

A top-down view of a black bowl filled with several colorful popsicles. The popsicles are in various colors: yellow, red, green, and orange. Some are single-colored, while others are multi-colored. They are arranged in a cluster, with some overlapping. The bowl is placed on a light-colored wooden surface with a visible grain. The text 'SENCO Network' is overlaid on the left side of the image in a large, white, sans-serif font. Below it, the text 'Summer 2024' is also overlaid in a smaller, white, sans-serif font.

SENCO Network

Summer 2024

Agenda

- 9.30am** DBV project update and change to SEND Hub model-
Carol-ann Howe
- 10.30** Break
- 11** Olivia Kelly- OFSTED summary
- 11.15** Quality and content of EHC plans - Charlie Lowe
- 12** Verbo/Locality Boards- Jen/Katie
- 12.15** lunch
- 12.45** Medical Education Service update- Cerys Townend
- 1** SENDIASS- learner voice in annual reviews – Clare Leonard
- 2.30** Break
- 2.45-330** Annual Reviews- Charlie Lowe



**SENCO Networks
Promoting and Supporting
Inclusive Practice
DBV Updates**

Enhanced Transitions Pilot Project

- Nursery to reception for children with autism, related complex social communication needs or significant learning disability
- Transition from Y5/Y6 to Y7 and secondary school for children including those with autism or related complex social communication needs, or a range of presenting needs leading to perceived vulnerabilities at the point of transition
- Focus on individual children and young people at point of transition – engagement with parents and school staff, including understanding assets and concerns, multi agency solution-oriented approaches and consultation, training or modelling of approaches, sensory and environmental audits etc.

Finalised Cohort List : 60 (N-R and Y6-Y7)

- Majority with an EHCP
- Primary need of autism, SLCN or Complex Learning Difficulties
- Parents not fully confident in mainstream but want CYP to have an opportunity to attend mainstream or CYP has said they want to give mainstream a try
- School had concerns around meeting need

Ensured that minimal current involvement from other services to prevent any repetition or confusion.

You will have been contacted if you and your school are involved.

Transitions staff:

Bethany Warren



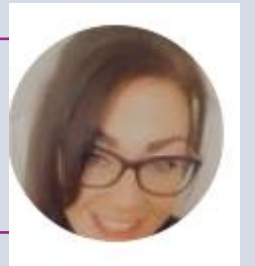
Katie Heaven- Terry



Cathie Longman



Emma Jones



Hilary Larner

EP and EP assistant support

TRANSITIONS PROJECT TIMELINE



APRIL

24

Staff all recruited and cohort list identified

APRIL - JULY

24

Initial contact made to parents/ carers and settings.

Initial visits started and planning for support is underway

SEPT-DEC

24

Personalised Transition support from staff team is implemented and reviewed

JAN-MARCH

25

Co-construction of North Yorkshire's Transitions Charter, Protocol and Guidance with a centralised resource area



**NORTH
YORKSHIRE
COUNCIL**

Inclusive Practice Framework

Diversity is being
invited to the party;
inclusion is being
asked to dance.

Verna Myers

www.declicinternational.com

Objectives

To have a shared language around OAIP

To develop a clear understanding of what OAIP looks like

To create a useful tool to support and promote inclusive teaching in schools.



Dave Parrish



Anna Crowther Riley



Caroline Adkin



Michelle Henley

Inclusive Practice Partners - Specialist Teachers

What we want to achieve...

- Co-production of an Inclusive Practice Framework that is useful for yourselves, other professionals and parent/ carers
- Consensus on what OA and SEN Support looks like in NY



Local Area Ambition and Vision



Local Area SEND Strategy

Underpinned by our understanding that positive relationships are central to achieving better

outcomes, our ambition is to work in partnership across the system to improve the lived experiences of

children and young people with SEND, so that:

- ***Families know how and where they can access support and information***
- ***Children and young people receive the support they need at the right time***
- ***Our communities are inclusive***
- ***Children and young people can develop their independence and live happy and healthy adult lives within their local community***
- ***Lived experiences are an integral part of our continued improvement***

The why.....

LA legal requirements – Local offer

-Requirement on the LA to set what SEN provision and special training provision it expects schools and early years and post 16 providers to make available.

The special educational needs and disability regulations 2014 (SI1530)

The local authority must set out in its local offer an authority-wide description of the special education and training provision it expects to be available for children and young people in its area who have SEND from providers relevant to EYs education, maintained schools....post-16 providers

This includes information about:

- Approaches to teaching, adaptations to the curriculum and the learning environment ...and the additional learning support for those with SEN

The SEN Code of Practice 2015



A Case Study – Cumbria Ordinary Available Project – Sue Segar

- Learnings from their Journey;
- LA started with multi-disciplinary team to agree on a consensus including specialist teachers, external professional, parents, school, health and CYP.
- Continually updated online
- Teachers encouraged to have a copy in their classrooms/ EP/ SALT/ Specialist teachers
- Specialist teachers used it to answer queries from schools/ SENCOs and it reduced their workload over time.
- Separate EYFS document

ORDINARILY AVAILABLE PROJECT TIMELINE



APRIL

24

Assess:

Project development & brainstorming.

Evaluate existing offers in other LAs

APRIL - JULY

24

Plan:

Co-Creation of products prototypes & feedback.

SEPT

24

Do:

Ordinarily Available
Implementation of resources
with all stakeholders

Collaborating with schools to
develop tools' useability

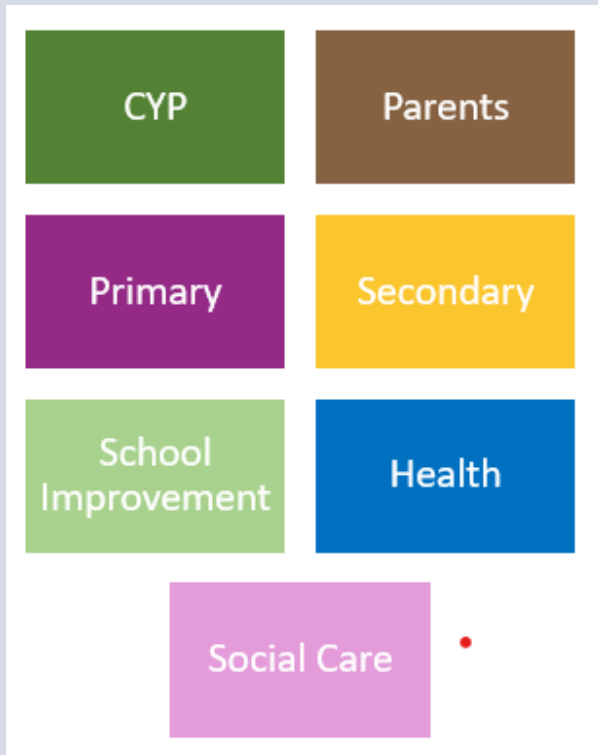
MARCH

25

Review:

Keep, Change, Grow review of
finalised product.

Collaboration is Key





Feedback from Primary and Secondary Schools

Wants/needs from an OIAP framework:

- Clear layout with clarity over language
- Accountability and reference to other professionals/roles (pathway/signposting)
- Reference to other documents without repeating content
- Having criteria for what schools should have in place BEFORE making hub referrals and also banding criteria for EHCPS would help, so that it is clear about what schools should be able to offer pupils whether they have an EHCP or not would be useful for consistency
- Clear strategies and resources that would support provision within the classroom



Aims of the Ordinarily Available Project: the end products

Inclusive Practice Framework

Teacher toolkit

School Evaluation tool

Teacher toolkit

What you might see

- Child may have no or poor eye contact and may not respond to their name
- Child may be easily distracted, find attending to activities difficult and flit between one thing and another
- Child may not be able to listen and do something at the same time
- Child may appear to be in their own world or on their own agenda and it may be difficult to get them to engage in adult led interactions
- Child may engage in a limited range of activities
- Child may struggle to understand language and could mimic with no understanding (out of context)
- Over reliance on non-verbal communication
- Struggles to follow simple instructions
- Not responsive to their name
- Difficulty making choices
- May have high levels of anxiety, withdrawal, challenging behaviour, low levels of wellbeing
- Avoids tasks and activities where there is a reliance on understanding language
- Struggles to follow routines without support – waits and copies what others do
- Children may find following verbal instructions difficult

Strategies teachers could use:

Environment:
Be aware of noise levels in the setting e.g. the use of soft furnishing or creating cosy areas.

Experiences and Opportunities:
Know about and follow the child's current interests or motivators
Offer a range of sensory experiences to engage the child
The outdoor provision can be an experience that relaxes children and supports their communication.

Strategies:
Identify the child's attention levels
Use the child's name before communicating with them
Use eye contact, gestures, tone of voice and nonverbal communications
Get down to the child's level
Organise small groups or paired work

Strategies Parents might use:

Play high interest games e.g. bubble, balloon or ready steady go games.
Use visuals or objects of reference to support attention skills
Sing songs and rhymes
Avoid asking too many questions. Adults should ask one question to every four comments made

Resources

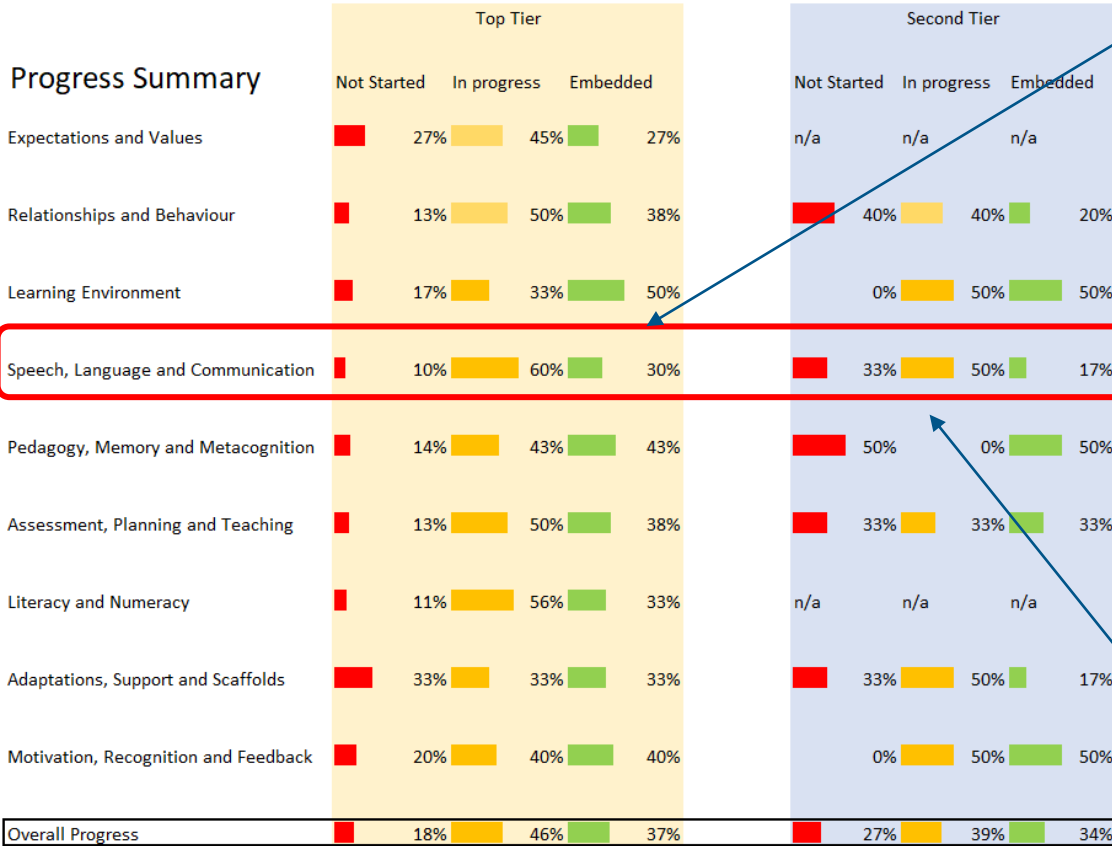
[People play](#)
[Social communication groups](#)
[Sensory circuits and sensory breaks](#)
[Safe space](#)
[Positive language and praising](#)
[Every Child a Talker Child monitoring tool](#)

Strategies and Resources will appear here

Teacher ticks here.

School Evaluation 1

Progress Summary



Speech, Language and Communication

Top Tier Every day teaching practice

<p>Criteria SLC1 - Rich language in the classroom.</p> <p>Every teacher and adult in the classroom understands that every moment is a language development and comprehension moment. Teachers model and encourage the use of rich language and take time to listen to what, and how, pupils are speaking and talking in lessons. Teachers and non-teaching staff are all continuously aware of the</p>	RAG	<p>Criteria SLC2 - Time for speaking and listening.</p> <p>The amount of time pupils are encouraged to speak during the whole day is increased. Oracy is built into the day at every opportunity and teachers address the 'word gap' through high quality teaching. Teachers prioritise and support all pupils to articulate their ideas and thoughts, listen to others and</p>	RAG	<p>Criteria SLC3 - Awareness of quantity and pace of talking.</p> <p>Teachers consider the quantity and pace of talking and use strategies to support this. For example, the use of pauses, modelling, visual cues</p>	RAG	<p>Criteria SLC4 - Pre-teaching of core vocabulary</p> <p>Teachers use a pre-teaching approach to topic specific vocabulary. Teachers model correct vocabulary use across different topic areas to support full understanding and correct use. Repetition is essential</p>	RAG	<p>Criteria SLC5 - Clear view of speaker.</p> <p>Pupils have a clear view of the speaker to enable use of non-verbal communication such as gesture and facial expression. Speaker moves position to take into consideration the layout of the room enabling all pupils to be engaged.</p>	RAG	<p>Criteria SLC6 - Clear instructions.</p> <p>Instructions are clear and simple.</p>	RAG
<p>Criteria SLC7 - Listening behaviours.</p> <p>Adults give clear and explicit praise for displaying good listening and attention behaviours. All adults model positive listening behaviours and refrain from talking to individual pupils during teacher input.</p>	RAG	<p>Criteria SLC8 - Time to process info.</p> <p>Pupils have time to process information before being asked to respond (10 second rule). 'Thinking time' or opportunities to work with talk partners before answering a question is built in. Teachers use phrases such as "I'm going to come back to you in a minute for your idea."</p>	RAG	<p>Criteria SLC9 - Equal opportunity to talk and contribute.</p> <p>Teachers make sure that all pupils have equal opportunity to talk and contribute to lessons and during social times. This includes talking aloud, talking with a partner, talking in groups and talking to both friends and adults.</p>	RAG	<p>Criteria SLC10 - Conversational rules reinforced.</p> <p>Teachers model, display and reinforce conversational 'rules' for example, turn taking</p>	RAG				

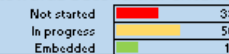
Second Tier (Could be used to adopt Daily Practice)

<p>Criteria SLC11 - Non-verbal communication.</p> <p>Teachers model appropriate body language and facial expressions. Teachers comment on the facial expressions of other people and label feelings</p>	RAG	<p>Criteria SLC12 - Establish attention before instructions</p> <p>When appropriate, pupil's name is spoken and joint attention is established before giving instructions. This may be through any physical acknowledgement of listening that works for the pupil. Eye contact is one cue, but</p>	RAG	<p>Criteria SLC13 - Chunked instructions.</p> <p>Instructions are broken down into small, manageable chunks or steps. Alongside clear instructions and explanations, adults provide key points and steps - either written or visually</p>	RAG	<p>Criteria SLC14 - Visual strategies to support the spoken word.</p> <p>Teachers use visual strategies to supplement verbal information to assist with understanding and independence. For example, a gesture, a photograph, an object or a symbol.</p>	RAG	<p>Criteria SLC15 - Modelling to aid understanding.</p> <p>Modelling is used to aid understanding. This includes practical demonstrations, models of completed tasks, worked out problems, visual cues and audio commentary.</p>	RAG	<p>Criteria SLC16 - Avoiding direct correction of speech</p> <p>Teachers avoid direct correction of speech and language. Simply model or repeat back the correct version of what the pupil is trying to say, adding anything extra to extend their language.</p>	RAG
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Progress towards top tier Criteria



Progress towards second tier Criteria

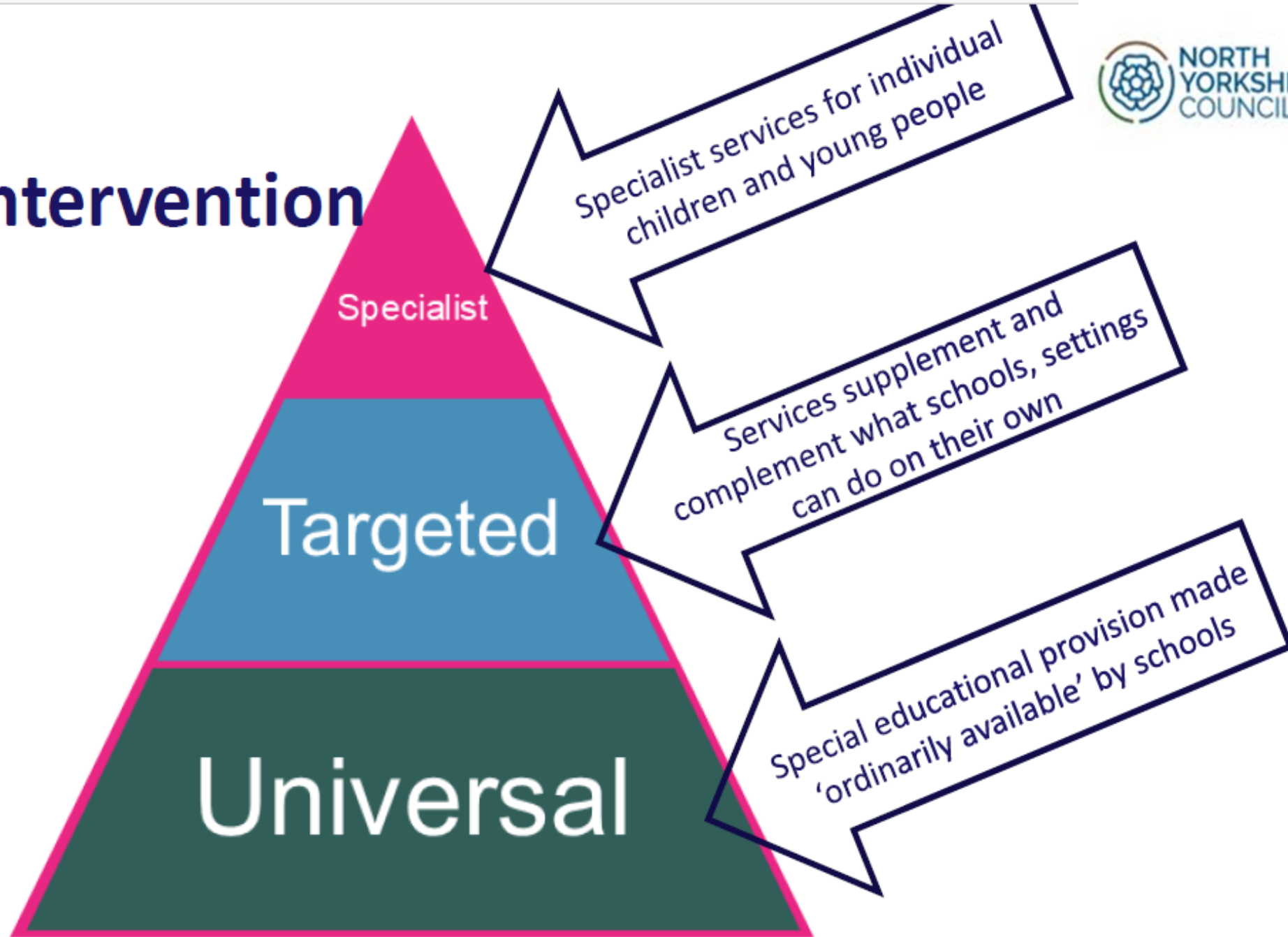


- When Rating each Criteria:
- 1) Ensure that if you have tagged a criteria as green you are able to provide evidence that it is embedded.
 - 2) Make sure every criteria is RAG rated
 - 3) Each Criteria tab has additional supporting details below the audit sheet to help with your decision

Leicestershire example

What does it look like?	Ordinarily Available Provision	Resources Available
<p>Social Communication</p> <p>Child may avoid situations where language is involved</p> <p>Child may demonstrate aspects of solitary play</p> <p>Child may find emotional vocabulary learning a challenge</p>	<p>Environment:</p> <ul style="list-style-type: none"> ▶ When children feel comfortable and safe, they are more likely to communicate. ▶ Be aware that different cultures may have different social rules. Make sure you speak to parents about what is expected in their culture ▶ Be aware that a child with EAL may present as having SEND but just needs time to immerse in the new language ▶ Minimise visual distractions and background noise. <p>Experiences and Opportunities:</p> <ul style="list-style-type: none"> ▶ Small group work with the child for short and regular interventions ▶ Use co-operative play and adult led or child-initiated tasks involving turn taking ▶ Interact in the child-initiated moments as they arise to support and model language <p>Strategies:</p> <ul style="list-style-type: none"> ▶ Routines are very important for children with social interaction difficulties. Make the routine clear (e.g. by using a visual) and warn children in advance of any changes during the session ▶ Ensure you are face-to-face when communicating and use children's names to gain attention. ▶ Children may find it challenging to stay in the group for a long period of time so have realistic expectations for individual children. ▶ Follow the child's lead and make the context and reason for communication 	<ul style="list-style-type: none"> ▶ Language Support ▶ Social communication groups ▶ Listen and learn: Speech, language and communication strategy <div data-bbox="1956 796 2440 1100" style="border: 1px solid black; border-radius: 15px; padding: 10px; text-align: center; margin-top: 20px;"> <p>Also: What strategies/Tips could we give to parents to support?</p> </div>

Levels of intervention



Post Implementation

Specialist

Targeted

Universal

Fewer referrals for Specialist
Services for individual children
and young people

Better targeting for Services
supplementing and complementing what
schools, settings can do on their own

More students receive
Special educational provision made
'ordinarily available' by school

“

**WHEN WE EMBRACE THAT
INCLUSION IS WHO WE ARE
AND WHO WE WANT TO BE, WE
CAN ALWAYS FIGURE OUT
HOW TO MAKE IT HAPPEN.**

LISA FRIEDMAN; REMOVING THE STUMBLING BLOCK

Have your say- survey links

Please complete and share.

The **LIVE** online addresses are:

COMM-931a for parents: <https://online1.snapsurveys.com/a48aen>
COMM-931b for schools: <https://online1.snapsurveys.com/dcdist>

Or come and join us as a key partner- add your details on the sheet on your table

Be a Mr Jensen...



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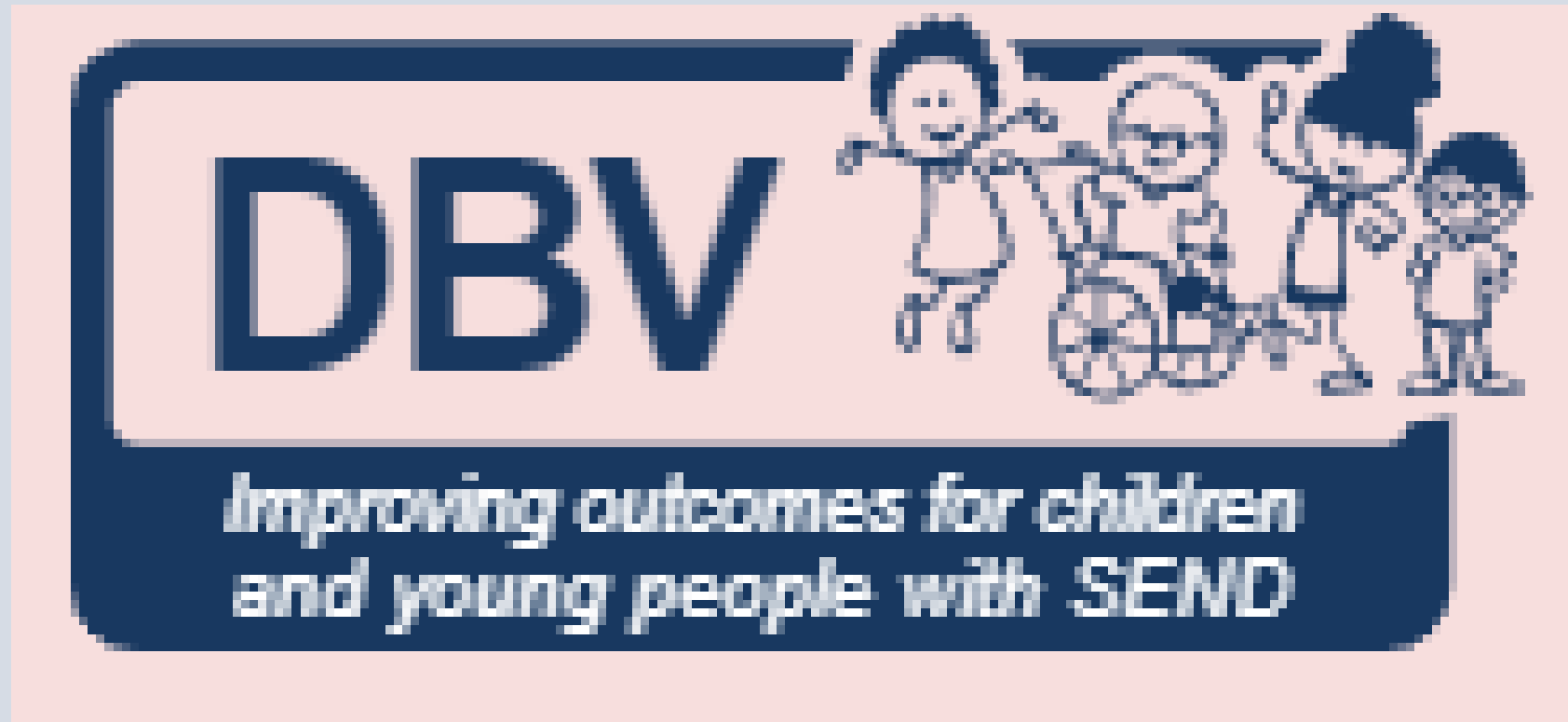
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Delivering Better Value Project



Inclusive practice framework



Developing consensus on what is “ordinarily available” within schools and from services



Multi agency, co produced with schools, families and young people



Will also include an audit framework for self evaluation



Followed by offer of multiagency visits based on this

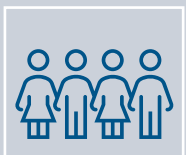
Developing Inclusive Communities- Transitions



DBV project found 36% of children sampled from mainstream schools were judged to have been more appropriately placed in mainstream, and both schools and families feeling schools needed more support and training to meet needs



Aiming to support the transfer of skills from the current setting to the next – building on what is working well

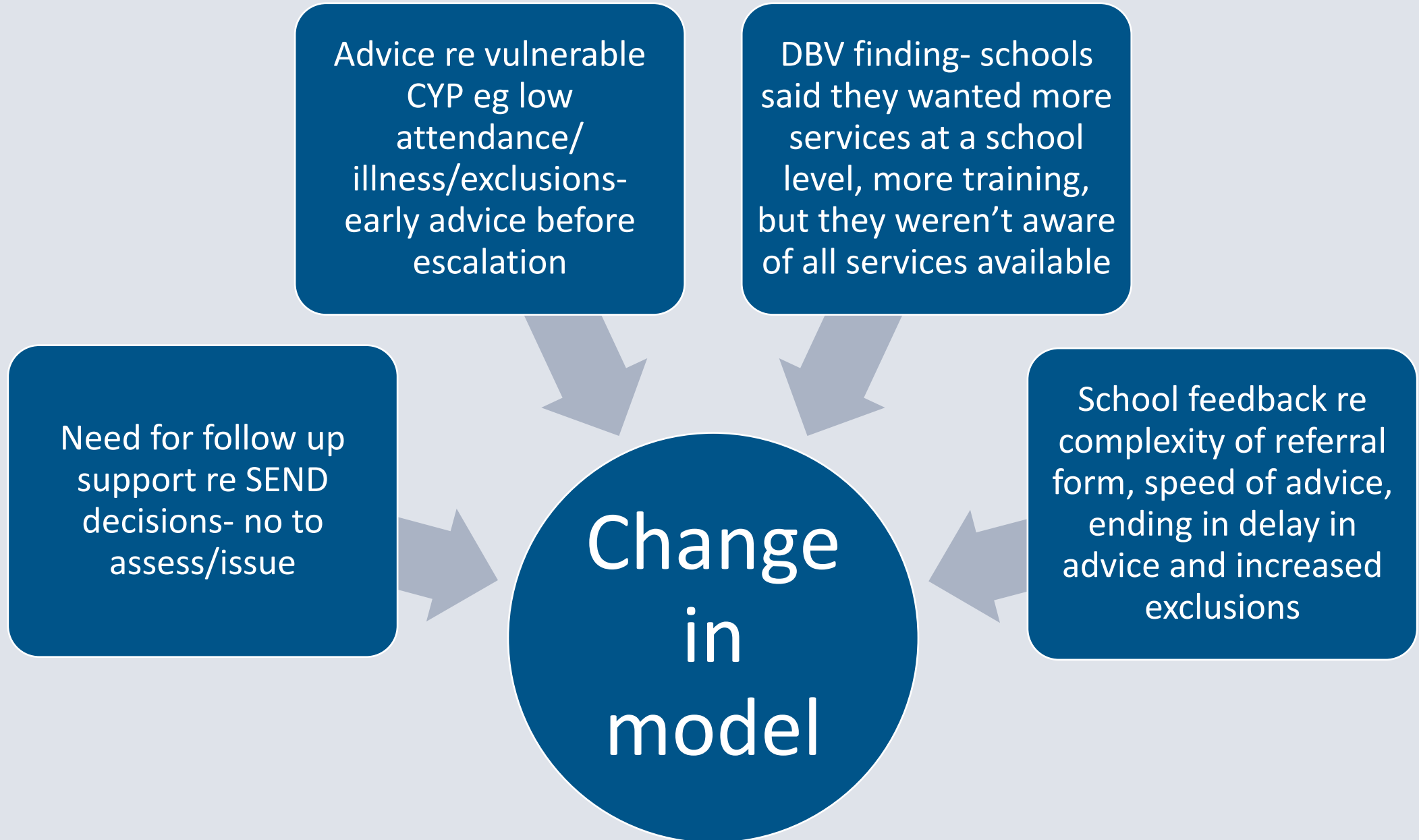


Cohort of 70 reception and year 6 starters
Will also develop resources and tools to support transitions



Holistic support to facilitate the transition and offer the curriculum “tailoring” that families seek

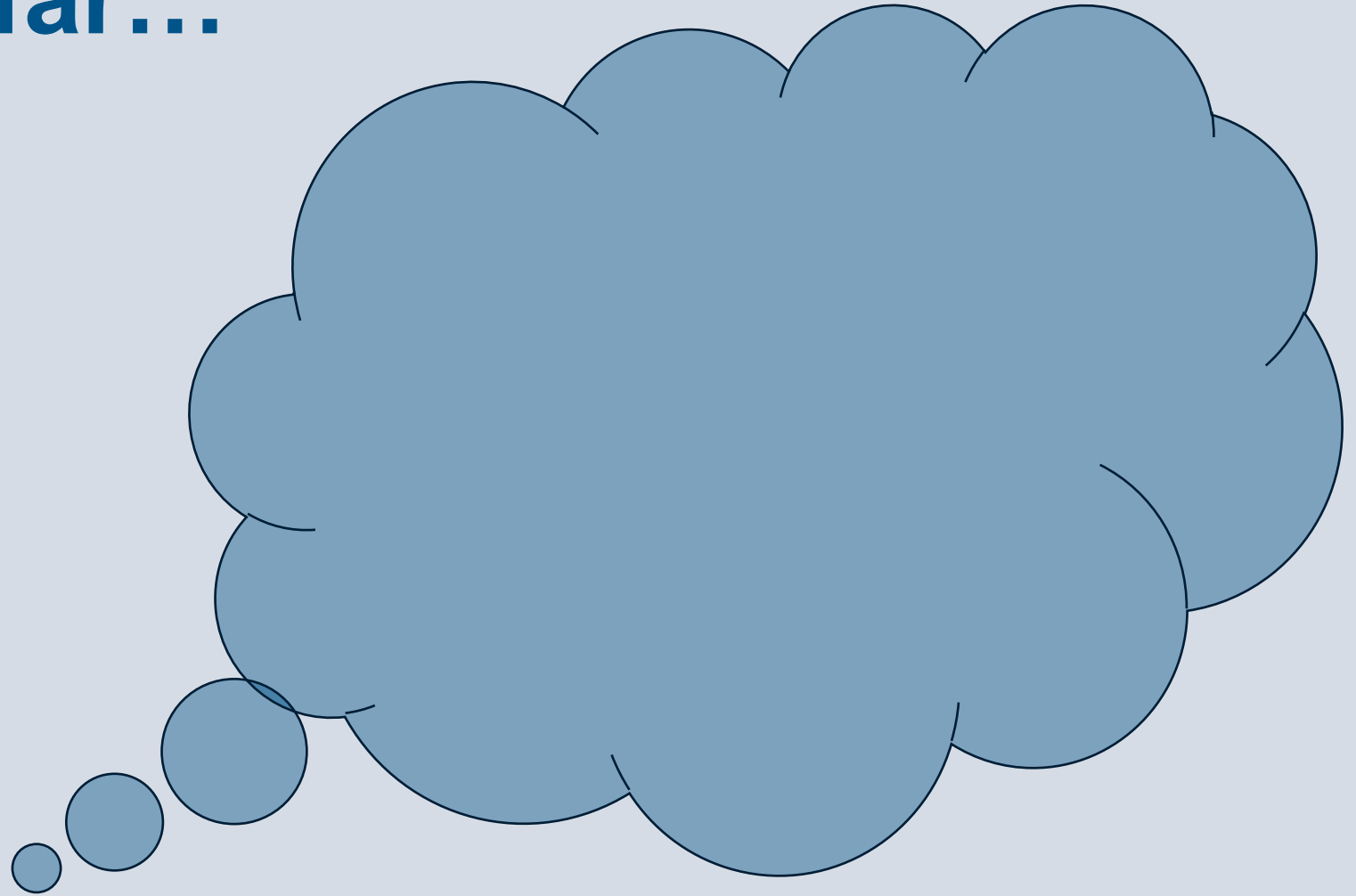
Trial new hub model



In practice

- All schools will have a named inclusion partner who will schedule visits with you for the year
- Agendas will be jointly set- so may include pupils raised to the LA (eg PTTT, SENDIASS cases, no to assess etc)
- Can include training (not full days- still traded- but twilight/part day)
- Can include broader support for the SENCo
- Hub will focus on direct work with higher need pupils
- “lower need” referrals will be directed to the next visit for discussion- may lead to specialist support or may be closed after that
- Review end of 2024

Feedback so far...



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Every teacher a teacher of SEND

Every leader a leader of SEND

Every governor a governor of SEND



National Updates

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

We have updated the [SEND Regulations 2014](#). They will come into effect from 1 September 2024, ahead of first teaching in autumn 2024. Following the introduction of the NPQ for SENCOs, the 3-year window to complete the mandatory qualification after taking up a SENCO post will remain.

From 1 September 2024, the [SEND Regulations 2024](#) will supersede the SEND Code of Practice. It is the responsibility of schools to ensure compliance with the SEND Regulations 2024, and SENCOs should enrol on the relevant qualification that enables them to do so.

Requirements for SENCOs

SENCOs who have already obtained the NASENCO do not need to complete the NPQ.

From September 2024, all SENCOs and aspiring SENCOs will need to:

- take the NPQ if they have not completed or started the NASENCO
- complete training within 3 years of appointment - schools and SENCOs must make sure they enrol on training that will meet this requirement

SENCOs appointed before 1 September 2009 are not required to take the NPQ, but will be expected to ensure compliance with the regulations.

SENCOs enrolled on a NASENCO course starting in the 2023 to 2024 academic year will be considered to have fulfilled the mandatory training as long as they complete it within 3 years of their appointment and by 31 August 2027.

[National professional qualification for special educational needs co-ordinators \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[The Special Educational Needs and Disability \(Amendment\) Regulations 2024 \(legislation.gov.uk\)](#)

These Regulations amend the Special Educational Needs and Disability Regulations 2014 ([S.I. 2014/1530](#)) (“the 2014 Regulations”).

They amend regulation 49 to the 2014 Regulations to require that Special Educational Needs Co-ordinators (“SENCOs”) complete the relevant SENCO qualification.

They provide for a new qualification for SENCOs, the National Professional Qualification for Special Educational Needs Co-ordinators. The providers of the new qualification are set out in the Schedule. Those who have commenced a course leading to the existing qualification, the National Award for Special Educational Needs Co-ordination, before 1st September 2024 will need to complete that course before 1st September 2027.

Ofsted Reports – Common Themes

Spring Term

Strengths

- SEND pupils are supported effectively
- Teachers use support plans to design their activities and to ensure inclusion
- External partners are used effectively for support and additional training
- SEND benefit from well-chosen adaptations to the curriculum which take into account individual needs
- Leaders work with external partners for support and additional training
- SEND benefit from well chosen adaptations to the curriculum which take into account individual needs
- Leaders work with external agencies and parents to plan adaptations

Ofsted Reports – Common Themes

Spring Term

Strengths

- Teachers use individual support plans and adapt their teaching well
- Pupils with SEND contribute effectively to the life of the school
- Adults skilfully support pupils to access their learning
- Leaders accurately and swiftly identify individual needs of pupils with SEND. This means teachers can provide the high quality support they need.
- Leaders offer appropriate guidance to staff on how best to support pupils with SEND to access the full curriculum
- Teachers make adaptations to tasks and activities
- Teachers make changes to the way work is presented so that all pupils access the same highly ambitious curriculum.

Ofsted Reports – Common Themes Spring Term

- Provision for SEND has been identified as a **strength** in all Ofsted Reports
- Key themes from inspections, indicate inspectors are focusing on the following for SEND:
 - Staff knowledge and training
 - Curriculum adaptations – same curriculum as their peers
 - Support plans
 - Use of external agencies

Ofsted Reports – Common Themes

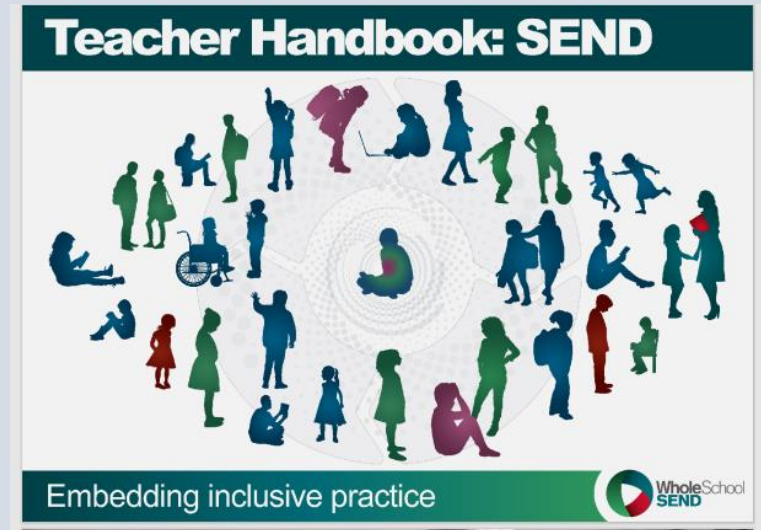
Questions to reflect on and take back to school

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

NASEN Resources

Teacher Handbook – updated January 2024

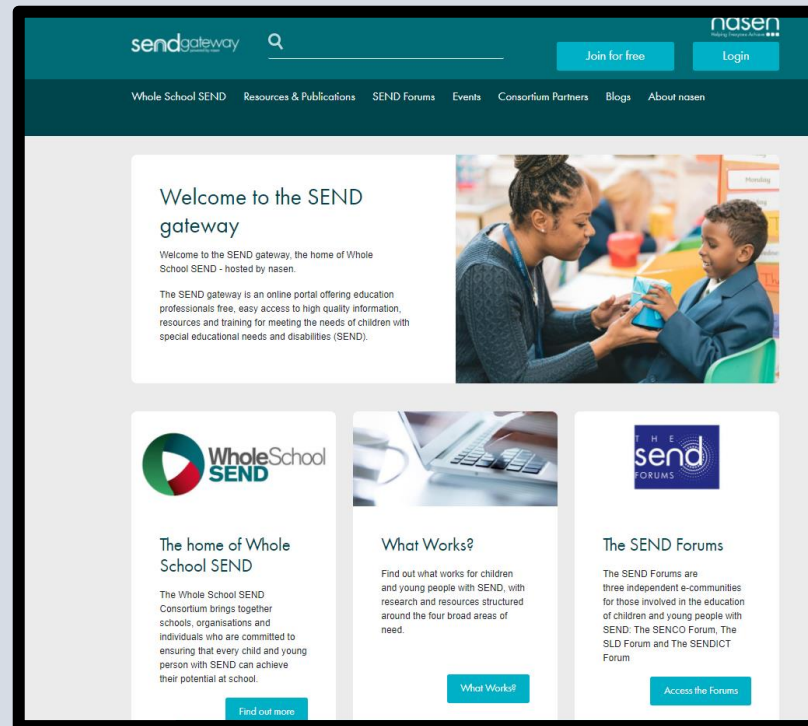
[Teacher Handbook: SEND | Nasen](#)



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SEND Gateway

[SEND Gateway Home Page | SendGateway](#)



Resources

Welcome to CYPSSinfo | CYPSSinfo (northyorks.gov.uk)

CYPS Info

- Generic Login for your school or SENCo support only

senco815

NY_cyps2019

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

Quality and content of EHC plans

Charlie Lowe: Head of SEND

Content

- Section A – High quality pupil voice
- Section B: Needs, strengths or provision?
- Section B & F: Preparing for adulthood
- Section E: Outcomes

100% of placements issued by the 15th February for EYFS & Year 6

100% of placements issued by the 31st March for Year 11

60% of placements issued by the 31st March for Year 14

Annual review backlog reducing – aim rolling 450

Focussed Review complete – project management stage

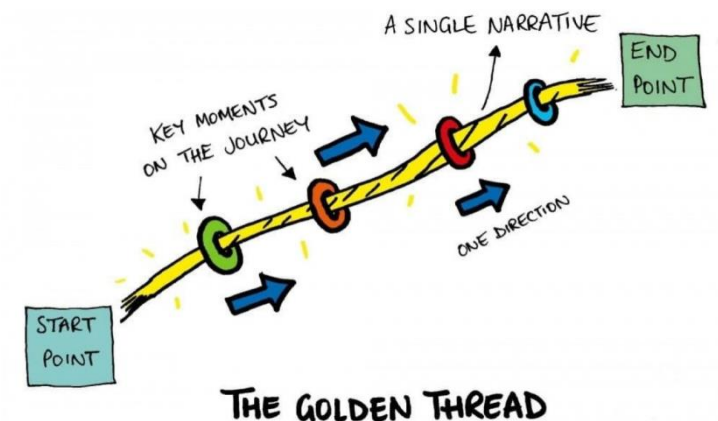
Where are we currently?

Pupil voice

1.10 CoP 2015

Local authorities must not use the views of parents as a proxy for young people's views. Young people will have their own perspective and local authorities should have arrangements in place to engage with them directly.

- CYP views can only be from the Child / Young Person
- Aspirations must be personal which create the...



When and how do you capture pupil voice?

What is the earliest point you gather pupil voice?

What tools do you use to capture voice?

How do children and young people present their voice?

Section B: Strengths and needs

Needs

- Special Educational Needs
- Barriers to learning
- That which impacts their access to learning
- Skills they are yet to do

Strengths

- The can do's
- Skills started to gain

Are these needs?

Needs to be able to sit at a task for 5 minutes

Needs to access Time to Talk 3 times a week

Requires support to be able to regulate

Benefits from additional time to complete a task

Section B: Preparation for adulthood

To be completed for young people in Year 9 (at the latest)

This can start as early as the EYFS or key stage 1

Some EHC plans may require Strengths and Needs in these sections

- **Higher education and/or employment**
- **Independent living**
- **Participating in society**
- **Being as healthy as possible in adult life**

These 4 sections are extensions of the 4 main areas of need not replacements

Section B: Higher Education and / or Employment

- Do they have a part time job? This could be paid or voluntary work
- Have they completed work experience?
- What are their career aspirations (triangulated with Section A)?
- What course are they studying which will / could lead onto either HE or employment?



Section B: Independent Living

- Can they cook a simple meal or make a drink for themselves?
- Do they understand the value of money? Can they apply this to a practical experience?
- Can they get themselves ready on a morning? Brushing teeth? Doing their hair? Dressing?
- Are they able to travel independently?
- Are they learning how to drive?
- Are they able to arrange appointments? Drs? Hairdressers?



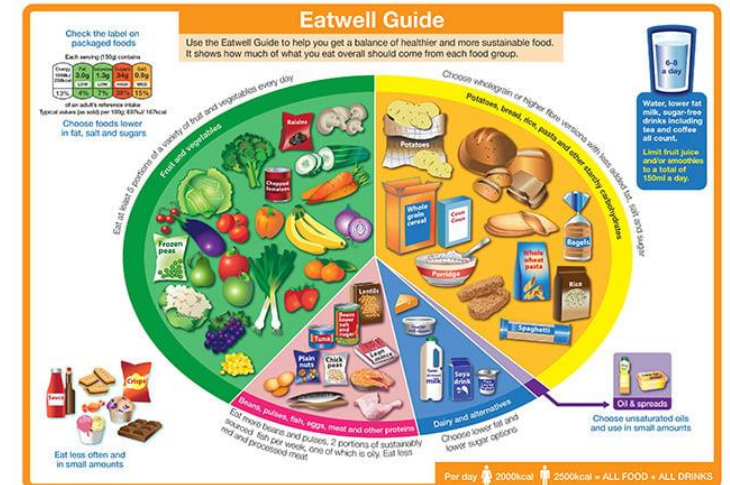
Section B: Participation in society

- Do they attend clubs / organisations in their community?
 - What is the impact on the child / young person attending?
- What support networks do they have / have knowledge off / can access?
- Do they have friends outside of nursery, school, college?
 - Do they meet to socialise?



Section B: Being as healthy as possible in adult life

- Are they able to tend to their self care needs?
- Can they make good choices in regards to diet?
- Do they play sports or are they active in other ways and under stand the benefits of a healthy lifestyle?



Preparing for adulthood through the ages

Higher Education and
Employment

CYP A is 12

Independent Living

CYP C is 8

Being as healthy as possible
in adult life

CYP D is 18

Participating in Society

CYP B is 5

**What PFA
strengths and
needs could
you write for
each CYP?**

PFA examples

Higher Education and / or employment

Strengths

Beth wants to go onto college to study an entry level course in English as she would like to be an admin assistant at her local vets.

Needs

Beth struggles with interviews and isn't sure about which colleges would be able to support her. This makes her very nervous and reluctant to visit different places.

PFA examples

Participating in Society

Strengths

Ben enjoys being out in the community. He knows that he needs to show a pass to travel and that he needs to pay cash for goods in a shop. When crossing the road, Ben shows an awareness of needing to look both ways.

Needs

Ben has a receptive and expressive communication disorder. His lack of confidence in communicating verbally with others impacts on his ability to access facilities such as shops in his community.

Outcomes linked to Aspirations

1.39 CoP 2015

With high aspirations, and the right support, the vast majority of children and young people can go on to achieve successful long-term outcomes in adult life. Local authorities, education providers and their partners should work together to help children and young people to realise their ambitions in relation to:

Higher education and/or employment – including exploring different employment options, such as support for becoming self-employed and help from supported employment agencies

Independent living – enabling people to have choice and control over their lives and the support they receive, their accommodation and living arrangements, including supported living

Participating in society – including having friends and supportive relationships, and participating in, and contributing to, the local community

Being as healthy as possible in adult life



Outcome lengths

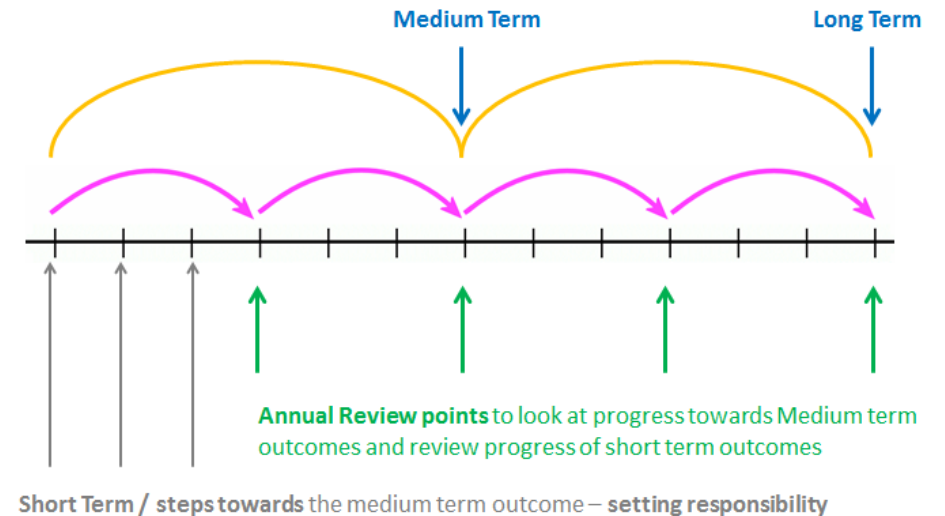
Long term (Section E)

- End of key stage
- 4 to 5 years cycle

Medium term (Section E)

- Rough mid-way point
- 2 – 3 years

All short term and annual outcomes must be documented in a settings graduated approach not in the EHC plan



Long term outcomes

- **Long term** outcomes must link with CYP aspirations
- Aspirational and **long term** in themselves
- They must have an element of being '**time bound**' however these are overarching outcomes.
- They must indicate a '**so that**' or '**in order to**' or '**to enable / access**'

Example

By the end of Key Stage 2, Child D will have achieved the year 2 expected standard in English and Maths **so that** he is able to access his curriculum with a greater degree of independence.

Long term outcomes

Example 2

By the end of Key Stage 3, Child D will have developed a good level Maths and English skills **to enable** them to access GCSE qualifications.

Example 3

By the end of Key Stage 4, Child D will have achieved GCSE qualifications which will enable him **to access** further study at college, gain employment or undertake an apprenticeship.

Medium term outcomes

- Medium Term outcomes must be an interim step towards a long term outcome
- Usually a 2 - 3 year cycle
- Must be SMART.

By the end of his current course, **Ralph** (19 years old) will attend 3 work-based interviews.

Mohammed (8 years old) works independently for at least 50% of each lesson period, by the end of KS2.

By the end of KS1, **Sheila** (6 years old) will be able to express her preference when offered a choice between two activities.

Creating personalised outcomes

What tools / documents could you use to help you write long term outcomes?

Do you already link long term outcomes to pupil voice? If not, how could you?

What input do CYP have towards their outcomes currently?

Outcome ideas

- **By the end of Key Stage 2**, Z will have an understanding of rules and boundaries whilst working within a group or class **in order to** take turns and share fairly with other children and adults – (EYDJ)
- **By the end of Key Stage 3**, X will take part in a simple conversation with an adult, focusing on things happening in the here and now **so that** they can reflect on their experiences and make informed choices – (EYDJ)
- **By the end of Key Stage 4**, Y will show interest in different occupations and ways of life **to enable them to** access an appropriate post 16 course – (EYDJ)

[timescale] > [what they're working on] > [what the result will be]

- By the end of Key Stage 4, Dave will be able to hold a two-way conversation on a topic of the other person's interests for up to 5 minutes, so that he is better able to make and sustain friendships with peers
- In the next two years, Dave will be 'Developing Year 2' level in Maths, so that he is ready to move onto the next stage of learning
- By July 2028, Dave will focus independently on a set task up to 10 minutes in duration, so that he is increasingly able to join in with whole class learning opportunities
- By the time he leaves primary school, Dave will be able to structure a sequence of sentences into first, then and last, so that he is better able to join in conversations with his peers

NDTi Link

Preparing for Adulthood - NDTi



Craven

Locality Board





Craven Outreach SENCO Tracy Hansen

Tracy is working with schools on making targets SMART, ensuring that targets address the identified area of SEN need and are not generic.

Schools are supported to understand how to measure, and evidence progress towards outcomes.

Tracy is offering training on specific areas of SEN need and how these needs may be met in the classroom.

Tracy is available to QA the IEPs in action by observing SEN provision in the classroom and ensuring that it is reflected accurately in paperwork. This in turn will support the statutory process as record keeping and the graduated response are clearly evidenced.



SixIntoSeven Transitions

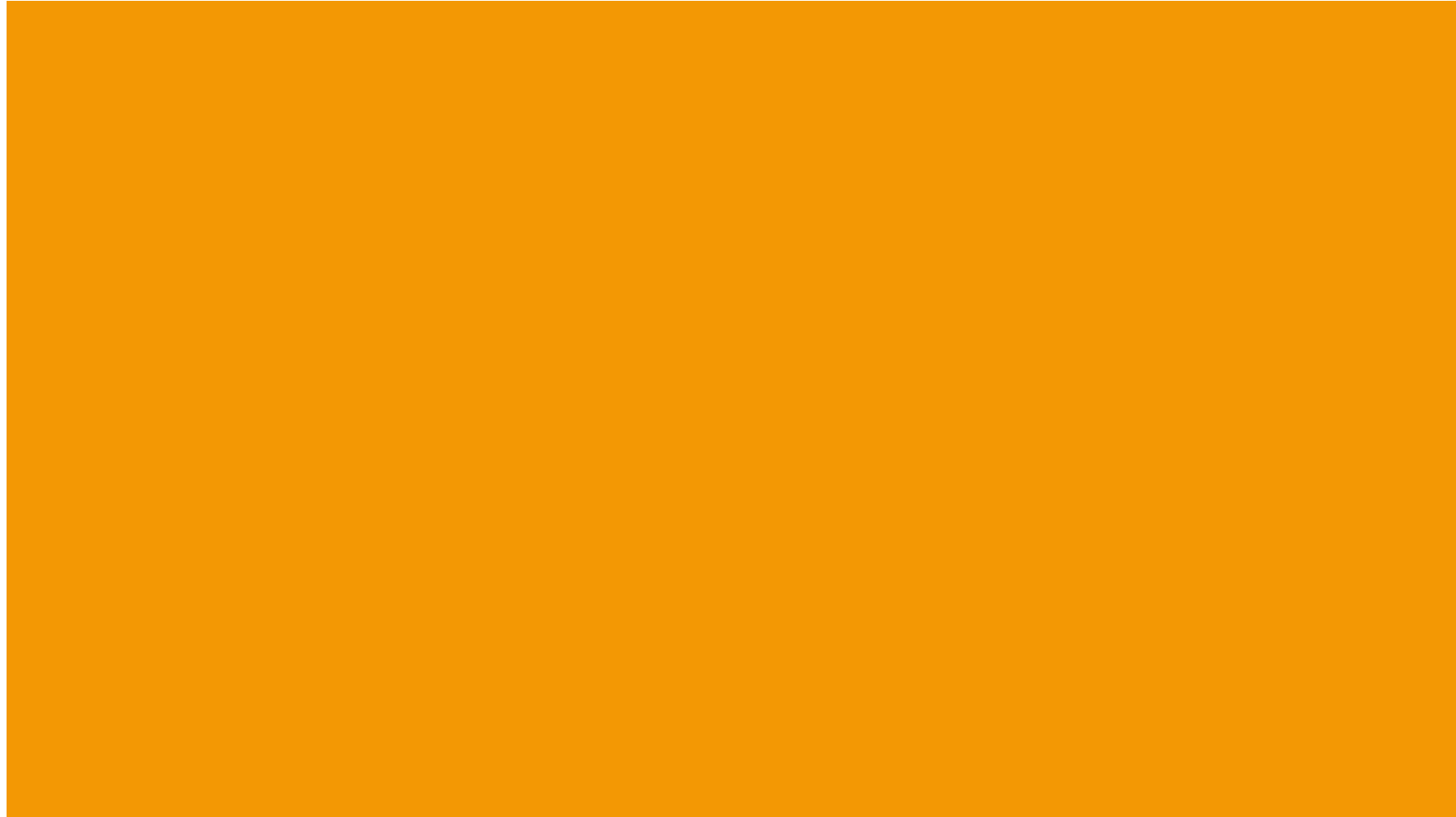


Deadline for Primary School Data was Friday 7th June. If you have not completed this, please do this as soon as you can!



[Login SixIntoSeven \(pupilpathways.com\)](https://pupilpathways.com)

Now available to all Schools, Early Years settings and Post 16 until September 2025



There is free training available.
Please visit the website to sign
up!

Don't forget Clicker!

All schools in Craven have
access to a full site license until
January 2025.

The Clicker logo consists of a solid blue square with the word "Clicker" written in white, sans-serif font in the center.

Clicker

Please visit the website to find more information on projects available in your locality plus a useful website page and resource hub!



Check out Craven's Projects

[Click Here](#)





**Scarborough
Whitby
Ryedale
Locality Board**



Currently available to book but be quick!



ADHD training, either a half day or a full day's training will be available. Dates, times and venues to be confirmed but coming in the Autumn term.



A year's subscription to Boxall online plus training on how to use it to its full potential and beyond the profile itself.



Lego intervention training and resources. Tuesday 2nd July and Monday 16th September. Cherry Tree Lodge in Scarborough.

Empower Your School with Nurture UK's Expert Support and Resources!



Consultation Services:



- Expert guidance to help your school implement and sustain Nurture principles.
- Tailored consultations to meet the unique needs of your school.



Supply Cover Funding:

- Financial support for supply cover.
- Focus on implementing Nurture principles without disruptions.
- Requires action plans or school improvement plans as evidence.

Training Audit:



- Comprehensive review of current training programs.
- Identification of gaps in Nurture principles integration.
- Analysis of underlying reasons for any gaps.

Boxall Online Subscription and Training:

- Access to Boxall online subscriptions.
- Convenient training programs for educators.
- Enhance understanding and implementation of Nurture principles.

Nurture Group Audit and Accreditation:



- Support for schools seeking accreditation for their Nurture groups.
- Guidance towards achieving the National Nurturing Schools award.



Nurture Network Establishment:



- Facilitation of a collaborative Nurture Network.
- Platform for sharing best practices and mutual support.
- Continuous development of Nurture approaches.

Future School Integration:

- Assessment of interest in integrating Nurture principles.
- Guidance through the process of participating in the NNSP

Join The Nurture Project Today!



- Transform your school environment.
- Enhance the wellbeing and development of your students.

Contact Us:



- For more information and to get started, email Adele Wilkinson adelewilkinsonconsultancy@gmail.com



Piolet Project currently recruiting 8 Ryedale Primary schools for a digital counselling offer. Also, all Whitby Secondary schools have access to a Place2BE counsellor.



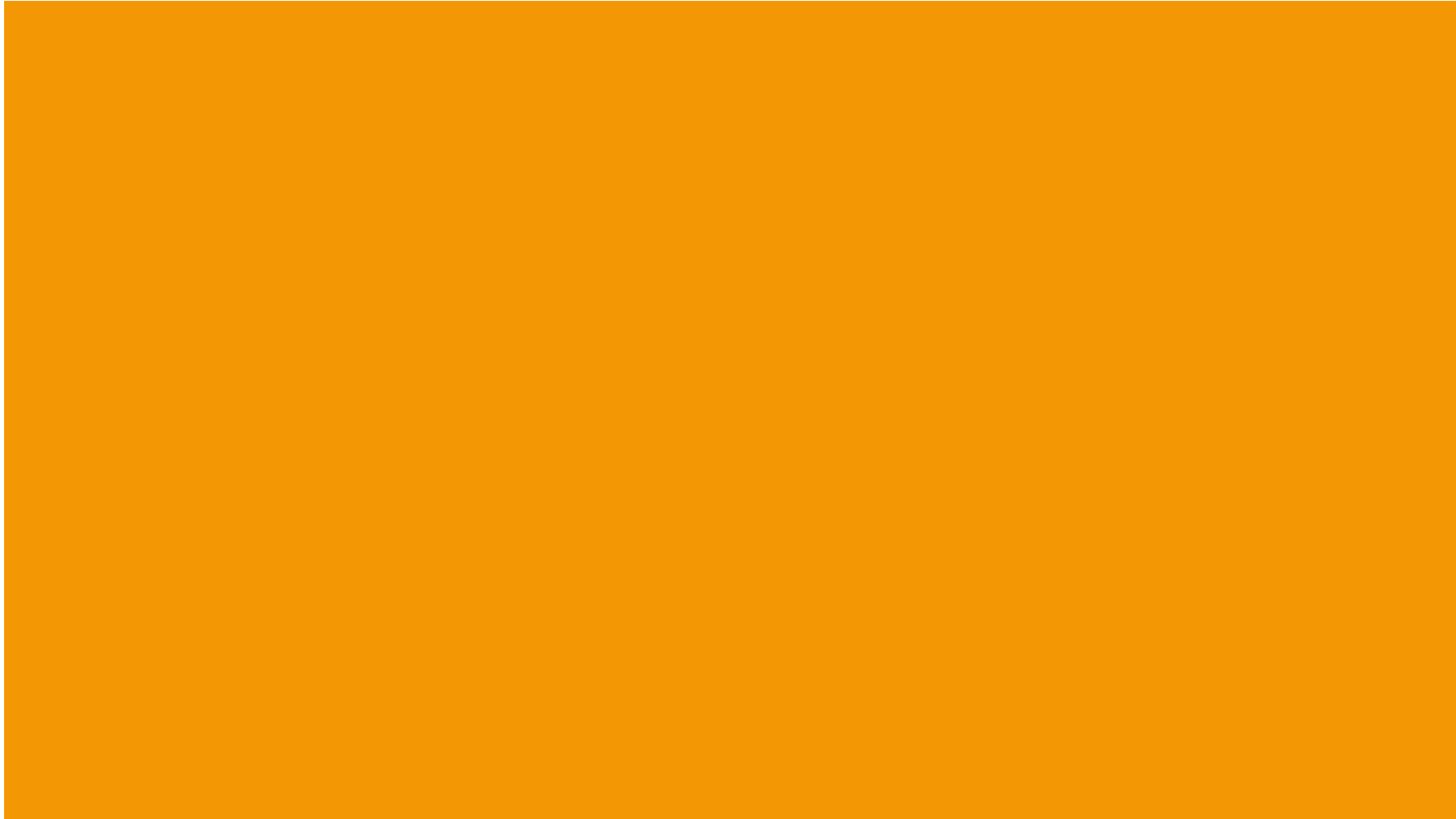
You can refer any primary school child that fits the criteria to Sandcastles for a 10 week play therapy intervention. Go to the website for more details and the relevant forms.



Clicker

Don't forget all Primary school settings have access to Clicker until February 2025. There is lots of free training available to sign up for via the website.

Now available to all Schools, Early Years settings and Post 16 until September 2025



Please visit the website to find more information on projects available in your locality plus a useful website page and resource hub!

The screenshot shows the top section of the Locality Boards website. At the top left is the 'Locality Boards' logo with the tagline 'Inclusion through collaboration'. To the right are navigation links for 'Boards', 'Useful Websites', and 'Resource Hub'. The main banner features a photograph of four students in a classroom setting, with a purple overlay containing the text 'Check out Scarborough, Whitby & Ryedale's Projects' and a red 'Click Here' button. Below the banner is a row of five locality board logos: Selby, Scarborough Whitby Ryedale, Hambleton Richmondshire, Craven, and Harrogate Knaresborough Ripon.

Locality Boards
Inclusion through collaboration

Boards ▾ Useful Websites Resource Hub 🔍

Check out Scarborough, Whitby & Ryedale's Projects

Click Here

Selby
Locality Board

Scarborough Whitby Ryedale
Locality Board

Hambleton Richmondshire
Locality Board

Craven
Locality Board

Harrogate Knaresborough Ripon
Locality Board



Harrogate Knaresborough Ripon Locality Board



Relational Approaches



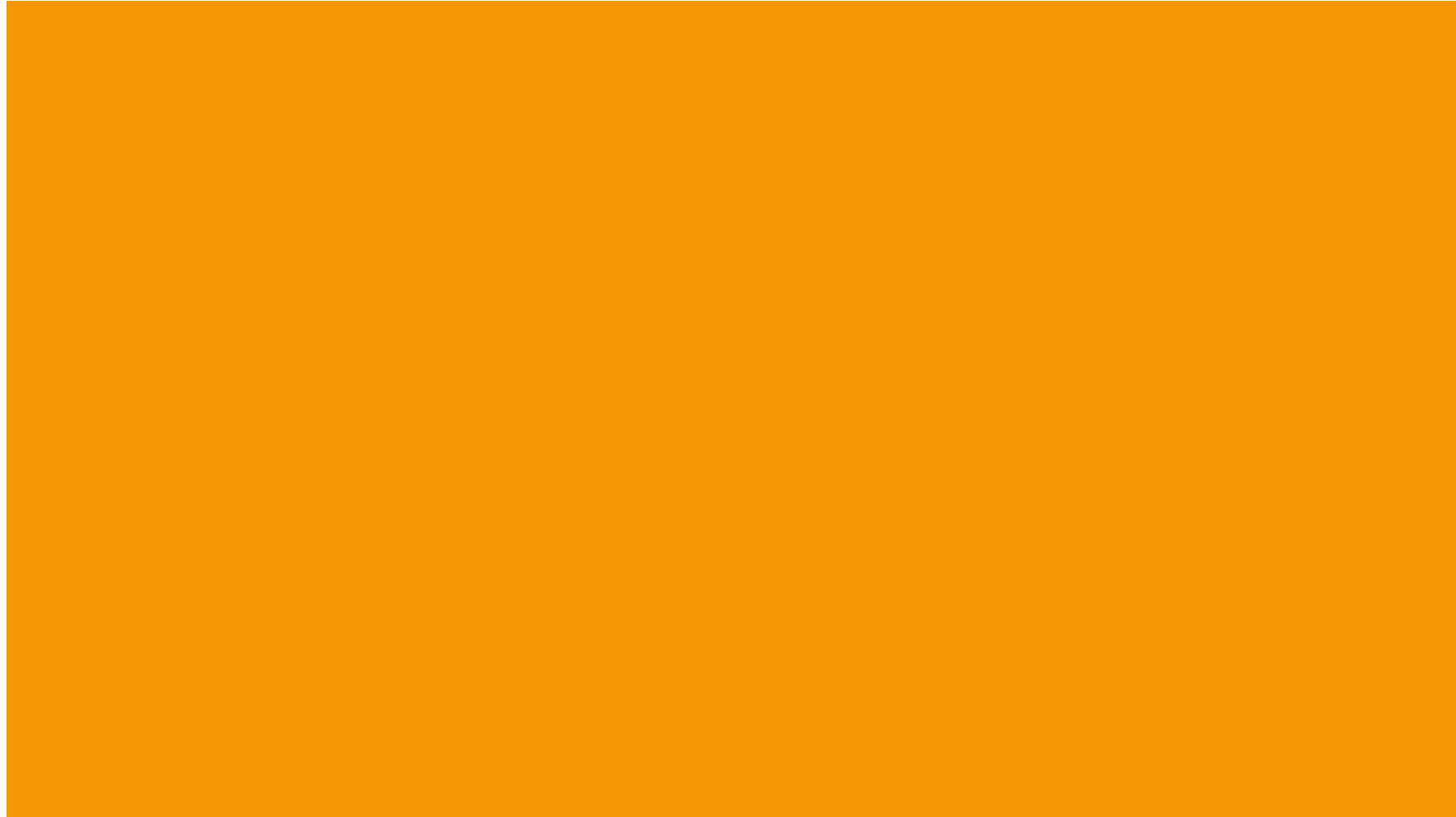
Unlock a Brighter Future for Your School with Positive Regard Training and Consultancy

- *Empower your school community and transform the educational experience for students with Social, Emotional, and Mental Health (SEMH) needs through our exclusive project.*
- *For more details and to express an interest in becoming part of this project please visit the website.*

Coming in September...

The Specialist Leader for Access and Inclusion. This person will play a crucial role in a comprehensive initiative to enhance student access and inclusion across Primary and Secondary schools. This strategic position involves working closely with school leaders, attendance officers, and other stakeholders to address persistent absenteeism, align attendance policies, and provide specialised support for students with Special Educational Needs, particularly Social, Emotional, and Mental Health (SEMH) challenges.

Now available to all Schools, Early Years settings and Post 16 until September 2025



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Please visit the website to sign
up!

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All schools in HKR have access
to a full site license until
September 2025.

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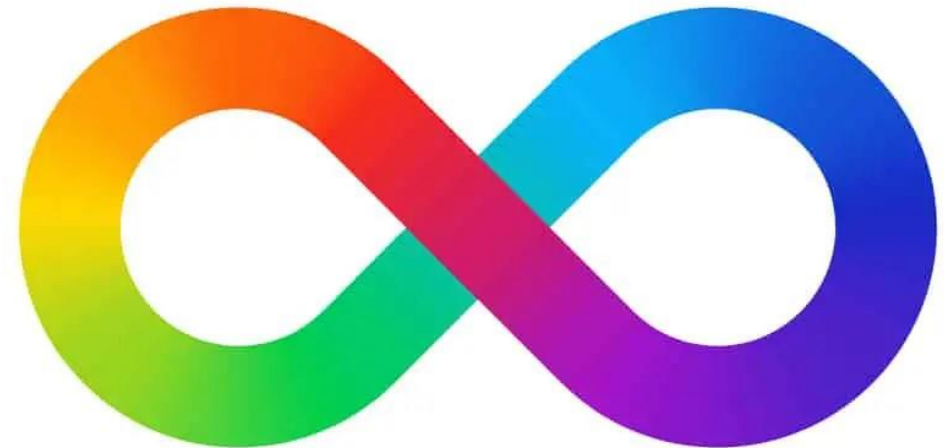
Clicker

Autism Project

Interoception Network meeting:
Monday 8th July 3.45-4.45pm Via
Teams



I haven't forgotten the On-Demand
Unlocking Autism training. I should be
contacting you soon with how to get
started!





Check out Harrogate, Knaresborough & Ripon Projects

[Click Here](#)

Please visit the website to find more information on projects available in your locality plus a useful website page and resource hub!





Hambleton Richmondshire Locality Board

Scan here





All schools, Early Years providers and Post-16 settings in North Yorkshire have access to Verbo

**Subscription
fully funded
until Sept
2025**

Don't forget to sign up your school at

<https://forms.gle/S2x3FHAWCpnHUEho7>

Once your school is signed up you can add all staff members

Scan here





Adaptive Teaching Course

Develop your team's ability to teach students with SEND.

Sign up on the website!





Social, Emotional and Mental Health

Relational Approach Training Offer

Rising number of pupils with SEMH? Do you want some support with managing behaviour?

Launching soon: Phase 2!

Examples of providers:



OFFICIAL



Do you have children with communication needs who struggle to engage?

H&R Autism Team are offering:

Visits to your school to offer support and resources

Support with creating a pop-up sensory space

autismprojectreferrals@thedalesschool.org

Scan here





Great Teaching Toolkit
Great teaching, better learning

Training package for developing teaching quality



7th June deadline for those who expressed an interest!

Watch out for emails after 7th June to sign up!

Scan here



SENCO Survey



Talk to me at lunchtime!

www.localityboardsnorthyorks.co.uk

Scan here





Selby

Locality Board

Scan here





All schools, Early Years providers and Post-16 settings in North Yorkshire have access to Verbo

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Once your school is signed up you can add all staff members

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Social, Emotional and Mental Health

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Examples of providers:



OFFICIAL

SENCO Survey



Talk to me at lunchtime!

www.localityboardsnorthyorks.co.uk



Arranging education for children who cannot attend school because of health needs – update for schools

June 2024

Cerys Townend


Department
for Education

**Arranging education for
children who cannot
attend school because of
health needs**

December 2023

Context

- Reason for update:
 - DfE guidance Dec 2023
 - NYC delivery model
 - Role of LA, schools and other partners including parents
 - Related guidance:

Supporting pupils at school with medical conditions

**Statutory guidance for governing bodies
of maintained schools and proprietors of
academies in England**

December 2015

Legislative context (Education Act 1996)

- Section 19 of the Education Act 1996, local authorities are responsible for arranging suitable and (normally) full-time education for children of compulsory school age who, because of exclusion, illness or other reasons, would not receive suitable education without such provision.
- Policy statement (should)
- Named officer (should) – published for parents and schools
- [Medical education service | CYPSinfo \(northyorks.gov.uk\)](#)

Education Regulations 2006

- requirement on local authorities to arrange suitable full-time education
- school has a duty to provide to the local authority, the full name and address of any pupils of compulsory school age who are not attending school regularly (including due to their health needs)

Equality Act (2010)

Schools and the LA must:

- Eliminate Discrimination
- Advance Equality of opportunity
- Foster good relations
- Make reasonable adjustment

- Schools:
- Individual Health care plans (should)
- Accessibility plan (must)

Section 100 of C&F Act - School must

- Support pupils with medical conditions so that they have the same opportunities as their peers, including access to a full education, school trips and physical education.
- ensure that arrangements are in place to support pupils with medical conditions and that these consider the pupil's needs
- have a policy for supporting pupils with medical conditions
- ensure staff are adequately trained to support pupils with medical conditions
- have clear policies for managing medicines
- ensure that pupils with medical conditions can participate in all aspects of school life including extracurricular activities

Section 100 of C&F Act – school should

- work in collaboration with LA, health professionals, families and CYP
- minimise any disruption to the education of pupils with medical conditions
- have Individual Healthcare plans for children with medical needs

Definitions

- Where possible, schools should continue to provide education to children with health needs who can attend school.
- When a child is already attending school, there is a range of circumstances where their health needs can and should be managed by the school so that they can continue to be educated there without the need for the intervention of the local authority
- The ‘Supporting pupils at school with medical conditions’ guidance outlines the expectations for schools
- Schools also need to be aware of their responsibilities when mental health issues are impacting on a child’s attendance.
- The law does not define full-time education but children with health needs should have provision, where possible, which is equivalent to the education they would receive in a mainstream school

Funding and new arrangements

- Alternative provision for children with medical needs is funded from local authorities' high needs budgets. However, where a child remains on the roll of their home school but requires a period of time in alternative provision due to their health needs, the local authority and home school may wish to consider the transfer of a portion of the school's funding associated with that child to the alternative provision. This would ensure that the funding follows the child.
- LA has decided that it is appropriate to recover an element of the core funding allocated to schools when the young person is supported by the medical education service.
- We will recover the AWPU funding component for the full duration of time that the young person is supported by the Medical Education Service. Element 2 funding and deprivation funding stays with the school to facilitate reintegration

Working together

- Parents and carers should always be consulted before new provision begins
- Children should be involved in decision making to support engagement
- Effective collaboration between relevant services is essential to deliver effective education.
- Where possible, the child's health needs should be managed by the home school so that they can continue to be educated there with support, and without the need for the intervention of the local authority

Working together

- If a child will be away from school for 15 days or more because of their health needs, the local authority should arrange suitable alternative provision as soon as possible and at the latest by the 6th day.
- medical evidence should be used to better understand the needs of the child and identify suitable provision. Local authorities, working closely with the child's home school, medical practitioners) and the child's family, should make every effort to minimise the disruption to a child's education
- Provision should also support the child's individual needs to overcome barriers to attainment and achievement, giving equal consideration to the pastoral needs of the child to allow them to thrive and prosper in the education system.

Reintegration

- the child should be able to access the curriculum and materials that they would have used in their home school. This could also include attending educational visits, even if this requires providing extra and suitable support.
- Local authorities should work with schools to set up an individually tailored reintegration plan for each child: this could take the form of an IHP. This should need to include extra support to help fill any gaps arising from the child's absence.
- Under equalities legislation schools must consider whether they need to make any reasonable adjustments to provide suitable access for a child whose condition amounts to a disability.

Reintegration

The home school should consider how they can enable children to successfully remain in touch with them whilst they are away.

This could be through:

digital learning platforms

- telepresence solutions,
- school newsletters
- social media platforms
- emails;
- invitations to school.

Exams

- children and young people with physical or mental health needs should be able to take examinations at the same time as their peers.
- The hospital school, alternative provision setting or home tuition teachers should focus the child's education on preparation for exams in order to minimise the impact of any time lost from school absence.
- Access arrangements need to be considered

Reviewing the provision

- Children that have continuing health needs should have an IHP which should be reviewed and assessed on a regular basis.
- If the child's needs amount to ongoing special educational needs, an EHCP may be more appropriate to meet the long-term needs of the child or young person
- There may be some instances where a child or young person has both an EHCP and IHP, in which case both plans should be reviewed alongside each other
- The local authority and the child's home school should consider the use of digital resources to aid learning. These should be used to complement face-to-face education unless the health needs make it advisable to only use digital learning for a limited time.

Hospital, long term and complex issue

- takes place at school established in a hospital or takes place in a pupil referral unit or academy which provides education for hospital patients or is provided by teachers directly employed by the local authority or via a service level agreement with the local authority.
- A personal education plan should be set up to ensure that the child's school, the local authority and the hospital school or other provider can work together.
- The hospital school or education provider should inform, at the earliest possible opportunity, the local authority and the home school (if any) when the child is due to return home

Removing from roll

- Continuity is important for children and knowing that they can return to their familiar surroundings and school friends can help their recovery and their educational progress
- a school can only remove the name of a pupil who is unable to attend school because of additional health needs from its register in certain circumstances. These include where:
 1. the pupil has been certified by the school medical officer as unlikely to be in a fit state of health to attend school, before ceasing to be of compulsory school age;
 2. neither the pupil nor their parent has indicated to the school the intention to continue to attend the school, after ceasing to be of compulsory school age

Advice for families

School should:

- Let the council know if your child is likely to be away from school for more than 15 days.
- Give information about your child's needs, capabilities and programme of work
- Help them reintegrate
- Make sure they are kept informed about school events and clubs
- Encourage them to stay in contact with other pupils through visits or videos

Advice for families

Local Authority should:

- make sure your child get as normal an education as possible through:
 - Home teaching
 - A hospital school or teaching service
 - A combination of both
- must make sure you child gets full time education unless part time is better for their health needs
- have a senior officer in charge of arrangements and a written policy
- make sure your child is not without education for more than 15 days
- arrange education from the start of the absence if it is clear they are going to be away from school for long and recurring periods.

Raising concerns

Should parents or the child be dissatisfied with the support provided by the home school, they should discuss their concerns directly with the school. If, for whatever reason this does not resolve the issue, they may make a formal complaint via the school's complaints procedure.

If a parent / carer wishes to query or is unhappy with aspects concerning the arranged alternative provision, the timing, or other related matters, they should contact their local authority in the first instance to discuss the issue.

The role of the MES as alternative provision for children with medical conditions who can attend school

- Our role to arrange (not provide)
- Current model involves direct delivery and a mix of face to face tuition, online tuition, use of AV1. Hospital provision is delivered by the hospital schools in most instances
- Under continuous review
- Alternative provision DFE consultation (registered provision)

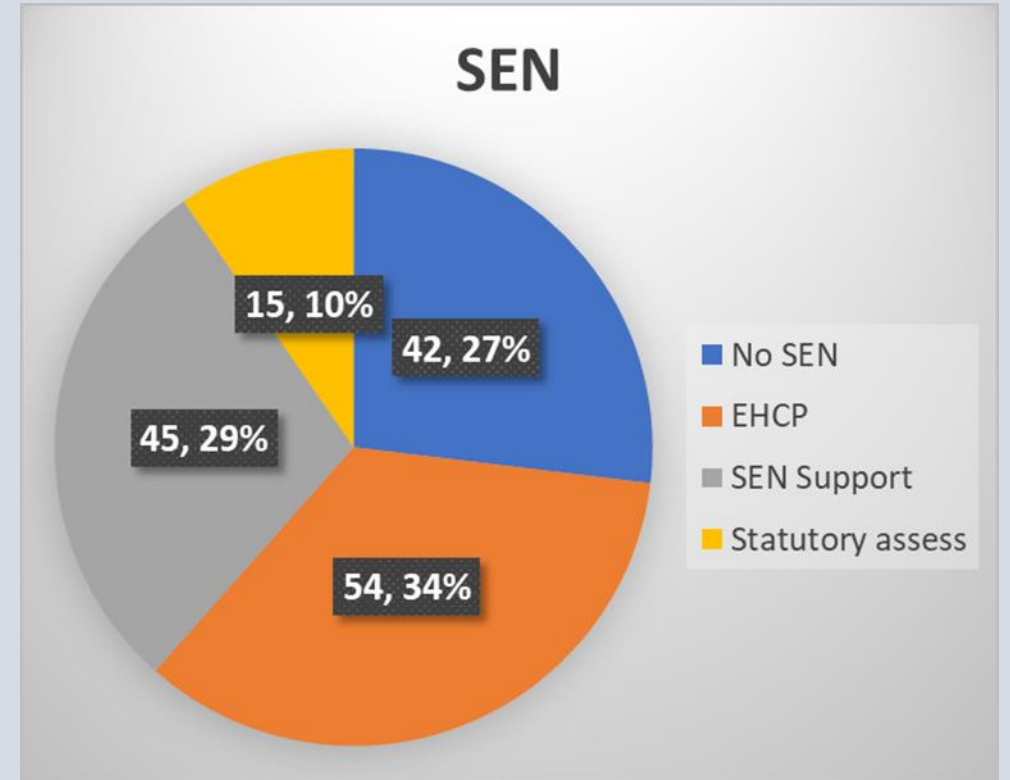
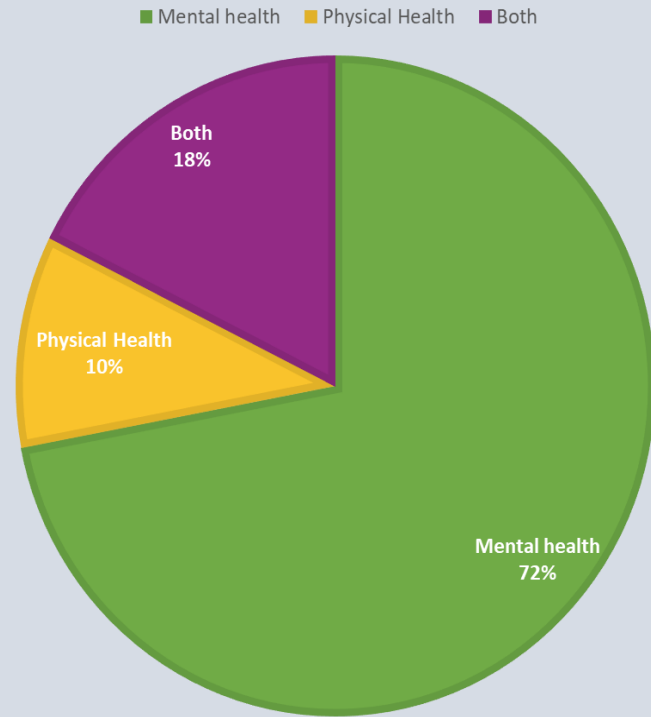
Data context for the service

- MES support an average of 125 pupils, at any point in time (mostly KS3 and 4)
- Children currently receive on average 3 hours of education per week (limited to Maths and English)
- 90% of those open to the medical education service are secondary aged
- 67% are supported due to anxiety (many with autism)
- 34% have an EHCP
- Length of time in the service is on average 336 days

At the end of Summer term (July 23) we had 158 CYP open to the service. These are broken down into location and key stage below. Our predominant key stage continues to be KS4 and Scarborough /Whitby and Harrogate Craven continue to be the busiest areas.

	KS1	KS2	KS3	KS4	KS5	Total
Scarborough, Whitby & Ryedale	1	5	20	22	1	49
Hambleton & Richmondshire	0	2	8	14 (Y11s already closed)	0	24
Harrogate & Craven	1	2	21	22	4	50
Selby	1	2	13	18	0	34

Data context for the service



Current challenges

- Length of time in the service (average 336 days)
- Parity of offer and support from schools
- Narrow curriculum impacting academic achievement
- Limited reintegration
- Lack of coordinated health support
- Isolation from peers and reduced social interaction and reduced exposure to group learning.
- SEN needs not being met therefore creating barriers to attendance

Planned response – all pupils

- Requests can only be made by schools with accompanying advice / guidance from a medical professional.
- Pupils must be receiving support/treatment or on a waiting list for support from specialist health professional
- We need **advice** from health professional about what CYP can manage from an educational perspective and what is required to reintegrate CYP into their home school. (not a statement saying they can't attend)
- Medical professional must complete their section of the paperwork. Unable to accept Dr's notes 'in lieu' and gather pupil voice (see the child)

Planned response – all pupils

- Ambitious timescales particularly where anxiety is the barrier to attendance as there are significant benefits in terms of maximising CYP's lifetime opportunities from securing a supportive pathway that enables them to reintegrate quickly into school
- Offer of up to 12 weeks with a clear review and anticipated reintegration plan at that point unless there is a treatment and recovery plan in place which exceeds this timescale (for example following a road traffic accident or a clear time period for treatment eg chemotherapy etc)
- Regular communication (at least fortnightly) between agencies with more formal review meeting at least every 6 weeks.
- Expectations of more intense health support for CYP who are deemed as too unwell to attend school.
- MES will support reintegration visits to schools

Planned response – Children with EHCP

- School will facilitate appropriate education for children with SEND that have an EHCP who are too anxious to attend schools through delegated resources with the guidance of support of a MES coordinator as this provides the greatest opportunity for desensitisation and successful reintegration

Planned response – primary

- KS1 & 2 pupils will be offered an AV1 and up to 8 hours of a HLTA
- A GTA will support reintegration in line with the reintegration plan
- The children and young people will remain on the roll of their local school to access the medical education offer

Planned response – secondary

- Most pupils at KS3 and 4 would be offered daily online Maths, English and Science with an additional group offer once per week for PSHE, social and emotional development, peer interaction and PE (3hrs). Reintegration support offer linked to reintegration plan.
- In exceptional circumstances there will be a smaller offer of 1-1
- The children and young people will remain on the roll of their local school to access the medical education offer. The online tuition and group session will be enhanced with an AV1 to support reintegration into school.
- The offer from the group provision will include access to core subjects, pastoral support and social opportunities in addition to support for the communication and interaction needs of CYP and their social emotional and mental health needs.

Next steps

- 1st of July 2024 – AWPU claimed (pro rata) for all new pupils referred to the service.
- June 2024 – Procurement of online provider, Staff modelling and recruitment of staff, notification to all key stakeholders,
- July/August 2024 - Development of resources/guidance, curriculum.
- September 2024 – Transition to online tuition model for Maths English and Science in the majority of cases for secondary pupils
- October ½ term – Introduction of group tuition for PHSE/Peer interaction/social and emotional wellbeing support
- January – 2024 – Inclusion of PE

Support for improving attendance

- Develop a positive school culture that is welcoming and inclusive
- Educate students, parents and staff about the importance of attendance and build positive relationships to create a supportive network.
- keep all cases of part-time education under review with a view to increasing it if a child's capacity to learn increases;
- Develop and communicate clear attendance policies that outline expectations
- Monitor trends and patterns in attendance data

Support for improving attendance

- consult all the professionals involved in a child's education and welfare, taking account of the evidence in coming to decisions; (Early identification)
- choose, based on all the evidence, whether to enforce attendance or provide the child with suitable alternative education;
- keep all cases of part-time education under review with a view to increasing it if a child's capacity to learn increases;
- adopt a strategic and planned approach to reintegrating children into mainstream education
- put whatever action is chosen into practice without delay to ensure the child returns to education as soon as possible.

How can you ensure your learners feel included in decision making?



Let's hear from them



Kate

- What's not going well?
- Now these days I don't put my opinions across. I've felt like I am not wanted there/ I'm stressed and annoyed and I feel like there's no point in being there because I don't get my point across, everyone interrupts me, talks over me and I just feel like a nobody really



Kate

- What would make it better?
- I would like to comment and add so when I have my meetings have someone there to go with me and prompt me on stuff of what I would like to say and I would like to choose that person



Kate

- What would make it better?
- Let them (young person) say what they would like to say, for example I would like to say what I would like to say first, I would like no-one to interrupt me when speaking, any opinions I would like to have my say for example any topic we are doing I would like people to talk first, say what they say then I would like to say my say, make sure professionals say things or ideas to me, give those to me
- Make sure you have your say cos it's you not them!



Kate

- What would make it better?
- Finally include mum and dad with my opinion first, make sure I say them first then mum and dad say Yes good idea, not this but maybe that, then say what I feel about it.
- Not to feel stressed or annoyed and would like to not feel like I'm a child, like suggesting that for example I need help with this, travel or something when I know I don't need that much help and I want to feel like I am there in the meeting and not anyone else



James Owen Thomas (JOT) -

- What are the best ways to involve you in meetings
- For e filling in forms beforehand was really something I didn't want to do because it was so time confusing and frustrating. The experience left me feeling stressed as I didn't feel that things were going to change. In any case having the chance to say my views instead at the meeting was better and I often made bullet point notes beforehand so I didn't forget to say something.



JOT

- What would have made meetings even better?
- If all the relevant people attended. This would mean that everyone can give their views and help plan together. Then the reasons behind frustration, anxiety and depression can be better understood.
- Having written agreements sent within 2 weeks rather than weeks later. Then of these actions are completed this would be an expected result.



JOT

- What would have made meetings even better?
- I don't like to be told a meeting is happening without being given notice. I like to be included. Listening to me and not interrupting me or other people in a meeting as this can cause frustration or confusion. Sometimes jokes or telling me they are being playful can also cause me a lot of upset. I need to keep to the reasons for the meeting and what plans can come from it.



Legal duties ...

- Local authorities must ensure that children, their parents and young people are involved in discussions and decisions about their individual support and about local provision
- Children have the right to receive and impart information, to express an opinion and to have that opinion taken into account in any matters affecting them from the early years.



How do we know what is statutory?

There are so many laws and regulations.

How can we read all the legislation that is out there..



- Parents XXXXX be formally informed that special educational provision is being provided
- **Must – Code of Practice; 6.43**
- It XXXXX not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability
- **Should – Code of Practice; 6.23**
- Mainstream schools XXXXX use their best endeavours to make sure that a child with SEN gets their needs met
- **Must - Code of Practice; 6.2**



- All schools XXXXX make reasonable adjustments in line with their duties under the Equalities Act 2010
- **Must – Code of Practice; 6.9**
- Schools XXXXX also tell children, parents and young people about the local authority’s Information, Advice and Support Service
- **Should – Code of Practice; 6.39**
- Parents XXXXX be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home
- **Should - Code of Practice; 6.51**



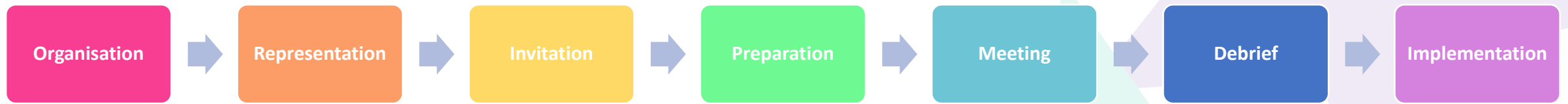
Must / Should – what is the difference?

Code of Practice 2015 –

in this Code of Practice, where the text uses the word '**must**' it refers to a statutory requirement under primary legislation, regulations or case law.

where the text uses the word '**should**' it means that the guidance contained in this Code **must** be considered and that those who **must** have regard to it will be expected to explain any departure from it.







Sendiass North Yorkshire 2024



Organisation

- Confirm date agreed at last meeting
- List of contributors
- Does YP want anyone else to attend /not attend



Representation

- Gaining pupil voice
- The best way
- The best person
- Advocate – learner choice



Invitation

- Invitation
- Circulation



Quick thought

- Do you circulate docs for in good time for meetings
- Do you capture pupil voice?
- Do you send out 2 with 1?



Preparation

- Time of day
- Length of meeting
- Missing lessons – how to catch up
- Whole or part of meeting
- Present in person or virtually or taped
- Advocate – learner's choice
- Room set up
- Refreshments



Meeting

- Order of speakers
- Notes / recording
- Review / Check notes throughout the meeting
- Is there anything else the learner wants recorded?



Debrief

- How did the learner feel after the meeting
- What went well?
- What could have gone better?
- How
- Was there anything that was missed that they would like to add?



Implementation

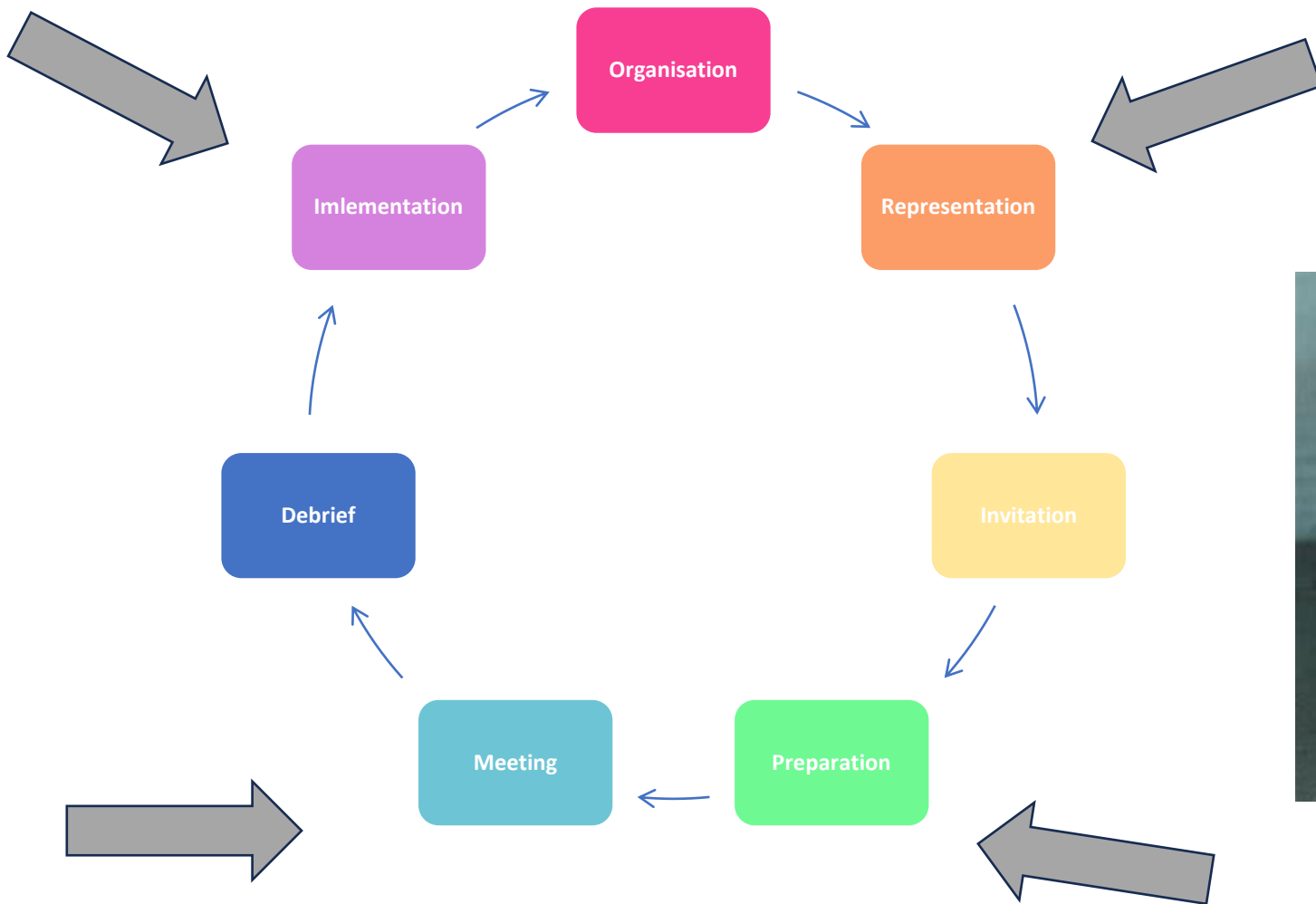
Circulate the minutes / notes

Assignment of actions and timeframes to be checked

Any requested information to be sent to organiser

Forward information to local authority if appropriate





Sendiass North Yorkshire 2024



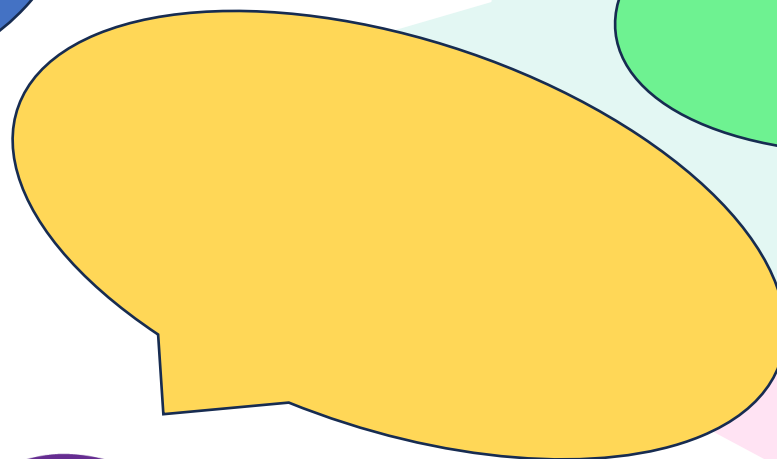
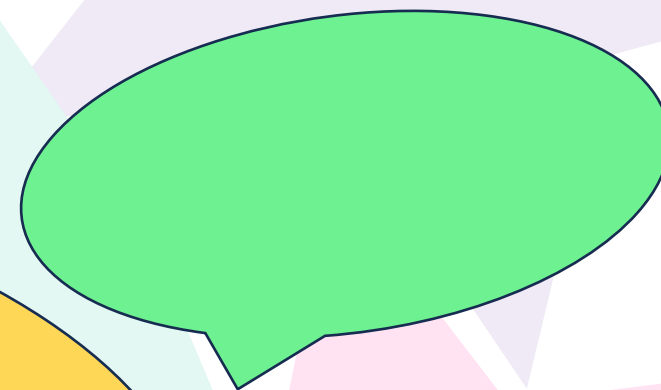
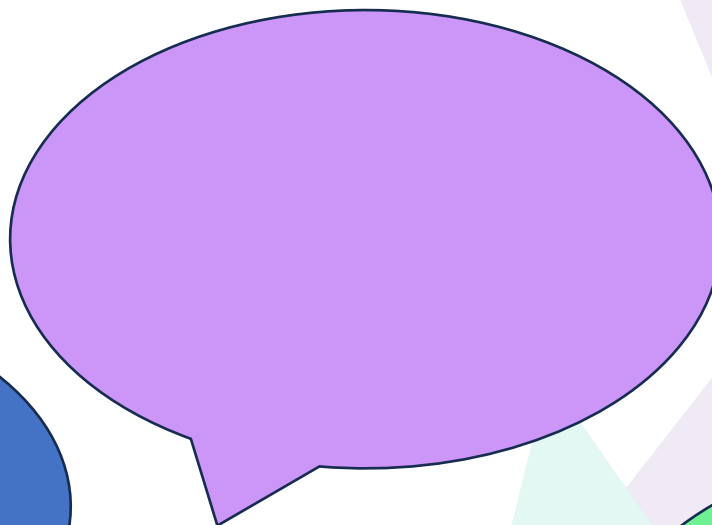
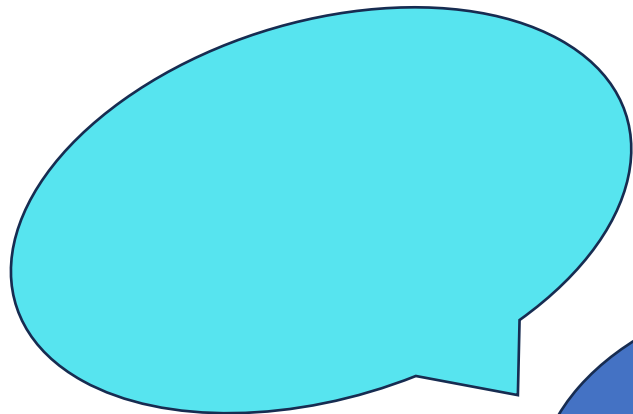
What next -

- Summer Term 2024
 - Finalise toolkit – case study examples and links
 - Targeted training invitations for FE Colleges
- Autumn Term 2024
 - Deliver FE training
- Spring Term 2025
 - SENCO Network follow up activity



Any questions?





Some classes I think why am I getting support in here, I am fine

Certain lessons they pulled out support thinking I was doing okay but actually I needed help

Professionals talk, make sure you have your say as it's you and not them

I wasn't given time to respond

Please don't talk over me

Firing questions, I felt uncomfortable so didn't say anything

Allow us into reviews for more than 5 – 10 minutes



These are
JOT's actual
shoes



Sendiass North Yorkshire 2024





Annual Reviews

Charlie Lowe: Head of SEND

Content

- New Paperwork
- Amending an EHC plan
- Pupil Voice
- Preparing for Adulthood

Communication and timelines

We have written to families to ask that preference/s are provided by:

- Friday 20th September 2024 – request for mainstream provisions
- Friday 27th September 2024 – requests for Specialist Provision (including Targeted Mainstream Provisions)

The same information is to be provided to settings as well as a copy of the letter and new AR1 paperwork

Primary and Year 7 placements

- Proposed placements will be announced by the **15th January 2025**
- Final placements will be announced by **15th February 2025**

Post 16 placements

- Proposed placements will be announced by the **10th March 2025**
- Final placements will be announced by **31st March 2025**

Section I of the EHC plan will be amended to reflect the change of placement.

Annual review timeline: Regulation 20

Time	Task
Minus 6 weeks	Build time – send invites to all those involved and request any updated advice or reports If proposing amends to an EHC plan then use this time to bring those together with evidence
Minus 2 weeks	Share all documents with all parties invited including the family – consider providing an agenda with key discussion points
The review	Person centred review discuss the CYP voice, Parent voice and progress towards the outcomes of the EHC plan.
Week 2	Send all documentation to the Local Authority and all those invited
Week 4	LA decide whether to keep amend or cease
Week 12	If the decision to amend is made then the LA have 8 weeks to propose amendments to the EHC plan, parents have at least 15 days to make representations and 15 days for further consultation.

Updated sections

Part 1: Pre-Review report

EHC plans should be used to actively monitor children and young people's progress towards their outcomes and longer term aspirations. They must be reviewed by the local authority as a minimum every 12 months. Reviews must focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan. The review must also consider whether these outcomes and supporting targets remain appropriate (SEND Code of Practice 9.166)

Key things to remember

Step 1

- Send invites to all professionals at least 6 weeks prior to the review meeting and request any existing advice
- Complete Part 1 at least 2 weeks prior to the annual review meeting
- If you are proposing amendments to an EHC plan, then this should only be if:
 - Outcomes have been met and new outcomes are required – outcomes should be medium (2 – 3 years) and long term (4 – 5 years) – do not include annual outcomes
 - The young person is at phase transfer
 - There are significant changes required to the EHC plan in sections B and F due to an escalation (or de-escalation) of need and increase in provision
 - Please indicate your proposed amendments using tracked changes on your EHC plan – blue italics for new and purple and strikethrough to be removed.
- Where you have made any proposed amendments to sections B through to H of an EHC plan, please indicate in brackets which reports these amendments have originated from, i.e. (J Boggs, Educational Psychology report 05.05.2020). Upload any additional reports in the Part 2 submission also.
- In cases where there is a request for change of provision (section F) or placement (Section I) a report from Specialist Teachers and / or Educational Psychology is recommended to support the decision making process.

Step 2

- Once completed, Part 1 will need to be printed off (or emailed) and distributed to all professionals invited including the Local Authority, SEN@northyorks.gov.uk. Part 1 will need to have attached any documentation you wish to discuss in the meeting. It is good practice to include a copy of the current EHC plan.
- If a provision map is submitted, please ensure that the reports which inform this are also attached and are referenced in the map.

Step 3

- Hold the review

Step 4

- Part 2 must be submitted within 14 days following the annual review meeting. The date of the annual review is considered as day 1.
- Part 2 must also be distributed to those who attended the meeting including parents or those with parental responsibility prior to submitting by day 14 to the Local Authority.

The child / young persons views for the review meeting

Where we refer to "others", this refers to those with parental responsibility if the young person is under the age of 18, comments should be short and succinct leaving broader detail for the following section.

What I'm good at, what people like about me...	
My views	
What's going well for me is...	
My views	
What's not going so well for me now is...	
My views	
What's important to me now is...	
My views	
What's important to me in the future is...	
My views	
How you can help me to make choices and to let you know what I want to happen...	
My views	

Progress towards 'preparation for adulthood' outcomes

To be completed for young people aged Year 9 (at the latest) and over

Higher education and/or employment

Outcomes – not met/partially met/ met (please add for each outcome from the EHCP)

Progress towards the above outcomes

Progress towards outcomes is...	less than expected	expected	better than expected
---------------------------------	--------------------	----------	----------------------

Independent living

Outcomes – not met/partially met/ met (please add for each outcome from the EHCP)

Progress towards the above outcomes

Progress towards outcomes is...	less than expected	expected	better than expected
---------------------------------	--------------------	----------	----------------------

Participating in society

Outcomes – not met/partially met/ met (please add for each outcome from the EHCP)

Progress towards the above outcomes

Progress towards outcomes is...	less than expected	expected	better than expected
---------------------------------	--------------------	----------	----------------------

Being as healthy as possible in adult life

Outcomes – not met/partially met/ met (please add for each outcome from the EHCP)

Progress towards the above outcomes

Progress towards outcomes is...	less than expected	expected	better than expected
---------------------------------	--------------------	----------	----------------------

AR1 paperwork: Part ONE

Pre-Review report

- **This report is a progress update only.**
 - The contents are not amendments to be made to the EHC plan.
- CYP views
- Parent views
- Attainment & Attendance
- Progress towards outcomes including PFA
- Proposed Amendments made to the EHC plan directly

Do you have a copy of the NEW AR Paperwork: **AR1**?



Getting your data right

Organisation

- Use the appropriate assessment tool for that year group
- If a young person is severely below there are then specify
 - **DO NOT JUST WRITE BELOW**
- Do not use the EYDJ past the first term of year 1
- Use pre-key stage standards or engagement model

Impact on the LA decision making

Impact on families following naming of settings

Attainment

Please include a SENCo/class teacher opinion on the National Curriculum year group that the child/young person's learning currently best aligns with as well as previous summative information as available/appropriate to show progress over time, with a summary at end of each key stage so far.

Please describe attainment in language which is universal and accessible to all professionals. Only use the early years development journal for those in EYFS and the first term of year 1.

For those operating below their age-related expectations do consider using appropriate assessment tools such as the pre-key stage standards and the engagement model. Please be precise when pinpointing attainment, do not just put "below". Also consider providing standardised scoring.

EYFS / EYDJ	Previous year	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	End of Year	End of Phase/KS
PSED								
C&I								
Thinking								
Physical								

KS1 & 2	Previous year	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	End of Year	End of Phase/KS
Reading								
Writing								
SPaG								
Maths: Arith								
Maths: Re & PS								

KS3 & 4	Previous year	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	End of Year	End of Phase/KS
English Lang								
English Lit								
Maths								
Science								
Other:								

Key Stage 5 and further education - Provide information regarding CYP's current course attainment and progress over time

Step 1: Key things to remember

Organisation

- Send invites to all professionals at least 6 weeks prior to the review meeting and request any existing advice
- Complete Part 1 at least 2 weeks prior to the annual review meeting
- If you are proposing amendments to an EHC plan, then this should only be if:
 - Outcomes have been met and new outcomes are required – outcomes should be medium (2 – 3 years) and long term (4 – 5 years) – do not include annual outcomes
 - The young person is at phase transfer
 - There are significant changes required to the EHC plan in sections B and F due to an escalation (or de-escalation) of need and increase in provision

Invitation

Step 1: Proposing amendments

Preparation

Representation

Significant amends which are **heavily re-written** with a **high increase in need and provision**, will require further professional advice

Please **indicate in brackets** the report an amendment has originated from next to the amendment, i.e. **(J Boggs, Educational Psychology report 05.05.2020)**

Pupil voice gathered for the review will suffice as an update to section A

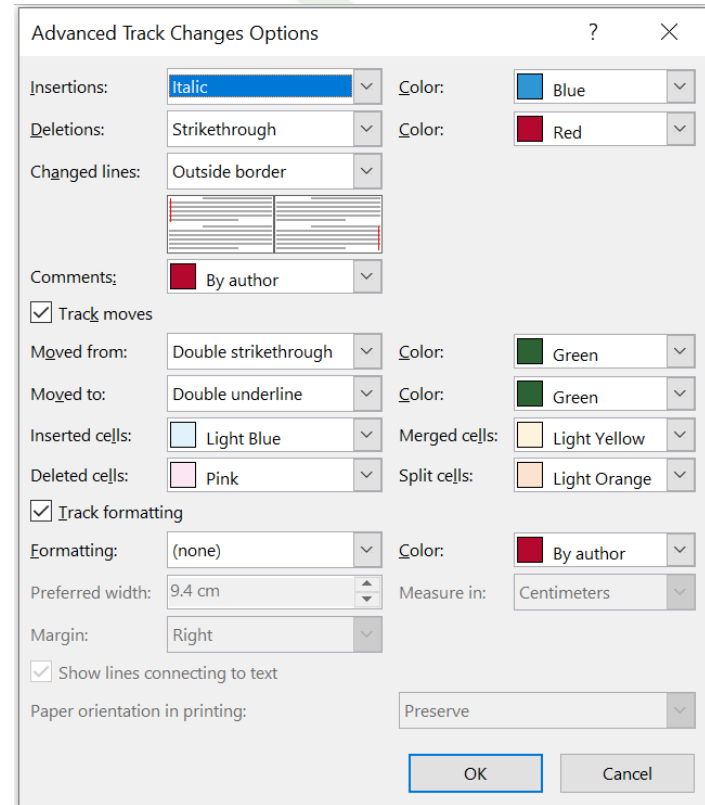
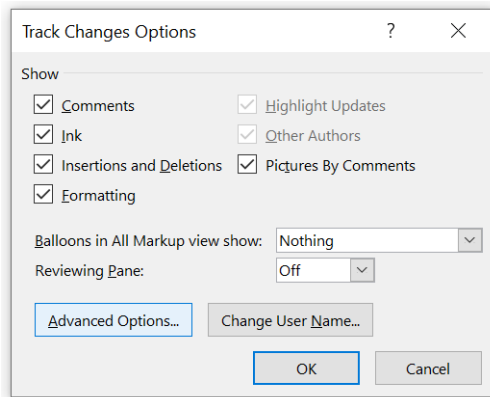
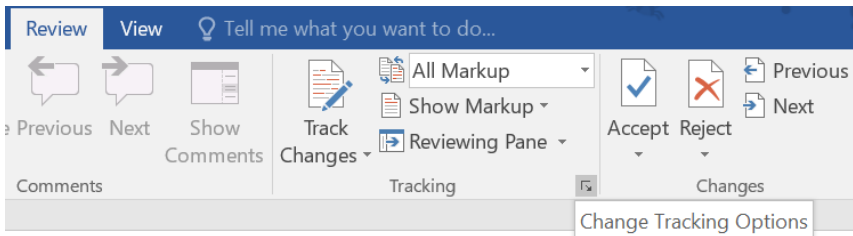
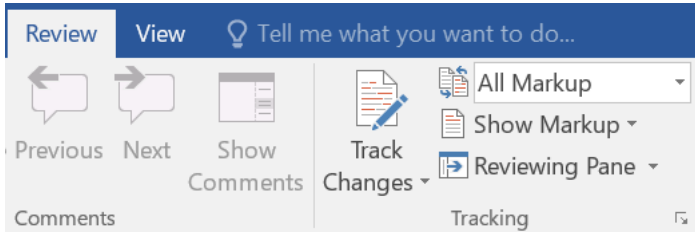
- Think... needs, outcomes and provision.
- Section F cannot name settings or schools or internal provisions within Section F
- No quality first or ordinarily available in Section F

Amend outcomes once they have been met or if a medium term point has passed and this requires to be modified to match the long term timeline

Consider including PFA at the earliest opportunity, do not leave until year 9

Tracking changes

Preparation

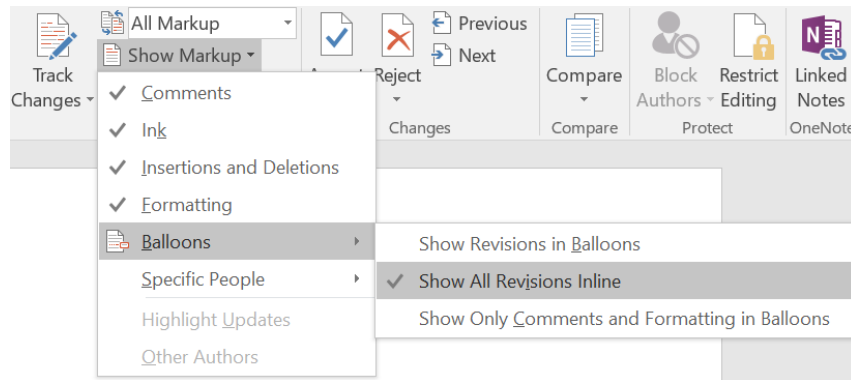


Tracking changes 2

Preparation

New information is written in blue italics

- Please indicate in brackets which reports these amendments have originated from, i.e. (J Boggs, Educational Psychology report 05.05.2020, page 6)*



Information to be removed is coloured purple with a strikethrough

If you cannot use tracked changes then just *colour the text blue for additions* and *purple strikethrough for deletions*

Step 2: Key things to remember

Organisation

- Once completed, Part 1 will need to be printed off (or emailed) and distributed to all professionals invited including the Local Authority.
- Part 1 will need to have attached any documentation you wish to discuss in the meeting. It is good practice to include a copy of the current EHC plan.
- If a provision map is submitted, please ensure that the reports which inform this are also attached and are referenced in the map.

Invitation

Proposed Agenda

Organisation

- Please consult with the parent or those with parental responsibility and the young person prior to submitting this form.
- General items to be discussed must include:
 - Attendance,
 - Attainment,
 - Pupil voice,
 - Parent voice,
 - Progress towards the outcomes of the EHC plan.
 - For a young person in Nursery 1, year 5 and year 10 please begin your phase transfer conversations.

Invitation

Item	Rationale / additional information to know prior to the review meeting

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For the review

- Gathering pupil voice
- What is the best way?
- The best person?
- Is it the CYP's choice they wish for an advocate?

How does the CYP contribute at the review?

- Advocate? Personally?
- Power point?
- Verbally?
- Video or pictures?

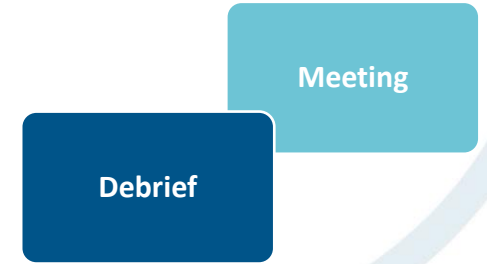
AR1 paperwork: Part TWO (Step 3)

- Hold the review
- AR1: agenda
 - Was this distributed originally?
 - How did the family and CYP contribute towards this?
- Complete the Summary of discussion
 - Do not include any proposed amendments to the EHC plan in the summary.
 - Minutes of the annual review only.
 - Any amendments being made to an EHC plan must be identified on the EHC plan using the guidance at the start of the presentation and **provided to the family and professionals at least 2 weeks prior to the review meeting.**



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AR1: Action boxes



Agreed actions/requests following the review

This is the place to capture any actions that are required by professionals, school or the Local Authority following the review (e.g. referrals to services, consultation requests as per parent preference, etc.)

Action:	By Whom:	By When:

Phase transfers

Only to be completed by those who are transferring phases of education. EYFS into compulsory schooling, Primary to Secondary, Secondary to Post 16, Year 14 into FE.

Please identify a setting / settings the parent / carer or young person (if over the age of 16 and no longer in compulsory education) wish to be consulted by the Local Authority. Please note the Local Authority will also consult with suitable educational settings.

Name of setting	Address of setting	Distance from home address

Step 4: Key things to remember

Implementation

Debrief

- Part 2 must be submitted within 14 days following the annual review meeting. The date of the annual review is considered as day 1
- Part 2 must also be distributed to those who attended the meeting including parents or those with parental responsibility prior to submitting by day 14 to the Local Authority.
- Please print this report off following your meeting.
 - Long term – post digitisation

Feedback

- Helps to align the review process, clear instructions and time frames.
- I think it is a lot more informative for parents.
- Didn't use track changes in the EHCP but I'm certain this will ease things.
- Positive change – other form is outdated.

- Why are there two agendas?
- Invited vs attended
- Length of form
- Assessment table – had to amend to make it work for us
- Where can funding changes be requested?

Inclusion Conference 2024

Paul Dix

Inclusion Framework

Barriers to Attendance guidance

And more!

So no SENCo net til February.

