.g. 2.7 times more likely of having a social phobia by age 19.

SEND Hub support for CYP with SLCN

Unlocking Language Training packages available on NYES
or as whole school CPD

- Language Development 0 – 5, 5 – 11 and 11 +
- Developing Narrative Skills
- Vocabulary Building
- Language Comprehension
- Sentence building and grammar skills

We also have trainers who can deliver training in commercially available interventions, including

- Hanen
- Makaton
- Talkboost
- Elklan

SEND Hub Casework with the SLCN Team

- Accessed through a hub referral children will usually be known to an NHS Therapist
- SLCN Team work in partnership with NHS/Private therapy providers
- Offer of level 1, 2 or 3 support dependent on needs of CYP
- Work alongside staff in school to deliver a period of intervention







Thank you!

Breakout group networking

[My First Presentation - Mentimeter](#)

