

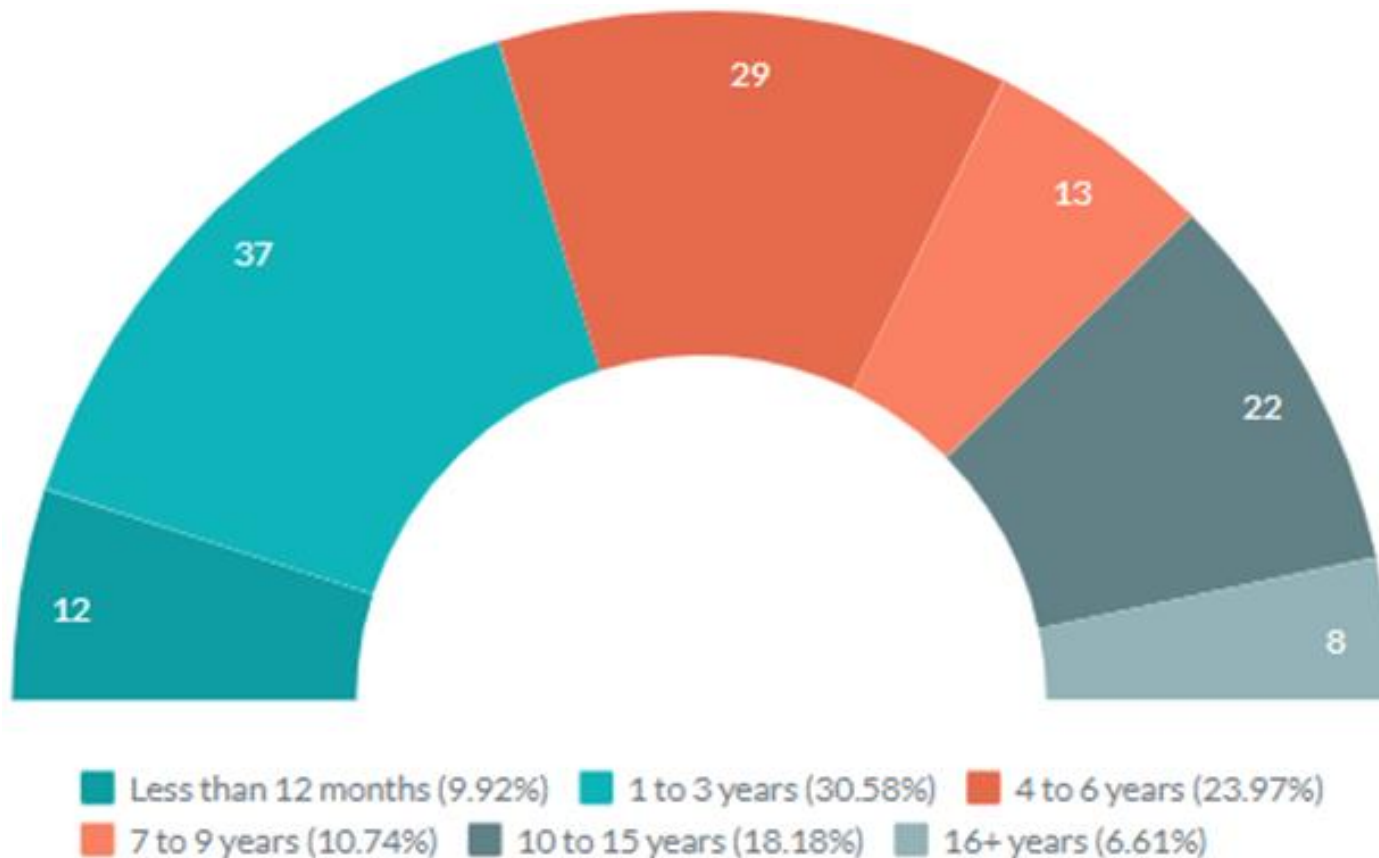
# February 2022

SENCo networks

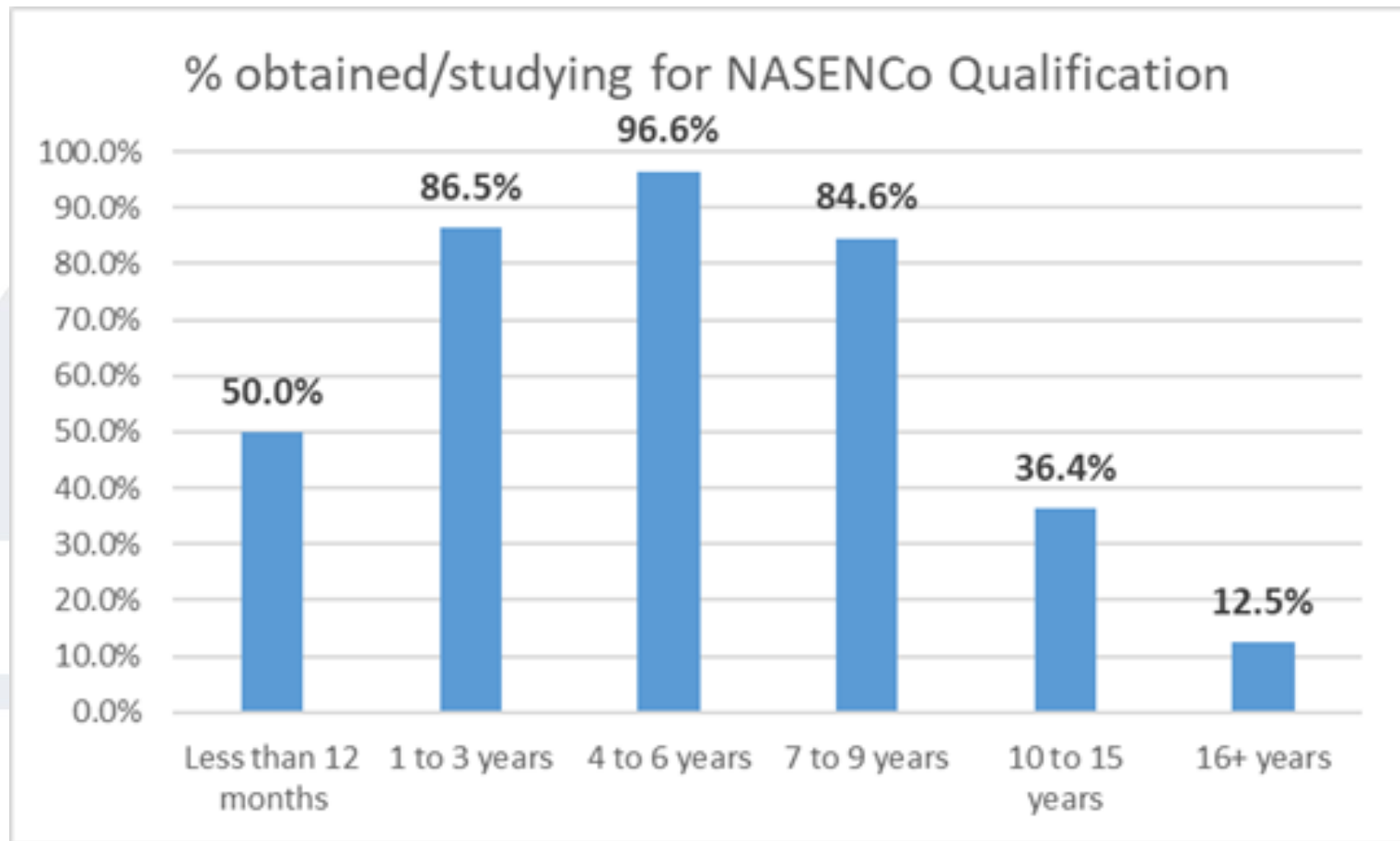
# SENCO survey 2021/22

Thank you SO much for responding!

# Length of time as a SENCo



# 71.1% have the NASENCo qualification



# Context for our SENCoS



71.9% of responding SENCoS are on their School's Senior Leadership Team



81.8% have protected (non-teaching) time for their SENCo duties

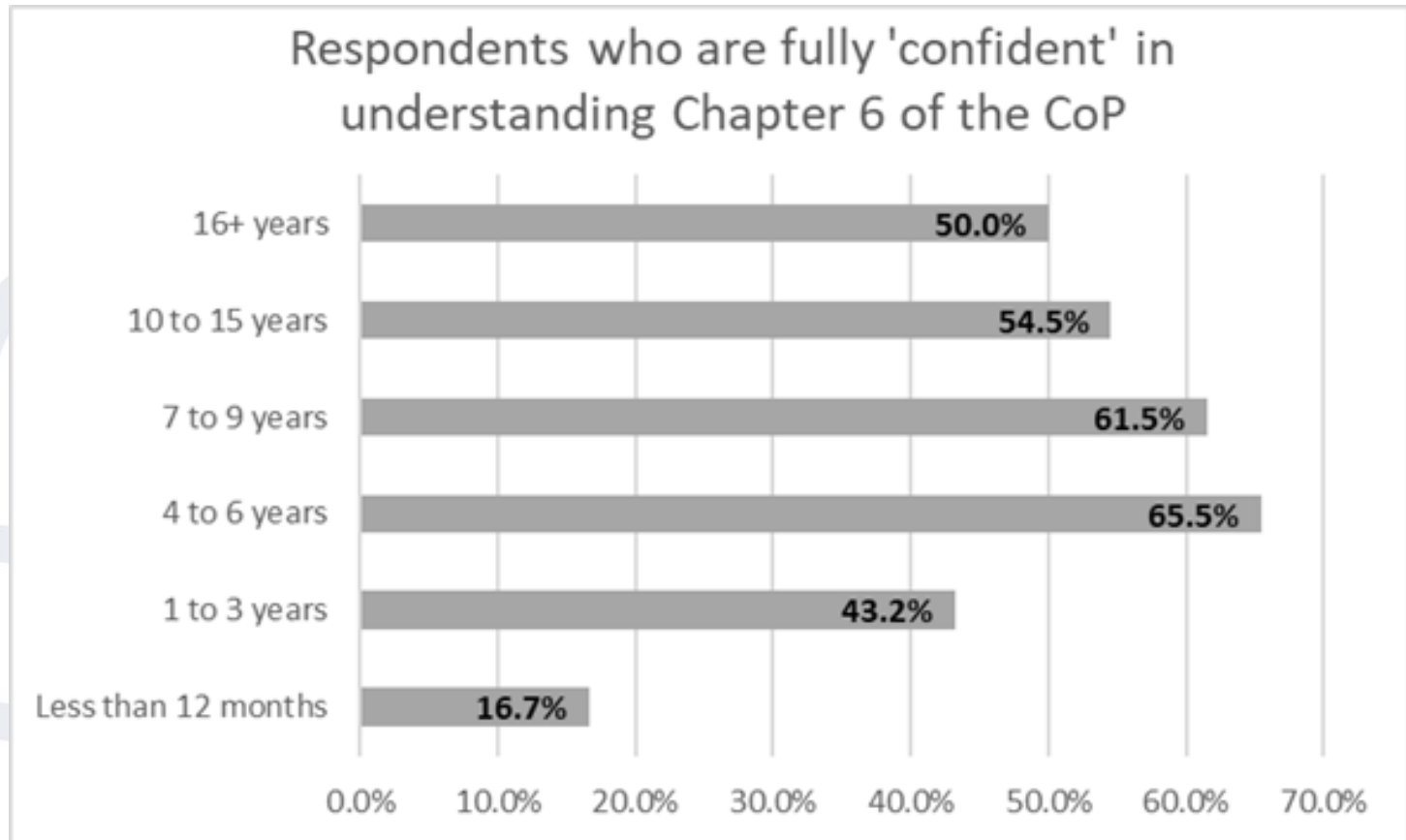


22.3% are the SENCo across more than one school

# Key Headlines

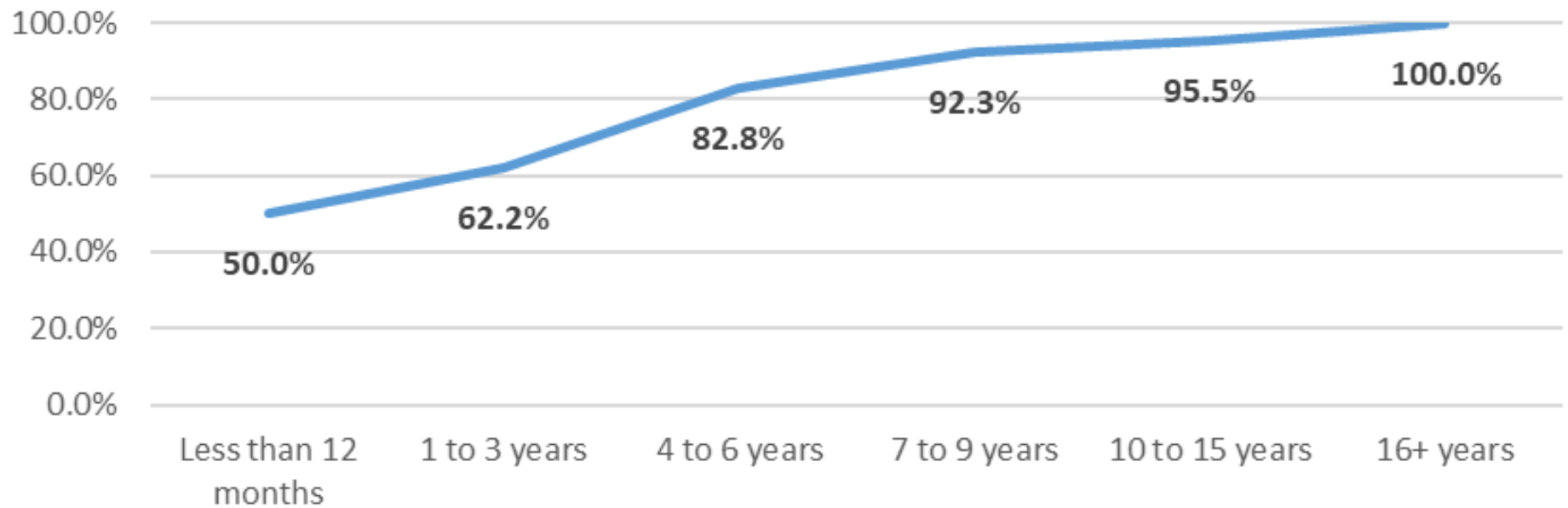
- A majority of SENCos have protected non-teaching time to focus on the SENCo responsibilities. We can see this does make a notable difference in SENCos' confidence.
- Confidence in SENCos' responsibility in regards to legislation and their duties increases with experience, before declining amongst the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

# Everybody confident in implementing Ch 6



# 61% fully confident in implementing graduated response

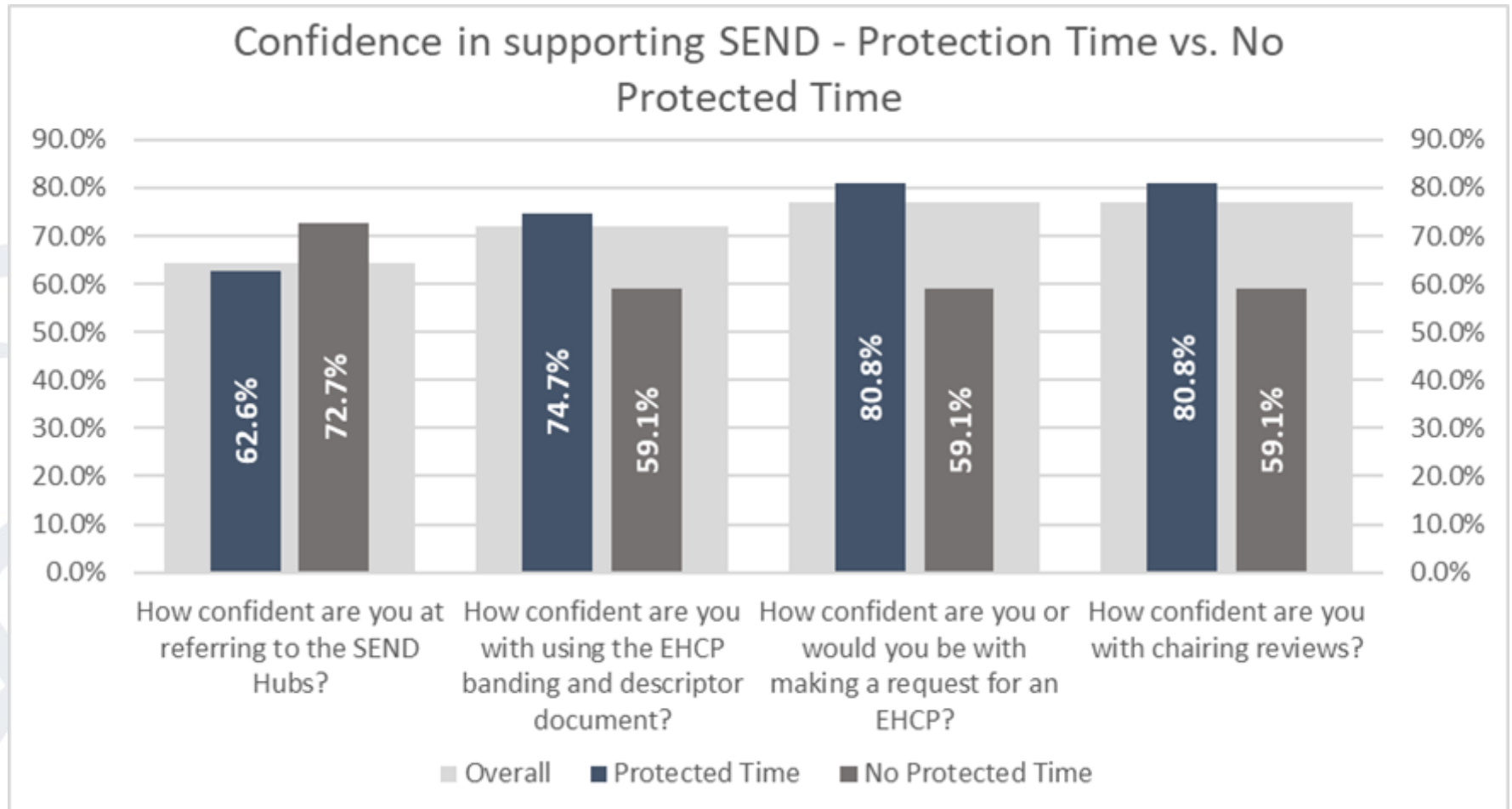
Confidence in tools to identify SEN & their accuracy





	% fairly confident or confident	
	<i>How confident are you that you have strong parental engagement of pupils with SEN?</i>	<i>How confident are you with developing the learning conversations with parents of pupils with SEND and that that their views shape provision?</i>
Protected non-teaching time	83.8%	80.8%
No protected non-teaching time	86.4%	81.8%

# 1 in 3 not confident in referring to hubs



# SEND Hub update

- Quality Assurance cycle underway and now includes more face to face observations
- Will be asking for survey feedback
- Need to moderate referrals and review thresholds for support- have we got it right?
- Need to review the referral form
- Will be reviewing staffing- this will be ongoing as CYP and schools needs change and evolve
- Need to ensure the team are known to you- locality meetings and drop ins

# 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](mailto: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

# Quick radio aid update

There have been some increases in costs of the Phonak Roger systems

Therefore from April 2022 we will be increasing the cost of the systems from 50 a term (£150 per annum) to £60 a term (£180 per annum). The Phonak Roger System may include either a Roger Pen or Roger Touchscreen. There remains no additional charge for children who also use the Roger Passaround.

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

Your Teacher of the Deaf will advise you which system will be able to meet your pupil's needs, and will keep costs as low as possible.

# Harrogate and Craven



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

# Hambleton and Richmondshire

Fortnightly Wednesdays 1 – 2pm

Please note: sessions are via TEAMS

Date	Specialist Area	Lead	
12 <sup>th</sup> January 2022	Cognition & Learning including EY	Elizabeth Fawcett	Victoria Julian
26 <sup>th</sup> January 2022	SEND Statutory Assessment	Jay Eastwood	Josh Giblin
9 <sup>th</sup> February 2022	Communication & Interaction	Alison Smith	Mandy Ewers
2 <sup>nd</sup> March 2022	Social, Emotional, Mental Health	Victoria Madeley	Demelza Lockett
16 <sup>th</sup> March 2022	Speech, Lang & Communication Needs	Kristen Anderson	Tori Edwards
30 <sup>th</sup> March 2022	Cognition & Learning including EY	Sharon Sissons	Liz McDougal
27 <sup>th</sup> April 2022	SEND Statutory Assessment	Jay Eastwood	Anna Ramsbottom
11 <sup>th</sup> May 2022	Communication & Interaction	Alison Smith	Mandy Ewers
25 <sup>th</sup> May 2022	Social, Emotional, Mental Health	Victoria Madeley	Jacqueline Midgley

# Coast and Ryedale

## Fortnightly Wednesdays 1 – 2pm

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



# Selby

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

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

# SEND team update

- **Context:**

- Ongoing- low levels of funding compared to national, high parental expectations post 2014. Additional funding promise for April, Green paper expected any day. Stuart Carlton continues to lobby DfE
- 679 requests in 2020, 734 in 2021—increasing growth, demand, similar staffing sickness to other sectors, benchmark CWO caseload 200- now around 350- have recruited 5 more.
- EPS reports up to date- processing backlog in plans now
- Should start to see **EHCPs** completed in 20 weeks
- **Annual reviews** still behind- please please check yours- we have additional admin staff to process the backlog coming in
- **Phase transfers-** Y6 done 15th, next ones in process
  - We may name mainstream to give right of appeal, it doesn't mean we have completed casework- please talk to CWO
  - **Consults-** consider how you *may* be able to meet need, and ensure responses are legally compliant
  - Demand on special school places very high – significant work to increase places

## Consultation responses

Ensure your response is legally compliant use the format on the consultation letter.

- The school/college is unsuitable to the young person's age, ability, aptitude or special educational needs set out in the EHC Plan.
- The attendance of the young person at the school/college would be incompatible with the provision of the efficient education for the young people with whom he/she would be educated
- If parents appeal to the Special Educational Needs and Disability Tribunal, the LA would have to be able to provide compelling evidence to demonstrate exactly how the young person's admission would be detrimental to the education of other pupils/and or the efficient use of resources.
- Why are there no reasonable steps that the school/college or the LA could take to prevent any incompatibility with the efficient education of other young people
- If you are not offering a placement due to capacity – we still need to know whether the placement would be suitable under the first point.

# Plans for Headteacher workshops

- Inclusion indicators
  - Doughnut data- comparing school to benchmark
  - Annual reviews timeliness and adherence to CoP
  - Quality of APDR
  - EHCPs in process and progress
  - Pupils receiving AP
  - Attendance and attainment of SEND pupils
  - Parent/pupil voice
  - Exclusions/suspensions of pupils with SEND
  - What else?

# Locality board feedback

What are the locality boards?

Who sits on them?  
Who chairs?

Click to  
add text

What's the  
purpose?

What does it mean to my  
school and my pupils?

# Craven

Priority	Project description	Eligible groups	Status
Supporting practitioners with the early identification of pupils with SEND	The board will temporarily recruit two shared advanced teaching assistants one for primary and one for secondary that can support all locality schools. The ATA's will work alongside school SENCO and the SEND locality hub to identify SEND needs early and ensure an appropriate graduated response to these children and young people. Unfortunately, due to recruitment issues this project has been moved to next year with TA's in place for summer 2022. Second advert is currently out.	Primary Secondary	Underway
Improving outcomes in early years	Launchpad to Literacy toolkit and training to be funded for all Primary and Nursery schools with a FS2.	Nursery and Primary Schools	Complete
Reducing the number of primary pupils who are excluded	To provide additional support to the schools with the highest number of children in receipt of exclusions for a 12 month period. Provide Boxall online subscription and training to primary schools with highest level of exclusion. 1 day of support per school from the SEND hub to review current policy and practice and develop relational approaches to managing behaviour	Identified Primary Schools	Underway

# Craven

Priority	Project description	Eligible groups	Status
Ensuring that those who have SEND do not fall further behind and that they are performing in line with their peers	Clicker 8 and Docsplus site licences to be funded for all Primary, Secondary and Special school in Craven.	Primary Secondary Special	Underway

# Harrogate, Knaresborough and Ripon

Priority	Project description	Eligible groups	Status
Raising the attainment of SEN and SEN support pupils in relation to GLD (Good Level of Development) at the end of the EYFS	Support to include: <ul style="list-style-type: none"> <li>NELI project, funding to be made available to train staff in the use of the NELI intervention.</li> <li>Annual nasen webinar package for all settings who attend training.</li> <li>Early Years SENCO training, two places per setting.</li> <li>Early Excellence Training for childminders, tailored training aimed with a focus on birth to 3.</li> <li>Launchpad to Literacy toolkits and training for all PVI settings and Primary schools. Early Years and KS1 Focus.</li> </ul>	PVI's Primary Schools	Complete
Improving the Identification of pupils with SEND	Support to include: <ul style="list-style-type: none"> <li>nasen Mental Health training- suitable for 8-18 years.</li> <li>Boxall online annual subscription with training and handbook offered to all school settings</li> <li>Think Sensory not Behaviour OT training – training offered to all settings</li> <li>Unlocking Autism Training – Training offered to all settings</li> <li>Annual subscription and training for SNAP screening tools – all schools</li> </ul>	PVI's Primary Secondary Special Post 16 providers	Underway



# Scarborough, Whitby & Ryedale

Priority	Project description	Eligible groups	Status
To lower the rate of exclusions taking place within primary settings	Providing a raft of training and interventions to reduce the rate of exclusions. Providing all SWR PVI and primary schools with de-escalation training to enable professionals to support children at greatest risk of exclusion due to violence against adults or children (the two highest causes of suspensions in SWR primary schools). Highly focussed, play-based therapeutic interventions delivered over a 10-week period for the most vulnerable pupils. Occupational Therapy training for all primary school staff to develop awareness of potential sensory difficulties and their effect on behaviour; the training would involve promotion of activities and techniques to meet sensory needs, advice for the design and implementation of sensory routines to improve attention control and reduce inappropriate behaviour in the classroom. Specialist Trauma Training for all staff across SWR in all settings, over a 6-month period to develop strategies for managing and supporting children who are displaying challenging behaviours due to trauma. A bespoke package designed subject to staff responses and needs.	Primary with training available to Secondary, PVI and Post 16.	Underway

## Scarborough, Whitby & Ryedale

Priority	Project description	Eligible groups	Status
To provide high quality training opportunities to aid the professional development of colleagues and enhance the provision across all educational settings within the locality.	<p><b>Forest/Beach Schools Training</b> Upskilling PVI and school professionals to provide preparation for adulthood experiences for SEND/EHCP pupils, development of alternative provision/curriculum, language development and opportunities to improve attendance. Fully funded training places for 12 delegates on each course plus £500 towards resources. Funded supply costs part of Forest Schools training.</p> <p><b>EAL Support and Resources</b> Providing Communicate &amp; Print Widget Online (software to support EAL teaching and learning) to 20 schools. Providing dedicated in-locality support from central EAL team to train and coach staff and provide support for EAL pupils. This would be bespoke to each school but could include a 'health check' or audit on current provision, guidance for EAL managers within schools, advice, training and support for effective quality first teaching through provision development, strategies to support differentiation and the creation of tailored packages to support teaching and learning.</p> <p>Clicker 8 and Docsplus site licences to be funded for all Primary, Secondary and Special school in SWR .</p>	PVI's Primary Secondary Special Post 16	Underway

## Scarborough, Whitby & Ryedale

Priority	Project description	Eligible groups	Status
To continue to prioritise the approach to Nurture across the locality	Funding for release time to allow schools to work together and complete Boxall Profile assessments for the whole school or large cohorts within school.	Current Nurture trained schools	Underway
Supporting pupils at key points of transition within their educational journey	Providing funding to enable settings to offer enhanced transitions experiences for children transitioning from PVI to Primary Schools; for Y6 pupils moving to Secondary and; for KS4 pupils at highest risk of exclusion, EHE, NEET and CCE (via preparation for adulthood experiences at Scarborough TEC). Subsidy available for resourcing, supply and transport costs to allow staff to run activities/to accompany pupils to receiving schools.	Primary, Secondary, Special, PVI EY settings, schools with Year 6 pupils, schools with KS4 pupils.	Underway

# Selby

Priority	Project	Eligible groups	Status
Improving SEMH outcomes	Thrive Approach – training and on-line tools for staff to embed Thrive approach as a model of support.	tbc	Planned
Contingency - Adaptable priority to enable board to quickly support emerging needs	Widgit Online – the board have identified that there has been a significant rise in SEND Hub referrals involving Communication and Interaction needs. Widgit Online is a practical symbol making tool that can be used to make a range of resources e.g. visual timetables to assist children and young people with communication needs. Widgit also enables settings to support children and families with EAL.	Early Years, Primary and Secondary Schools	In Progress
Support the most vulnerable pupils	Places provided at Rubicon (PRS) and cycle maintenance project to support the most vulnerable children and young people	Secondary	In Progress

# Hambleton and Richmond

Priority	Project	Eligible groups	Status
Supporting pupils with SEN to thrive within education	Thrive Approach – extension of previous year's Thrive project to provide staff with training and tools to support children with SEMH.	Secondary and PRU	In Progress
	Extending the offer for Alternative Provision – providing 6 week placements at either Sunbeck or Carlton Lodge for pupils with anxiety or disruptive behaviour.	Secondary	In Progress
	Talk Boost – targeted interventions for children with delayed language to boost their language skills.	Primary Schools & Special Schools	In Progress
	Nuture: Boxall (Phase1) – training and on-line tools to support staff in screening, setting targets and monitoring children with SEMH.	Early Years and Primary Schools	Planned
	Makaton – training and on-line tools to help staff use Makaton to support children to aid their communication.	Primary Schools	Planned
Support the most vulnerable pupils with access to alternative provision	Places provided at Sunbeck (PRS) to support the most vulnerable children and young people	Secondary	In Progress

# Inclusion Service support

**Core offer from SEND locality hubs**

**Hub handbook and referral process available  
On CYPs info**

**Training offer via NYES**

**Comprehensive training offer across C&I,  
SEMH and Cognition and Learning including  
Our well regarded Unlocking portfolio**



**Our Additional Support is divided into three strands:**

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

# Traded training

Spring/Summer Term 2022 | SEND and Inclusion



## Unlocking SEND Training Guide

*Now Live!*



The "Unlocking" range of specialist courses from the NYS SEND and Inclusion team has been developed to enable children and young people to reach their full potential.

We have a wide range of courses to suit all audiences, age ranges and needs, from Early Years to Secondary and Autism to Dyslexia, with some exciting new courses coming soon! Could you benefit from our training?

Look Out For...

 <p>Autism Dyslexia Language</p>	<p><i>New</i></p> <p>E-Learning Unlocking Autism</p>
<p><i>Coming Soon!</i></p> <p>Unlocking ADHD Unlocking Hearing Loss</p>	<p>SEMI Annual Conference Mental Health and Wellbeing in Schools</p> <p><i>Sign Up Now</i></p>



OFFICIAL

OFFICIAL



# Conference



**Mental Health and Wellbeing in Schools Annual Conference 2022**

4th May 2022 09:30 - 16:00  
The Pavillions, Harrogate

**NYES**

**We're excited to announce our brand new event for 2022!**

Join us for an outstanding opportunity to hear from leaders in the field and to exchange ideas, research and practical approaches to promote good SEMH and wellbeing in your school.

Our annual Mental Health and Wellbeing in Schools Conference is a unique forum that brings together school leaders, teachers, practitioners, specialists and professionals to share ideas, the latest research and practical approaches to develop and sustain good social and emotional mental health and wellbeing.



# Preparing for Adulthood

- Free webinars coming soon....
- Integrating PfA objectives into curriculum

# 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> <p>You get: A summary of your discussion and recommendations made, advice on what could be delivered as part of a core offer if appropriate.</p> <p>Examples:</p> <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/carer 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> <p><b>Twilight Training Session</b></p> <p>Examples:</p> <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> <p>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.</p> <p>Examples:</p> <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> <p>You get:</p> <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> <p>Examples:</p> <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> <p>You get:</p> <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> <p>Examples:</p> <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>

# Partnership bundle

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.

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



# Partnership bundle model

Free of charge to schools and settings in NYCC area  
outside NYCC- £800 (excluding parent support and core casework)

## Core

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 eg updates on services, priority areas of need  
Webinars for parent carers- Let's Talk sessions, Unlocking Autism and others to follow  
Assessments and outcome focused interventions for CYP with a high level of SEND

in/out NYCC (distance surcharge) £100)  
>150 pupils £1300  
< 150 pupils £1200

## Bronze

SENCo online forum for 24/7 support- all types of SEND, all phases, NY specific advice  
TA online forum for 24/7 support  
30% off 1 INSET day/2 twilights  
30% discount on **all online** training courses, including governors, downloads  
2 days pick and mix activity

£2500 (out of county surcharge £250)

## Silver

SENCo online forum for 24/7 support  
TA online forum for 24/7 support  
1:1 SENCo support sessions 3x pa  
50% discount on all online training courses, including governors, downloads  
5 days pick and mix activities  
50% off 1 INSET day/2 twilights

£3900 (£500 OOC surcharge)

## Gold

SENCo online forum for 24/7 support  
TA online forum for 24/7 support  
50% discount on all online training courses, including governors, downloads  
1:1 SENCo support sessions 6x pa  
10 days pick and mix activities  
50% off 1 INSET day/2 twilights

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	6 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

## Pick and Mix Activities

### ½ Day Activities

- Cohort reviews/SENCo annual planning meetings
- Review of SEND policies
- Support to chair annual review/multiagency meeting
- Support to write high quality SEN support plans, work through the graduated response and, where appropriate, consider EHCP applications
- SENCo support sessions - building skill and capacity in school:
  - o Walk through role of the SENCo
  - o Review of paperwork and SEN register
  - o Action planning
  - o Provision mapping
  - o Tracking progress.

### 1 Day Activities

- Detailed multidisciplinary assessment, reporting and next steps, e.g. dyslexia portfolio assessment, neurodiversity profiling, detailed SEMH assessments
- 6 specialist intervention sessions following assessment, to include modelling/coaching/skills transfer, either 1:1 or in-class support
- SENCo support - learning walks and how to ensure high quality teaching for all
- Physical environment review to include support with accessibility plan, educational audiologist assessment of acoustics, review of use of space, sensory profiling tools
- 6 sessions of Maths/English subject tuition to support catch-up/vulnerable learners
- 6 group intervention sessions, either a bespoke or published intervention
- AV1 hire.

### 2 Day Activities

- Bespoke whole school/setting SEND review including pupil and family views, written report and recommendations
- 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
- Focused skills development e.g. coaching and supporting staff in a key area of provision - (either on site or IRIS).

# SEND and Inclusion partnership bundles

The SEND and Inclusion partnership bundles support settings and schools to plan ahead and budget for support for their SENCo, and to support achievement of children with SEND across the year.

Our pick and mix approach gives flexibility to respond to changing need across the year, while offering bulk purchase savings.

- We have three varying subscription models, and would appreciate SENCo/Head feedback at this stage:
- What's is your initial response- will schools find this helpful?
- Anything missing?
- What else would you want to purchase?

# **Reviewing the Impact on your Curriculum for the Pupils with SEND**




# Introductions

## **Olivia Kelly**

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[www.northyorks.gov.uk](http://www.northyorks.gov.uk)



**"IF THEY CAN'T  
LEARN THE WAY  
WE TEACH, WE  
TEACH THE WAY  
THEY LEARN."**

DR. O. IVAR LOVAAS

ANDNEXTCOMESL.COM



**North Yorkshire**  
County Council

# Why?

Gaps in **understanding of pupils' needs** and **starting points**. This led to some pupils with SEND having negative learning and development experiences.

Schools were teaching a curriculum to pupils that was not properly sequenced or well matched to their needs.

# Why?

## Ofsted Framework

Inspectors will take a rounded view of the quality of education that a school provides to **all** its pupils, including disadvantaged pupils, the most able pupils and pupils with SEND.



## School inspection handbook (1):

- Before making the final judgement on overall effectiveness, inspectors will always consider the spiritual, moral, social and cultural development of pupils at the school, and evaluate the extent to which the school's education provision meets different pupils' needs, including pupils with SEND.
- There is high academic/vocational/technical ambition for all pupils, and the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum.
- Disadvantaged pupils and pupils with SEND acquire the knowledge and cultural capital they need to succeed in life.

## Effective SEND provision?

- High expectations for pupils given their needs and starting points
- A well-designed and implemented curriculum.
- Timely and accurate identification.
- An effective graduated response or 'assess, plan, do and review' cycle.
- Close tracking and rigorous monitoring of the impact of interventions on pupils' learning
- Effective co-production with pupils and families
- Strong partnerships with professionals





# Key Documents



Guidance

## School inspection handbook

Updated 1 September 2021

**Legal  
Requirement**



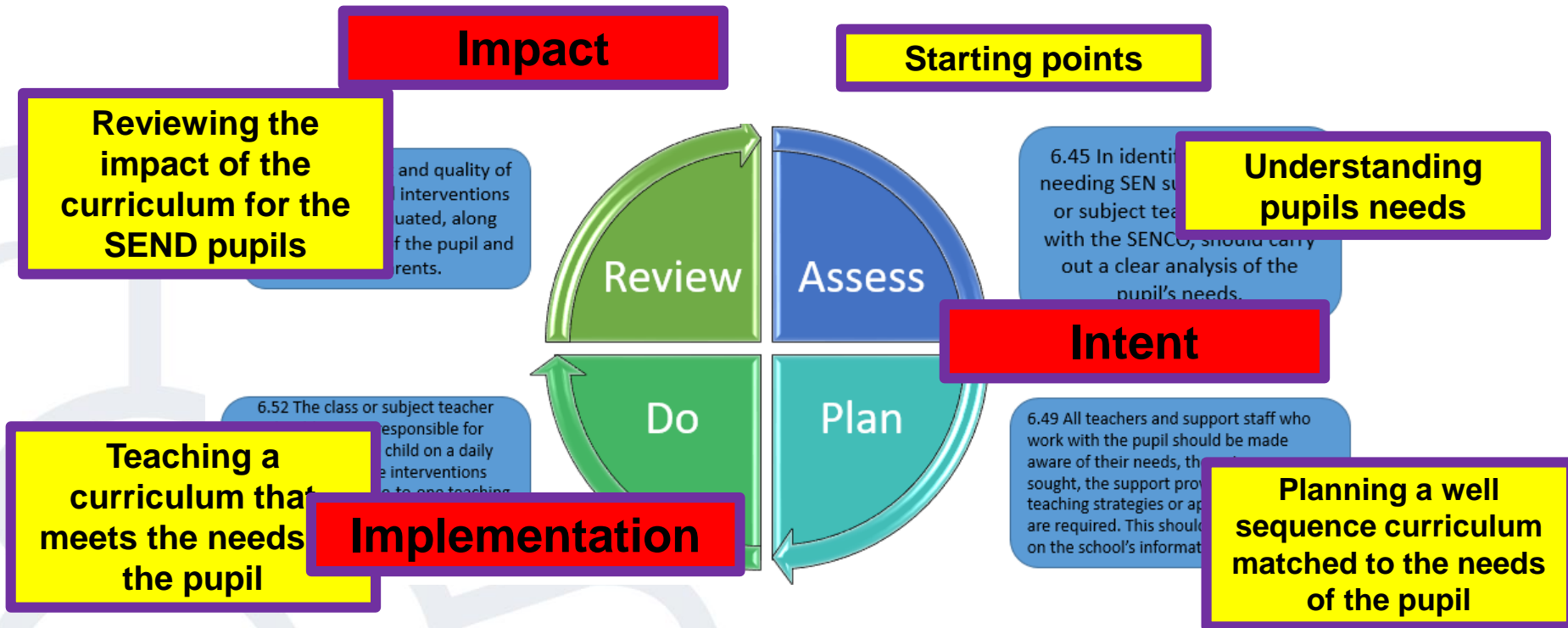
### Special educational needs and disability code of practice: 0 to 25 years

Statutory guidance for organisations  
which work with and support children  
and young people who have special  
educational needs or disabilities

January 2015



# Graduated Approach







# How do ensure you have a graduated approach across your curriculum?



# SEND methodology:

Inspectors will need to understand the **school's SEND context** through pre-inspection planning and dialogue with senior leaders in their pre-inspection conversation.

Inspectors will **always**:

Include a **sample** of pupils with SEND in their subject deep dives.

Ask senior leaders to provide copies of EHC and SEND support plans for the sample group of pupils at the start of the inspection.

Have dialogue with senior leaders in their initial meeting about **ambitions** for pupils with SEND.

**Deep dives** will include evaluations of senior and curriculum leaders' **intent** for the subject or curricular unit and their understanding of **implementation** and **impact**.

Inspectors will have dialogue with senior and curriculum leaders about how the curriculum is **implemented** for pupils with SEND. Inspectors will **always** **what pupils** **learning**

Inspectors will consider whether the evidence they have gathered through deep dives gives a **valid** and sufficiently **connected** view of the quality of education.

Day 2 activities will **always** include a focus on pupils with SEND to test whether the features identified in deep dives are systemic and involve **dialogue** with the SENCo and **sampling** for a group of pupils with SEND.

Inspectors will **review** the day 1 and 2 evidence and **evaluate** the quality of education provided for pupils with SEND.

- 
- Top Tip!**
- Familiarise yourself with the SEND Ofsted EIF
  - Ensure you have evidence for each strand of the Ofsted EIF

# Reflection Time - Intent



- How do you identify those pupils with special educational needs, those who need an 'something additional or different' provision to help them achieve?
- What is different about this provision to what other pupils are getting?
- Do all staff understand the context of your school? Including cultural capital gaps and SEND. How do you know?
- ***Do curriculum leaders, SEND leaders and teachers work together to develop curriculum?***

**What do  
you do  
now?**

**What would  
make it  
even better?**

**North Yorkshire  
County Council**

# Reflection Time - Implementation



- Are all pupils with SEND included in all aspects of the education provision of the school? How do you know?
- ***Does the staff CPD develop understanding of individual needs and what teachers can do to promote learning in each subject, or is it generalised and non specific?***
- Who assesses, plans, reviews and does? Is it the SENCO, the teacher or is SEND responsibility for all? How do you know?
- Is the school preparing the SEND children for the next stage of learning?
- What is the school understanding of 'quality of learning' and how does this look like and how is it included in the curriculum?
- What does the school do to ensure that children who do not learn the intended curriculum are supported?
- How does the school help children to retain information in their long term memory and recall and apply when needed?

**What do  
you do  
now?**

**What would  
make it  
even better?**

# Reflection Time - Impact



What impact  
would you  
expect to see in  
your school?

- ***How do you review the provision for SEND? Who is involved?***
- How do you know whether children with SEND are knowing more, remembering more, able to do more?
- What happens if the provision has not made an impact or difference?
- Does the curriculum overcome or create barriers to learning? How do you know?

# Inclusive Quality First Teaching

## Pre-Teaching and Over-Learning



Where pupils struggle with new content pre-teaching introduces vocab and ideas before they are already known, whilst over-learning offers regular review and

## Chunking Content

When information is new to learners, the best way for them to process this is in small, manageable bites or chunks, due to limits in working memory. Chunks can get bigger over time but allows pupils to master learning before moving on.

**How do you monitor this across the whole curriculum?  
What impact is it having for pupils with SEND?**

## Modelling



As with babies taking their first steps, learners moving to new skills need the guidance of the teacher to be shown the way. Modelling and worked examples of 'what a good one looks like' offers the prompts and support needed. E.g. I do, We do, You do.

## Questioning



Question starters should begin with *what, where, why, how*. Bloom's Taxonomy provides a range of question stems that can be used to draw out knowledge and understanding.

# Inclusive Quality First Teaching

## Concrete Examples



For many learners, including those with SEND, understanding abstract concepts and ideas are difficult, therefore concrete examples and other sensory stimuli, such as pictures and examples, will help understand.

## Feedback



Feedback opens the learning process, sets aims and objectives, and is used throughout the lesson to check for correct understanding or address misconceptions and is used on completion of work to advise how to improve or build on current knowledge.

## Explicit Teaching of New Vocabulary

It is essential that time is taken to ensure the explicit teaching of new vocabulary and key words - even if they have been covered in a previous scheme of work. When teaching new vocab pupils should: read it, explore its origins, understand it, see it in different contexts, and use it.

**How do you monitor this across the whole curriculum?  
What impact is it having for pupils with SEND?**



# How Can We Monitor Curriculum Provision for SEND?

**Individual support plans** – Does the curriculum meet the targets on the support plans/ EHCP?

**‘Shallow’** dive

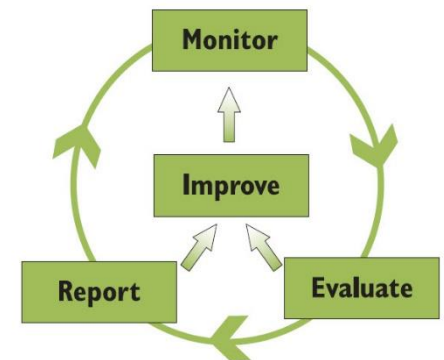
**‘Deep’** dive – using a range of methods to monitor and subject deep dive

**Work scrutiny** – monitoring curriculum provision for SEND

**Pupil voice**

**Review of Pupil Progress**

**It's important to have a clear QA/monitoring strategy within the school's yearly calendar**





# Example – Shallow Dive

Instead of 'Deep diving' into SEND across the whole curriculum, 'Shallow dive'

Fortnightly/ half termly

Focus on either SEN support or EHCP

1 child

Look at the provision for the child across the curriculum

# Shallow Dive - Intent

## **Discussion with Leaders**

How has the Curriculum been planned for this child? Is the curriculum ambitious for this child?  
What do you want this child to learn and what skills do you want them to acquire?

## **Curriculum design**

LTPS/MTPS – How have leaders ensured the subject curriculum contains content for this child that has been identified as most useful?

## **Discussion with Teachers**

Why are you teaching this now?  
Why is the curriculum structured this way for this child?  
How has the curriculum been planned?  
Why is this subject taught this way for this child?

## **Work Scrutiny**

Is there evidence of prior learning in sequences of work?  
Does work exemplify planned end points?  
Do units follow logical and connected sequences of learning for this child?  
Does the work meet the needs of the child?  
Are there opportunities to revisit & practice prior learning?

# Shallow Dive - Implementation

## Discussion with **teachers**

- Why is the curriculum for this child sequenced in the way it is?
- How is the child progressing through the curriculum? How do you know?
- What CPD/support have you had to help you develop your subject/pedagogical knowledge?

## Discussions with **child**

- Can you tell me about what you were learning about today?
- Were you able to use anything you have learnt about before to help you in today's lesson?

## **Work Scrutiny**

- Does the pitch of the learning reflect the child's starting points?
- Is there evidence of prior learning in sequences of work?

## **Visit to Lessons**

- What additional strategies are being used to support the child with SEND? Are they having an impact?
- Is the curriculum meeting the needs of the child?
- How has the child's targets on their individual support plans/ EHCP been taken into account when planning the lesson/ curriculum?

# Shallow Dive - Impact

## Discussions with leader

- How do you know you have a quality curriculum?
- How well are the SEND progressing through the curriculum (knowing more/remember more/do more)? How do you know?
- What progress is the child making in terms of knowing more, remembering more and being able to do more?
- Is this child achieving because the curriculum is well-sequenced?
- What has been the impact of CPD on teaching and learning of SEND in your subject?

## Discussion with child

- Thinking back to last term, I see you learned ... Tell me what you remember about ...
- How does the teacher help you remember important content/ things you have learned? (Do they re-visit to embed?)
- What knowledge that you learned in previous lessons were you able to use in this lesson?
- Sometimes you, or other pupils, might need help to understand what you are learning, or to catch up. What help do you or others get and is it effective?

## Work Scrutiny

- Is there evidence of prior learning in sequences of work?
- Is there evidence of the child applying the key vocabulary they have learned?
- How is the child progressing through the curriculum? Do the children know more, remember more and are able to do more?
- Do units follow logical and connected sequences of learning?
- Is there evidence of teacher/TA intervention when children need help to understand what they are learning, or to catch up. What help do they get and is it effective?

# What are the Benefits of Shallow Dives?

- In **smaller schools** , staff out for large periods of the week for deep dives could be unrealistic, however short pieces of work on individual or group could be easier to cover and support the leaders.
- Deep dives are important however if this is the only mode of Quality Assurance then it could become long winded and unwieldy.
- Clear understanding of the provision of SEND across the whole curriculum

# Any Questions?



# Resources

## SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS

### Summary of recommendations

1

Create a positive and supportive environment for all pupils, without exception



2

Build an ongoing, holistic understanding of your pupils and their needs



3

Ensure all pupils have access to high quality teaching



4

Complement high quality teaching with carefully selected small-group and one-to-one interventions



5

Work effectively with teaching assistants





# SEND Gateway

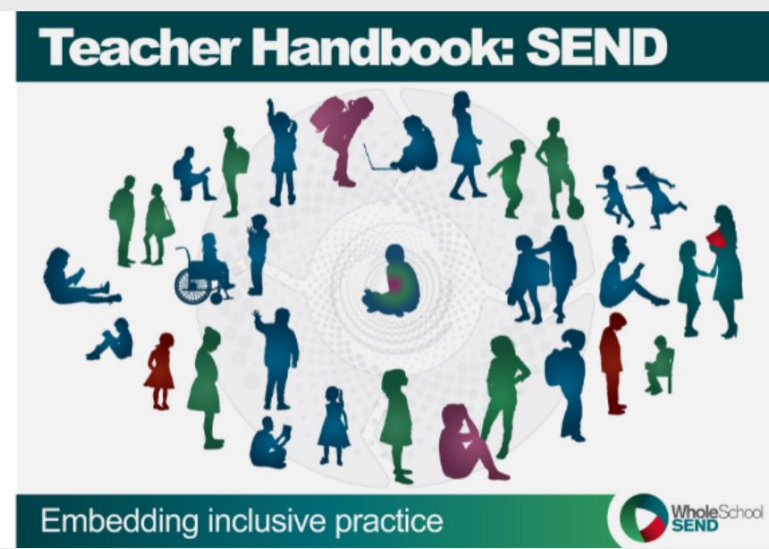
[SEND Gateway Home Page | SendGateway](#)



# NASEN SEND Handbook – released 5.1.22

1. **Understanding the role of the teacher** – including guidance on legislation; Ofsted; intersectionality; safeguarding, and language used between colleagues
2. **Knowledge of the learner** – understanding how children learn; giving pupils a voice, and working closely with families
3. **Planning inclusive lessons** – including Quality Inclusive Pedagogy; inclusive teaching and learning approaches; unconscious and conscious barriers; the language used with learners; working with Teaching Assistants, and remote education
4. **Creating an inclusive environment** – discussing barriers to learning; reasonable adjustments; classroom environments; teaching routines and practice; resource implications for learners with SEND; supporting learners with sensory needs, and transitions
5. **Subject-specific guidance** – covering primary and secondary guidance for maths, English, science, drama, physical education (PE), computing and – at secondary level only – modern foreign languages
6. **Graduated approach** – detailing the teacher's role in identification of SEND; gathering a holistic understanding of learners; working with the SENCO, specialist teachers and external agencies, and exploring the engagement model
7. **Strategies to scaffold learning** – on cognition and learning; communication and interaction; sensory and/or physical needs; social, emotional and mental health difficulties (SEMH); neurodiversity, and co-occurrence of need
8. **Teacher wellbeing** – how teacher wellbeing can be enhanced within the workplace; how distributive leadership of SEND in schools help teacher wellbeing; how environments and supervision can support, and the SEND resources helpful to teacher wellbeing

[Teacher Handbook | SendGateway](#)



# Early Years SEND Review Guide

## P15 – 21 – Questions/ prompts to support with reviewing SNED provision in EYFS



**EARLY YEARS SEND REVIEW GUIDE**

**Leadership of SEND**

**Areas to consider**

There are high expectations for all children alongside a clear vision for the education of all children with SEND.

Setting admission and transition policies actively welcome and engage parents and carers of children with SEND.

Leaders understand their statutory responsibilities under the SEND Code of Practice and the Equality Act. Policies and practices are effectively implemented in line with statutory requirements and are reviewed and evaluated regularly.

The setting has named SEND who works within the senior leadership team alongside the setting manager, and they ensure that the needs of all children with SEND are met.

The setting has an agreed SEND development plan with identified priorities for the improvement of provision.

The setting supports and develops successful partnerships with other agencies, for example schools and Children's Centres.

The setting has knowledge of, and understands the process of, requesting an EHC needs assessment.

The SEND register is accurate and reviewed at least termly.

The setting ensures that the management committee is informed about provision for children with SEND and the quality of SEN provision.

**Working with children and parents/carers**

**Areas to consider**

Admission and induction processes are clear, well planned and appropriate for the needs of the child and the family, meeting information where necessary.

Communication with parents and carers of children with SEND is promoted by the setting's effective systems and enables parents and carers to meaningfully contribute to shaping the quality of support and provision for their child.

The setting and parents and carers work effectively in partnership to ensure that children with SEND are fully included and supported in all activities in the setting, including any extra-curricular activities, clubs or other out-of-school activities.

There are well established systems in place to ensure that parents and carers are fully informed about the quality of provision for their child.

**The efficient use of resources**

**Areas to consider**

SEND has a high profile in staff continuing professional development and learning.

All staff engage in high quality continuing professional development and learning to support improved outcomes for all children.

There is an effective system in place for professional review for all staff, linked to the setting development plan, and includes wider aspirations regarding all children's outcomes.

The setting uses the Key Person system effectively in line with the requirements of the EYF and deployment of all staff is routinely reviewed and evaluated for impact.

There is a graduated approach to provision and planning and interventions are carefully implemented. Whole group, small group and individual support is balanced appropriately.

Interventions are evidence informed, coordinated and deployed effectively, and monitored through a cycle of review measuring impact. Systems are in place to support this process, for example, through the use of a provision map.

**Outcomes and the quality of teaching and learning for children with SEND**

**Areas to consider**

Managers and SENDCo work closely with practitioners to support planning and differentiation.

Managers and SENDCo are involved in reviewing and helping practitioners improve the quality of teaching for all children.

Practitioners have a clear understanding of children's needs and individual plans are informed by parent and carer partnerships. These are consistently applied throughout the setting.

Children with SEN have individual plans that are reviewed with parents and carers, and their impact is documented at least termly.

The individual needs of children are communicated effectively to all staff, and all staff are able to communicate their observations.

The routines of the day are flexible and responsive to individual children's needs, to support children's wellbeing, and sense of security and belonging.

Evidence from observations shows the teaching and learning in specific areas is consistently good or better.

The system of record-keeping for learning and development is clear, consistent, and progress, areas of strength and areas for improvement are identified and monitored.

**Assessment and identification**

**Areas to consider**

The setting completes the 2 year old check for all children.

Observation and assessment systems use all available data to support the effective identification of barriers to learning.

Children's outcomes are tracked methodically and used effectively to support learning and development.

**Development area – see guidance notes for more information**

Key: S – Securely in place P-Partly in place D- Development area – see guidance notes for more information

**North Yorkshire County Council**

**OFFICIAL**

# SEND Governance Review Guide

- This guide is structured around the 6 features of effective governance as identified in the Governance Handbook.
- Questions/bullet points can be used when talking to SEND Governors.



# NYMAZ SEND Music Network

Full membership is only  
£10 for an individual  
freelancer or £25 per  
setting (up to three  
named staff)



This network is open to all those in North Yorkshire and Teesside who are working with (or interested in learning more about how to work with) children and young people with Special Educational Needs and Disability, including music practitioners, workshop leaders, classroom teachers, staff and freelance practitioners.

- Free networking events
- Discounts on NYMAZ conferences and training
- Free webinars
- Access to online resources in the NYMAZ Online Members' Area
- Free copy of the new NYMAZ Resource Activity Booklet
- Free 1 month hire of resource kits\*

For more information and to join visit:

[www.nymaz.org.uk](http://www.nymaz.org.uk)



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# Resources

CYPS - [Special Educational Needs & Disabilities \(SEND\) and Inclusion | CYPInfo \(northyorks.gov.uk\)](http://northyorks.gov.uk/cypsinfo)

## CYPS Info

- Generic Login for your school or SENCo support only

senco815

NY\_cyps2019

SEND Gateway =

[SENCO Induction Pack: revised edition | SendGateway](#)

- ▼ 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

**Thank you!**

# Breakout group networking

[My First Presentation - Mentimeter](#)







