



**SEND and  
Inclusion**

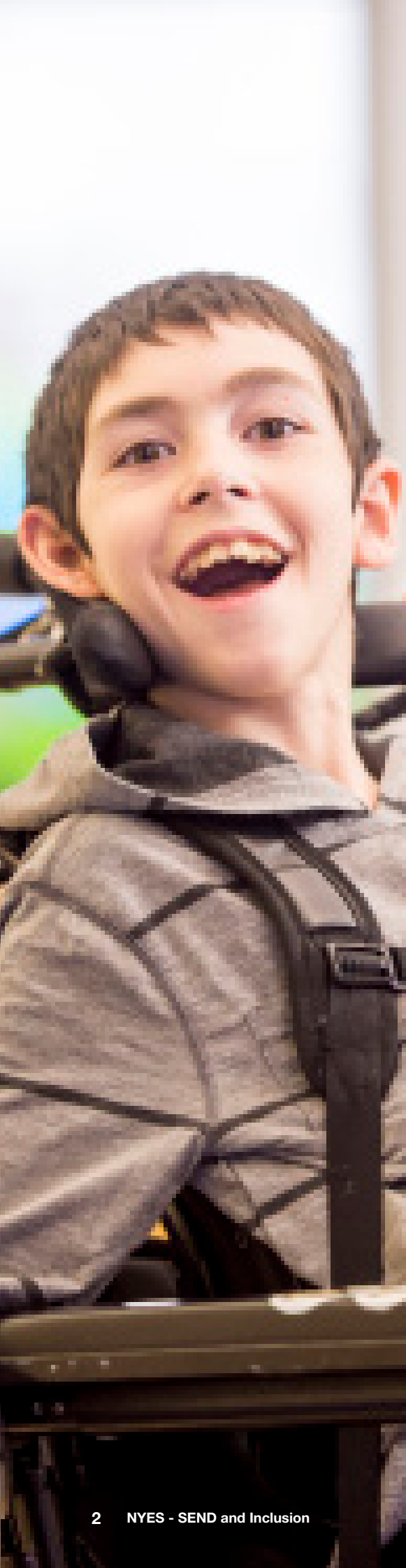
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**A better outcome for children  
and young people with SEND.**



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Our SEND & Inclusion Team work in partnership with schools to promote inclusion and achievement. We aim to secure better outcomes for children and young people who have special educational needs and disabilities (SEND) across North Yorkshire and beyond.

A multi-professional team; we are uniquely placed to support you and your school to successfully include children and young people with SEND, and to ensure that support integrates with your free offer from the LA.

# Our Core Offering

## How You Benefit

The service has been developed with you and your school in mind, with the primary aim of helping children and young people to achieve their highest potential. Through our service, schools, parents and carers will gain confidence and a better understanding of the needs of their children.

### We are able to support with the following areas:

- SEND in Early Years
- Cognition and Learning
- Communication and Interaction
- Autism
- Speech, Language and Communication Needs
- Social, Emotional and Mental Health
- Hearing and Visual Impairments
- Inclusion for Pupils with Medical Needs
- Neurodiversity and Specific Learning Difficulties.

## Criteria to Qualify for Our Core (Free) Service

1. The child or young person is resident in North Yorkshire, or receiving education in a North Yorkshire educational establishment, including early years settings, post-16 providers, independent schools, and those receiving elective home education.
2. The child or young person is in the age range 0-25 years.
3. The request has been discussed with parents/ carers and signed consent has been obtained from those with parental responsibility or from a young person themselves, where they are considered to be competent and are over 16 years of age.
4. The child or young person has complex and significant SEND. This means needs cannot be met without additional expertise, over and above what is typically expected in schools and settings.
5. Children/young people attending schools/settings will already have had two cycles of Assess, Plan, Do, Review, and their needs are persistent.

## Additional Weighting Criteria

Professional discretion will be used by the hub allocation panel to relax the criteria above when appropriate, for example:

- Children and young people who are looked after by the Local Authority, or known to the Youth Justice Service, will be “fast tracked” for support.
- Two cycles of intervention may be too long before referring children and young people who have moved into the area, have an acquired injury/condition etc.

## Additional Detail by Specialism

### Cognition and Learning:

- There must be complex, significant or specific learning difficulties that impact on progress and access to learning.
- These difficulties should have been assessed by school, using assessments and screens such as the Progression Pyramid.
- The child or young person’s difficulties have documented evidence that show they are persistent and resistant to previously attempted interventions i.e. two cycles of Assess, Plan, Do Review.

### Social Emotional and Mental Health:

1. There are significant needs in relation to engagement that may manifest in withdrawal, emotional dysregulation or behaviour that challenges and result in difficulty in accessing learning.
2. Needs should have been assessed including screens and assessments such as the Ladder of Intervention or the Boxhall profile.
3. Difficulties cannot be attributed to more specific areas of SEND, e.g. autism, and unmet needs in relation to these.
4. The child or young person’s difficulties have documented evidence that show they are persistent and resistant to previously attempted interventions i.e. two cycles of Assess, Plan, Do Review.

### Communication and Interaction:

1. There must be complex, significant or specific communication difficulties, usually already assessed by a speech and language therapist.
2. Difficulties occur in relation to the characteristics associated with autism.
3. The child or young person’s difficulties have documented evidence that show they are persistent and resistant to previously attempted interventions i.e. two cycles of Assess, Plan, Do Review.

### Medical Education Service:

- The child or young person must have a health condition which is the reason they can’t attend school.
- The child or young person should be currently receiving specialist help and support from a recognised health professional.
- There should be evidence from the health specialist, delivering the help and support which describes what the child or young person can do from an educational perspective.
- The child or young person must have been absent from school for 15 days or more (one-off or cumulatively) due to their medical condition.
- There is documented evidence that shows that school have made arrangements for the child or young person to access education including the previously attempted interventions i.e. two cycles of Assess, Plan, Do, Review.



# Our Additional Support

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

### Our top-up additional support will help you to:

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

## Integrating Top-Up with Core

If you request additional top-up support but in fact this meets the criteria for a core service, free at point of delivery, we will advise you of this and provide the service free of charge. Many requests for additional support are as a “top up” to a core service, for example some extra sessions of intervention or a training session as an add-on to core work for a pupil.

**As an ethical, child and young person focused service we will seamlessly integrate these aspects of your service for you, charging you only for the “top up” elements.**

### Many schools and settings request our top-up support:

- To work with pupils at a lower level of need
- To help with initial assessment/evaluation of need
- To do more intervention support
- To do bespoke training.

## Our Additional Support is divided into three strands:

- **Standalone Sessions**
- **Intervention Packages**
- **Partnership Bundles**

We integrate our traded support with our core offering so will never ‘over-sell’ to you and only offer you what we truly feel you need.

# Standalone Sessions

Our high quality standalone training sessions allow you to tailor the learning to the specific requirements of your staff and school.

This training is offered as a half day, full day or twilight session at a cost of £595 per day.

Note: if you wish to purchase 2 days or more, it is more cost effective for you to buy one of our new Partnership Bundles.

### We offer:

- De-Escalation Training
- Inclusive Education sessions in a variety of session lengths which can cover a number of topics during each session.

#### Topics include:

Cognition & Learning  
Communication & Interaction  
Sensory & Physical/Medical  
Social, Emotional & Mental Health  
Early Years Advisory for SEND.

**Sessions range from 1.5 hours to 7.5 hours.**

## How to Purchase

Visit [www.nyes.info](http://www.nyes.info) and login. Click on Store on the top menu and in the Search box type “SEND”. This will bring up the Standalone Sessions.

**Who do I contact for more information or if I have any questions?**

**[NYSENDHubs@northyorks.gov.uk](mailto:NYSENDHubs@northyorks.gov.uk)**

We are the perfect team to buy your extra support from. We already know your school and your children so we can immediately provide you with extra provision.

# Intervention Packages

Intervention packages are designed to support you to offer a graduated response for children and young people who do not meet the criteria for a core service. These may be pupils who have recently been identified as SEND within your school but you do not have the staff within your school with the relevant skills to deliver intervention for them, or they may be pupils who have received a core offer but you consider that they would benefit from continued intervention but do not have the capacity within your staffing structure to facilitate this.

We have a choice of Intervention Packages to suit your school and your individual needs..

Level 1	
<b>Level 1 support</b>  <b>3 hours</b> <b>£270</b>	<b>Consultation · Advice · Summary of Advice Email or Record of Contact Report</b>  You get: A summary of your discussion and recommendations made, advice on what could be delivered as part of a core offer if appropriate.  Examples: <ul style="list-style-type: none"><li>• Advice on assessment for child with learning difficulties</li><li>• Completion of a sensory profile for a pupil and discussion of strategies to support in class</li><li>• Advice on developing handwriting skills</li><li>• Advice on whole class/school behaviour management and policies</li><li>• Advice on a department or area of learning, e.g. enhancing your nursery provision for children with SEND, supporting your maths department to differentiate effectively</li><li>• Review of support for a group of children with complex needs and suggestions for next steps</li><li>• This could also include advice on planning and/or direct delivery of a parent/carers workshop in your school on e.g. supporting language and literacy ready for school</li><li>• Supporting your child’s emotional wellbeing</li><li>• Helping your child with fine motor skills and handwriting</li><li>• Supporting your child’s social skills</li><li>• Boosting your child’s vocabulary.</li></ul> <b>Twilight Training Session</b>  Examples: <ul style="list-style-type: none"><li>• Face to face or on MS Teams or platform of your choice</li><li>• Training for families and/or school staff.</li></ul>
<b>Level 1 plus</b>  <b>1 Day</b> <b>£600</b>	<b>Consultation · Assessment · Formulation and Report, with Detailed Advice and Next Steps</b>  You get: A detailed assessment report and advice re next steps and recommendations for a pupil. More emphasis can be given to intervention planning if required. The team will draw in colleagues from other specialisms as/when needed as an integrated part of the assessment.  Examples: <ul style="list-style-type: none"><li>• Detailed literacy skills assessment (dyslexia portfolio assessments)</li><li>• Neurodiversity profiles (likely to be multidisciplinary)</li><li>• Detailed assessment of social and emotional skills, baselining and planning intervention and support.</li></ul>

Level 2 - 6 week packages	
<b>Level 2</b>  <b>Assessment and reporting</b>  <b>8 hours (6 hours intervention plus assessment)</b> <b>£1200</b>	<b>Assessment · Formulation · Intervention Plan · Planning and Preparation · 1 x Weekly 30 Minute Sessions (for 6 weeks) · Interim Review · Final Review · Next Steps</b>  You get: <ul style="list-style-type: none"><li>• Assessment, baselining and target setting for your pupil, drawing in SEND specialists as appropriate</li><li>• A 6 week evidence based intervention, personalised for the pupil and your setting</li><li>• Modelling of how to do the intervention for your staff</li><li>• Progress review and brief report showing clearly the impact on the pupil of the intervention</li><li>• Advice on next steps.</li></ul> Examples: <ul style="list-style-type: none"><li>• A new starter at your school does not have evidence of high need but your SENCo needs support to plan and deliver an initial intervention</li><li>• You identify a group of Y1 children with delayed language skills and need an evidence-based intervention to enhance their progress</li><li>• A pupil who has experienced trauma has moved to your school. They are struggling to separate from their parent in the morning and your team needs hands-on support and modelling how to support them</li><li>• You want someone to work with a parent to help them understand and support their child’s learning needs</li><li>• You identify a group of Y10 pupils who struggle with the wording of exam questions and need some structured intervention</li><li>• A pupil with autism is becoming increasingly distressed in school. Following SEND hubs support on a core basis, you now want more hands-on support and coaching of your TA team in how to support children with these needs in future</li><li>• After accessing some training, you want a specialist to show you how to put it into practice in your setting and support your team to develop their skills on site.</li></ul>
<b>MEDICAL EDUCATION SERVICE ONLY</b>  <b>6 week block of Maths OR English tuition twice weekly</b> <b>£495</b>  <b>6 week block of Maths AND English tuition twice weekly</b> <b>£990</b>	<b>Medical Education Service</b>  <b>Initial meeting · Intervention Plan · Planning and Preparation · 1 or 2 x Weekly 90 Minute 1:1 Tuition Sessions in Maths and/or English (6 weeks) · Interim Review · Final Review · Next Steps</b>
Level 3 - 12 week packages	
<b>Level 3 support</b>  <b>12 week intervention</b> <b>£1800</b>	<b>Assessment · Formulation · Intervention Plan · Planning and Preparation · 2 x Weekly 30 Minute Sessions (for 6 weeks) · 1 x 30 minute Weekly Sessions (for 12 weeks) · Interim Review · Final Review · Next Steps</b>  You get: <ul style="list-style-type: none"><li>• Assessment, baselining and target setting for your pupil, drawing in SEND specialists as appropriate</li><li>• A 12 week evidence-based intervention, personalised for the pupil and your setting</li><li>• Modelling of how to do the intervention for your staff</li><li>• Progress review, clear evidence of the impact of the intervention on the pupil</li><li>• Advice and recommendations of next steps.</li></ul> Examples: <ul style="list-style-type: none"><li>• You identify a pupil who needs more intensive support, for example a Drawing and Talking therapeutic intervention</li><li>• You need a combination of hands-on support in the classroom and a period of focused intervention to meet need.</li></ul>
<b>MEDICAL EDUCATION SERVICE ONLY</b>  <b>12 week block of Maths OR English tuition twice weekly</b> <b>£990</b>  <b>12 week block of Maths AND English tuition twice weekly</b> <b>£1980</b>	<b>Medical Education Service</b>  <b>Initial meeting · Intervention Plan · Planning and Preparation · 1 or 2 x weekly 90 minute 1:1 tuition sessions in Maths and/or English (12 weeks) Interim Review · Final Review · Next Steps</b>

## Case Studies - Intervention Packages

**Herbie has a hearing impairment** and receives a free, core service from the Teachers of the Deaf. Training for his class teaching team in how to meet his needs has been offered as part of this. The headteacher requests to purchase a “top up” service to extend this training to the whole school team, and to include a certificated beginners signing course too.

**Benefit:** Staff confidence in working with Herbie has improved massively. This allows staff to be more easily moved between classes, should the need arise. It will support other pupils when they join the school and Herbie is enjoying feeling more connected to the rest of the school.

**Ned is autistic** and is receiving an intervention from the communication and interaction team over a 12 week period. His SENCO requests a “top up” service to help her complete the EHCAR paperwork, provide a detailed report to support that application, and to run a Lego therapy group in school, training up a teaching assistant to carry this on.

**Benefit:** Staff confidence is greatly improved and Ned is enjoying his sense of achievement and feeling less anxious about attending school. Ned's parents are also happy and confident in the support he is now receiving.

**Martha** isn't making the progress that her previous attainment would predict. Her SENCO wonders if this may reflect an **underlying specific learning difficulty**, and so requests support to help them complete initial assessments and set targets for Martha. At this stage she doesn't meet criteria for a core service, so that support is provided on a traded basis. After the initial cycles of intervention, it is apparent that Martha needs further specialist support, so she is transferred to the free, core service, with no need to change specialist teacher.

**Benefit:** Uptake of the traded service has supported the school and quickly facilitated identification of Martha's learning difficulty.

**Sunnyfield Academy** is concerned about the **language levels** of its pupils on admission. They purchase a consultation session to talk through options to address this, and agree to purchase speech and language therapy time to screen all the children in reception and year one for language delay. Children are then triaged into those who would benefit from an intervention group for teaching assistants to run, those who need referral to the NHS therapy team, and those who meet criteria for a free service from the SEND hub. The Academy then purchases another screening session at the end of the year, and a report to evaluate the impact of the intervention.

**Benefit:** Early identification of need and quick intervention by the traded service has allowed children to receive targeted support and thereby improve attainment.

**Rain** has been electively home educated throughout the pandemic, and is in need of **catch-up interventions** in Maths and English, having missed a significant amount of learning. Twice weekly 1:1 sessions with Maths and English teachers are purchased for half a term from the Medical Education Service, delivered in her home after school, working with her, her mum, and school to boost her and her family's confidence in being back at school. A report is provided at the end of the input to show the impact of this half term's support.

**Benefit:** Rain is back in school, feeling confident and ready for learning. Her mum and the school have developed a partnership which will further support Rain and help to improve attainment.

### How to Purchase

Visit **[www.nyes.info](http://www.nyes.info)** and login. Click on Store on the top menu and in the Search box type “SEND”. This will bring up all of the Intervention Packages.

**Who do I contact for more information or if I have any questions?**

**[NYSENDHubs@northyorks.gov.uk](mailto:NYSENDHubs@northyorks.gov.uk)**

# Partnership Bundles

Our new Partnership Bundles SLAs are the next step up, and offer much more than our Intervention Packages. They help with staff development and whole-school approaches to inclusion, improving outcomes for SEND pupils and preparation for OFSTED. The Partnership Bundles support schools and settings to plan ahead, budget support for their SENCo, and to support achievement of children with SEND across the year. The Pick and Mix approach gives flexibility to respond to changing need across the year, while offering bulk purchase savings.

The Partnership Bundles are available to purchase now with support starting from April 2022.

### Support includes:

- A combination of CPD and bespoke whole-school training
- Development work:
  - Developing policies, practice and processes around SEND and inclusion
  - Tracking and interpreting data
  - Creation of action plans to address school development needs
  - Additional coaching and modelling for staff
  - Establishment and development of internal Alternative Provision or Inclusion Provision within school.
- Consultation, advice and support and supervision for staff in relation to complex cases
- Networking opportunities
- Screening and support for assessment prior to children meeting core provision.

## Choice of Bundles

We have listed below each of the Partnership Bundles showing how they compare to each other and demonstrating how they supplement the Core provision.

Provision	Core	Mini Bronze	Bronze	Silver	Gold
Half day termly SENCo networks – Primary, Secondary and Early Years (1 place at each)	√	√	√	√	√
SEND Drop-ins (fortnightly in each locality)	√	√	√	√	√
SENCo Inductions	√	√	√	√	√
NYES Information and Resource Banks	√	√	√	√	√
Core FREE Webinars (e.g. updates on services, priority areas of need)	√	√	√	√	√
Webinars for Parent Carers – Let’s Talk sessions, Unlocking Autism and more to follow	√	√	√	√	√
Assessments and Outcome Focused Interventions for CYP with a high level of SEND	√	√	√	√	√
SENCO Online Forum for 24/7 Support – NY-specific advice for all types of SEND and all phases		√	√	√	√
TA Online Forum for 24/7 Support		√	√	√	√
Discount on 1 Twilight Training On-Site		30% Off			
Discount on 1 INSET Day/2 Twilight Training On-Site			30% Off	50% Off	50% Off
Discount on ALL ONLINE Training Courses (Including Governors’ downloads)		30% Off	30% Off	50% Off	50% Off
FREE Pick and Mix* Activities		1 Day	2 Days	5 Days	10 Days
1:1 SENCo Support Sessions					3 Per Annum
Cost					
	FREE For Schools and Settings in North Yorkshire	£400 For Schools of <50 pupils	£1,200 For Schools of <150 pupils  £1,300 For Schools of >150 pupils	£2,500	£3,900

\*Our Pick and Mix offering is detailed on the next page.



# Pick and Mix Activities

The Pick and Mix activities have been created to be as flexible as possible. It is up to your school or setting to work with your Inclusion Worker to choose the most appropriate pick and mix option/s for the needs of the school and staff. This approach allows the school or setting to buy-in only what they need, depending on the requirements of the cohort at the time.

Please note: some of the Activities can include elements of intervention. These are not the same as the separately traded Intervention Packages.

Pick and Mix Activities	
½ Day Activities	<ul style="list-style-type: none"><li>• Cohort reviews/SENCo annual planning meetings</li><li>• Review of SEND policies</li><li>• Support to chair annual review/multiagency meeting</li><li>• Support to write high quality SEN support plans, work through the graduated response and, where appropriate, consider EHCP applications</li><li>• SENCo support sessions - building skill and capacity in school:<ul style="list-style-type: none"><li>◦ Walk through role of the SENCo</li><li>◦ Review of paperwork and SEN register</li><li>◦ Action planning</li><li>◦ Provision mapping</li><li>◦ Tracking progress.</li></ul></li></ul>
1 Day Activities	<ul style="list-style-type: none"><li>• Detailed multidisciplinary assessment, reporting and next steps, e.g. dyslexia portfolio assessment, neurodiversity profiling, detailed SEMH assessments</li><li>• 6 specialist intervention sessions following assessment, to include modelling/ coaching/skills transfer, either 1:1 or in-class support</li><li>• SENCo support - learning walks and how to ensure high quality teaching for all</li><li>• Physical environment review to include support with accessibility plan, educational audiologist assessment of acoustics, review of use of space, sensory profiling tools</li><li>• 6 sessions of Maths/English subject tuition to support catch-up/vulnerable learners</li><li>• 6 group intervention sessions, either a bespoke or published intervention</li><li>• AV1 hire.</li></ul>
2 Day Activities	<ul style="list-style-type: none"><li>• Bespoke whole school/setting SEND review including pupil and family views, written report and recommendations</li><li>• Focused project work e.g. whole school dyslexia screening, SLCN screening, delivery of whole school initiative e.g. No Pens Day Wednesday, Communication Triathlon, Word of the Week, Interactive Lunchtimes</li><li>• Focused skills development e.g. coaching and supporting staff in a key area of provision - (either on site or IRIS).</li></ul>

## Specific SEMH Pick & Mix Activities

### Relational Approaches to Behaviour Management

- Overview (whole school)
- Whole school audit
- Support to develop policy
- Engagement with stakeholders (getting buy in)
- Having restorative conversations (training and coaching)
- De-escalation (training and coaching)
- Processes for identifying children that need early intervention
- Screening and interpretation of needs
- Implementing intervention.

### Developing Nurture Provision Within Your School

- Overview (whole school)
- Identification of children/screening
- Audit of environment
- Planning the curriculum
- Coaching and modelling.

### De-escalation

- De-escalation training (whole school)
- Support to develop an RPI policy
- Development of tracking and monitoring processes
- De-briefing
- Review of incidence of RPI and lessons learnt.

### Exclusions

- Exclusion and the law (CPD)
- Tracking and monitoring of exclusions
- Developing internal systems as an alternative to exclusion
- Undertaking governor disciplinary meetings
- Preparation for exclusion appeals.

### Ladder of Intervention (Adopting a graduated approach)

- Implementation of whole school approach to emotional wellbeing
- Case identification – who would benefit from an Early Help/SEN support plan
- Using solution-focused approaches (including signs of safety strategies/resources)
- Creation of plans for individual pupils
- Implementation of intervention as identified within plans
- Measuring the impact of the approaches on individual and whole school data.





### Specific Cognition & Learning Pick & Mix Activities

#### Support for children with SEND in the Early Years

- Time spent reviewing and planning teaching activities
- Finding a child's baseline using tools such as the Early Years Developmental Journal
- Support to use the NYCC Early Years Developmental Checklist
- Support to plan a small steps approach for a child in the EYFS
- Joint planning and practice of a teaching activity.

#### Support for children with Cognition and Learning Difficulties / Differences

- Support to assess reading, writing, or other areas of learning and cognition
- Assessments when specific learning difficulties e.g. dyslexia, dyscalculia or dysgraphia are suspected
- Assessment and consultation to provide individualised planning for identified children and young people with a moderate, severe, complex or specific learning difficulty (SpLD), developmental delay or learning disabilities
- Support to use the Progression Pyramid
- Modelling of the use of the Neurodiversity profile tool and how to develop a pupil profile
- Support with devising a bespoke curriculum for a child working at Pre-Key stages.

#### Improving SEND Outcomes

- Support to gather information for EHCAR/complete paperwork
- Whole school/setting/team training on the following areas:
  - o Unlocking Dyslexia
  - o Pre-Key Stages / Bespoke Curriculum
  - o Neurodiversity – building a pupil profile
  - o Cognition and Learning Training Day – including fine motor skills / handwriting / the use of Clicker 8, Active Literacy and the use of 'Non-work books'
  - o Small Steps Approach in the Early Years
  - o Emotional Regulation in the Early Years
  - o Planning SEND interventions in the Early Years.

### Specific Communication & Interaction Pick and Mix Activities

#### Improving SEND Outcomes

- Whole school audit of communication and interaction provision
- Training and guidance on creating a communication-friendly environment
- Sensory evaluation of the school environment including support to implement recommendations
- Tailored whole school/setting/team training on the following areas:
  - o Unlocking Autism Modules (including Early Years, PDA, Autism in Girls, Lego Therapy, Joint Attention, Emotional Regulation)
  - o Unlocking Language Modules (including Language Development 0-5, 5-11 and 11+; Narrative Skills, Vocabulary Building)
  - o Makaton
  - o Specific Speech and Language Interventions
  - o Selective Mutism.

#### Support for children with Communication and Interaction Needs

- Support to identify children and young people with underlying speech, language and communication difficulties
- Identifying appropriate tools to assess and track speech, language and communication skills
- Support to plan and implement targeted and specialist interventions
- Assessment of sensory needs of individuals or groups of children
- Assessments of individuals or groups of children by our speech and language therapists
- Joint planning with external agencies (e.g. NHS Speech and Language Therapy)
- Assessing and planning for children in the Early Years with communication difficulties
- Differentiating and adapting curriculum areas to meet the needs of children and young people with communication and interaction needs
- Planning for successful transitions
- Planning for social opportunities and interventions.

## Case Studies - Partnership Bundles

**Joshua** is in Reception and is **currently at SEN Support Level**. He did not attend a Nursery setting previously and is working at stages 16-26 months across the EYFS. He has been receiving a six-week intervention from an Early Development Teacher as part of the core service from the SEND hubs. This support is going well and the SENCo requested three pick and mix options to further enhance this. These consisted of an evening's twilight training session on 'The Small Steps Approach in the Early Years', a ½ day session from an EDST on how to use the NYCC Early Years Developmental Checklist and a ½ day session on gathering information for an ECHAR.

**Benefit:** Joshua benefitted from the intensive support from the hub - this was then supplemented by staff training, which increased their knowledge of how to effectively plan in small steps for him and how to use an appropriate tracking tool to demonstrate his small steps of progress, where previously the EYFS tracking had not been able to do this. The SENCo was also supported to collate evidence for an ECHAR and a successful submission was made.

**Ibrahim** is in year 5 and currently at **SEN Support Level**. His teacher assessments show that he is working significantly below age-related expectations. He has had a speech and language assessment and has just finished a 6 week, level 2 intervention from the Speech, Language and Communication Needs (SLCN) Specialist from his locality SEND Hub as part of the core offer. He will be going in to Year 6 next term. The school have requested support with "planning for successful transitions" and 2 sessions with the Year 6 team in the Autumn Term to differentiate and adapt the curriculum to meet Ibrahim's needs. The school have also requested 1 full day with a SLCN Specialist to support with creating a whole school communication friendly environment.

**Benefit:** Ibrahim has had a successful transition into year 6; staff were able to have an in-depth discussion with the SLCN Specialist and ensure that Ibrahim, his family and the school were well prepared for this transition. This has continued into the Autumn term through the twilight sessions to further assess and adapt the curriculum to ensure Ibrahim is successfully included. An audit of the whole school environment and the implementation of recommendations have led to improved outcomes for many children on the school's SEN register.

**Our school** had identified an increased number of pupils requiring **support with their social and emotional skills, wellbeing and behaviour** and we felt it was time to reconsider what support we were able to offer to meet these needs. We met with the LA and worked together to audit what we had available. All staff attended a Twilight training session to develop their own knowledge of Nurture. This helped us recognise behaviour as a communication of need and the value of supporting the development of emotional wellbeing.

At a whole-school level we focused on the importance of using language to communicate effectively, ensuring our classroom offered a safe and secure base and supporting transitions throughout school.

At group level, we identified a key group of pupils and assessed their needs using the Boxall Assessment Tool. The Key staff worked in partnership with the LA to develop, deliver and reassess the identified pupils in school.

**Benefit:** As a result, pupils are developing resilience and improving their capacity to deal more confidently with events both in and out of school, pupils are then more able to self-manage their emotional needs and, on occasions when they can't, we have the knowledge and skills to support more effectively.

### How to Purchase

Visit **[www.nyes.info](http://www.nyes.info)** and login. Click on Store on the top menu and in the Search box type "SEND". This will bring up all of the Partnership Bundles.

**Who do I contact for more information or if I have any questions?**

**[NYSENDHubs@northyorks.gov.uk](mailto:NYSENDHubs@northyorks.gov.uk)**

# FAQs

We know you're bound to have questions about the new traded offer so please don't hesitate to contact us. However we've collated below some of what we think will be the frequently asked questions as a handy reference guide.

## Who will deliver the support for the school?

Inclusion staff who already know and understand your school will work with you to agree the content and delivery of the support offered from the Partnership Bundle.

## Is consent required for inclusion staff to work directly with children?

Consent will be required for SEND and Inclusion staff to work directly with children. The consent form may be found here: <https://cyps.northyorks.gov.uk/send-hubs>

## Do we have to buy a Partnership Bundle?

If you feel that your Core provision is sufficient then there is no need to purchase any additional support.

If you're looking for specific Intervention for a child or young person then consider our Intervention Packages.

If however you would like to purchase extra school support from us then choose the option that suits you best. This could be covered by purchasing single Standalone Sessions, or you may feel that it is more cost effective to purchase a Partnership Bundle.

## How do the Partnership Bundles link with the Core offer?

We will always tell you if the work we are completing meets the threshold for Core support, and will not discount hours from your Partnership Bundle for this work. Guidance will be provided on when a referral for Core support is appropriate.

The CPD, networking and training provided within the Partnership Bundle will enhance your school's understanding of SEND and Inclusion and provide practical support for implementation and delivery of this, over and above the Core offer and standalone Intervention Packages.

## How cost effective are the Partnership Bundles?

Very! The bigger the Partnership Bundle you buy the greater the saving. We charge £595 for a full day's Standalone Session.

The Bronze Bundle is £1,200 for a small school (of under 150 pupils). If you purchase this Partnership Bundle you get 2 FULL DAYS' Pick and Mix Activities AND all the other benefits such as 30% off all online training/1 INSET day/2 twilights. If you require 2 days' support it is more financially beneficial for you to purchase this Partnership Bundle.

The Silver Bundle saves you £495 on 5 days' support. The Gold Bundle saves you £2,050 on 10 days' support. This is without including all the other benefits of choosing the Partnership Bundles.

## Can we buy a Partnership Bundle at any point during the year?

You can buy at any time of the year but the Partnership Bundle SLA always expires on the 31st of March, therefore if a school purchases the Partnership Bundle late in the financial year they have to be able to use the content before the expiry date. It is better to purchase the Partnership Bundle at the beginning of the financial year.

## Can you upgrade packages if you require more support?

You can add additional days or hours to your existing Partnership Bundle, through the use of half day/full day or twilight Standalone Sessions, but you cannot change your Partnership Bundle part way through the year. At the end of the financial year you can upgrade your current Partnership Bundle SLA should you wish.

## What if I have purchased Intervention Packages and I want to upgrade?

You can buy a Partnership Bundle at any time of the year but, as explained previously, it will expire on 31st March so please ensure that you use the content before the expiry date. Alternatively, consider purchasing Standalone Sessions instead.

## Are the Partnership Bundles the same for Maintained Schools and Academies?

Yes they are.

## Could a MAT/Federation or Collaboration purchase one Partnership Bundle to use across their schools?

We regret that these Partnership Bundles are only designed to work on one school site however we're happy to negotiate on price if MATS/clusters/federations wish to buy more than one.

**Who do I contact for more information or if I have any questions?**

**[NYSENDHubs@northyorks.gov.uk](mailto:NYSENDHubs@northyorks.gov.uk)**





## Contact us

To find out more about any of the services we offer and how we can support you please contact the NYES team:

W: [www.nyes.info](http://www.nyes.info) E: [nyes@northyorks.gov.uk](mailto:nyes@northyorks.gov.uk) T: 01609 533222