



SENCO NETWORKS

May 2025

AGENDA

1 SEND team update

1.15 Occupational Therapy team

2.15 OFSTED themes

2.45 EPS

3.00 Transitions project update and PINS Y2

3.15 Julie Bunn SENCO role in Working Together

Contact franstaneyr@thedalesschool.org for further information – free training opportunities, bespoke advice & support for settings in Hambleton & Richmondshire!

Service Families Autism Project



Ministry
of Defence

**THE ARMED FORCES
COVENANT FUND TRUST**
Funded by HM Government



**Hambleton
Richmondshire**
Locality Board



Dales Academies Trust
Together for Excellence



'Dedicated to supporting schools and Post-16 settings in meeting the unique needs of Service Family pupils with autism or autistic traits'

SENCO Network SEND Assessment Team update– June 2025

Recruitment update

Interim leadership arrangement remains in place

Recently carried out a recruitment round for Asst. Casework Officers and South Team Manager

South Team Manager recruited and moving towards taking up the post

Casework Officers-

Rebecca Caldwell and Jane Lightowler (in post)

South, East and West each have 1 new caseworker moving through the recruitment process

Further recruitment needed underway



Data

Requests for Assessment

Requests for Assessment

- Similar numbers of requests coming into NYC
 - 432 to end of April in 2025**, similar to 2023, slightly more than 2024.

By Area

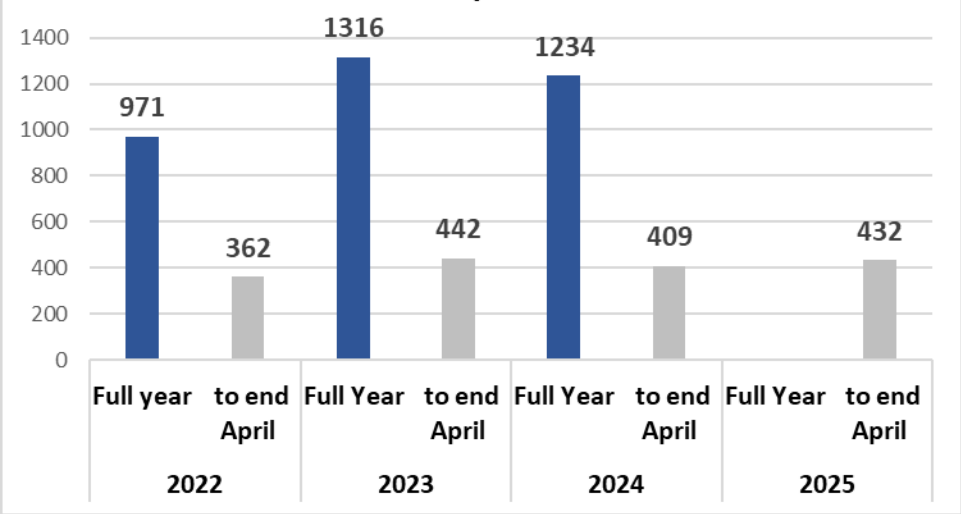
- Highest proportion of requests from Harrogate area (27%) in 2024.
 - This has been the case historically
- Scarborough area is typically second highest area, 18% of total in 2024.
- Increasing proportion coming from Selby, 17% in 2024**
 - Compared to 13% in 2023

Disproportionately high number of requests from Hambleton and Selby when compared to overall population

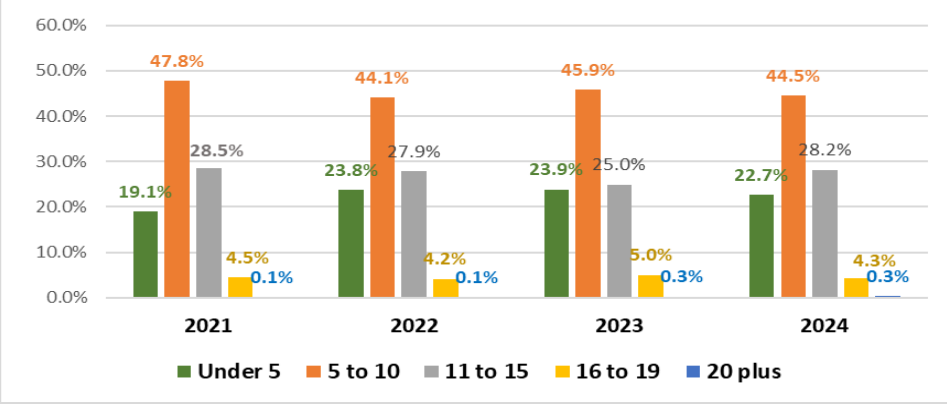
Age Groups

- Highest proportion of requests typically for children aged 5 to 10.
- Proportion coming in for Early Years (Under 5) has increased slightly in recent years to 23% in 2024, to be similar to the 28% for children aged 11 to 15
- Majority of requests coming from schools.
 - 8

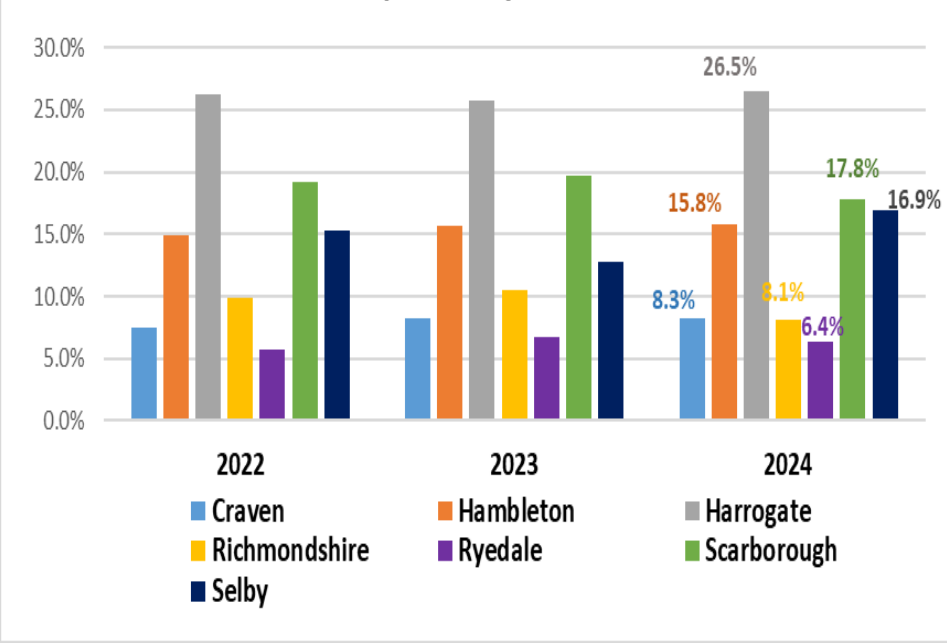
North Yorkshire - requests for assessment



% of Requests - calendar year - by age group



% of Requests - by Home Area



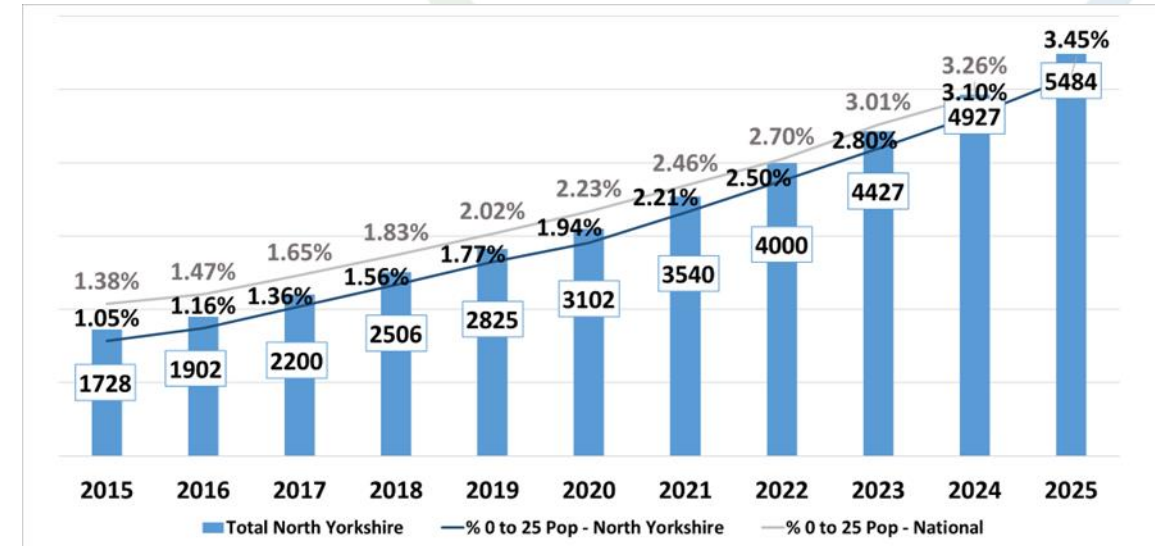
NYC maintained EHC plans



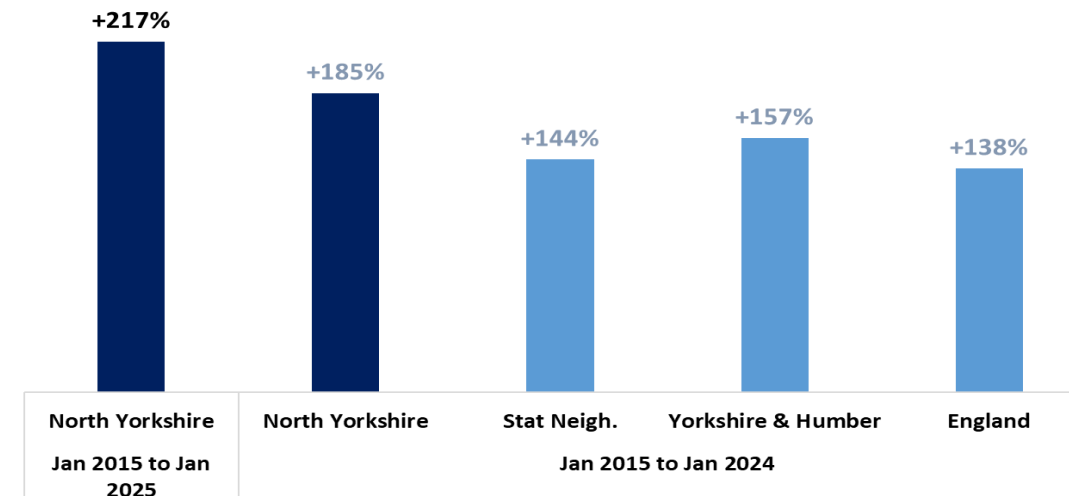
Continuing increase in EHC plans

- **3.5%** of the 0 to 25 population in North Yorkshire with an NYCC maintained EHC plan as of January 2025
- 2024 rate (3.1%) was below national rate (3.3%)
 - Gap has been closing to national rate, -0.33pp in 2015 compared to -0.16pp in 2024
- Increase has been 217% (+3756 plans) between 2015 and 2025.
 - 185% increase in NYC EHC plans between January 2015 (1728) and January 2024 (4927). 139% increase Nationally in the same period.
- Most common need recorded continues to be for **Autism** (38%), also Autism has seen the largest increase in recorded needs, increasing by **+455%** (approx. 2000 more EHC plans) since January 2015).

% of 0 to 25 population with a maintained EHC plan



Rate of increase in maintained EHC Plans



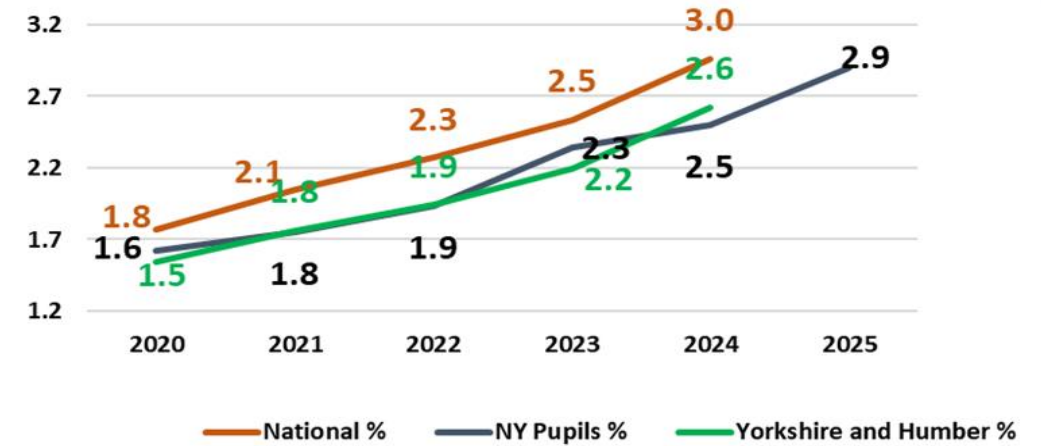
EHC plans – North Yorkshire Schools



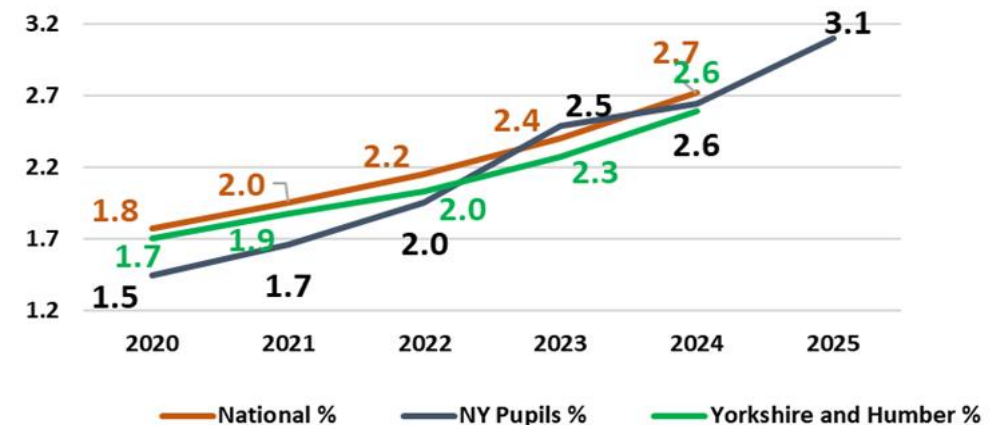
The rate of children having EHC plans in North Yorkshire primary schools of 2.5% in 2024 below the national rate of 3.0%. **Increased to approx. 2.9% in 2025.**

The percentage of EHC plans in **secondary schools** has increased at a much greater rate in North Yorkshire than is the case nationally, with the rate in 2024 being 2.6% in North Yorkshire and 2.7% in England. **Increased to approx. 3.1% in 2025.**

Primary EHC plans

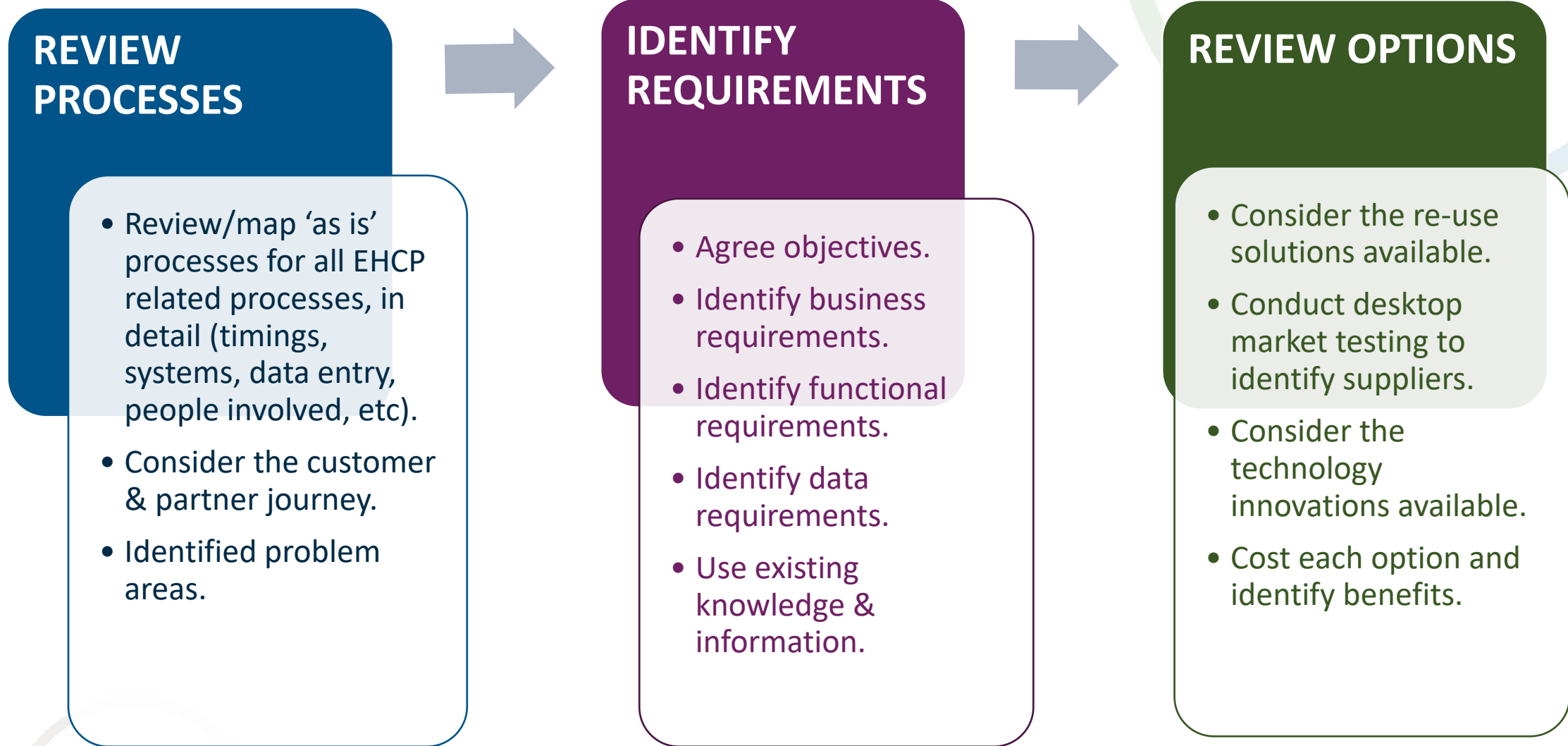


Secondary EHC plans



Service updates

Digital EHCP Project approach



In April 2025, we received approval to **proceed with purchasing a new digital platform**. It is expected that the procurement will be complete by early Autumn, ready for use in 2026.

Next Steps

- Supplier demonstrations are now underway
- Engagement with partners and stakeholders to understand their experiences to ensure we can finalise a detailed specification on system functionality
- Aiming to choose the system by early Autumn and launch in 2026.

Statutory Performance

Priority focus has been given to assessment timeliness and reducing the number of assessments that are overdue.

Currently 430 assessments underway

Assessment timeliness has improved significantly from 6-8% in Autumn to 53% as of May (above national avg.)

Output of plans hit all time high in March and then subsequently in April 25

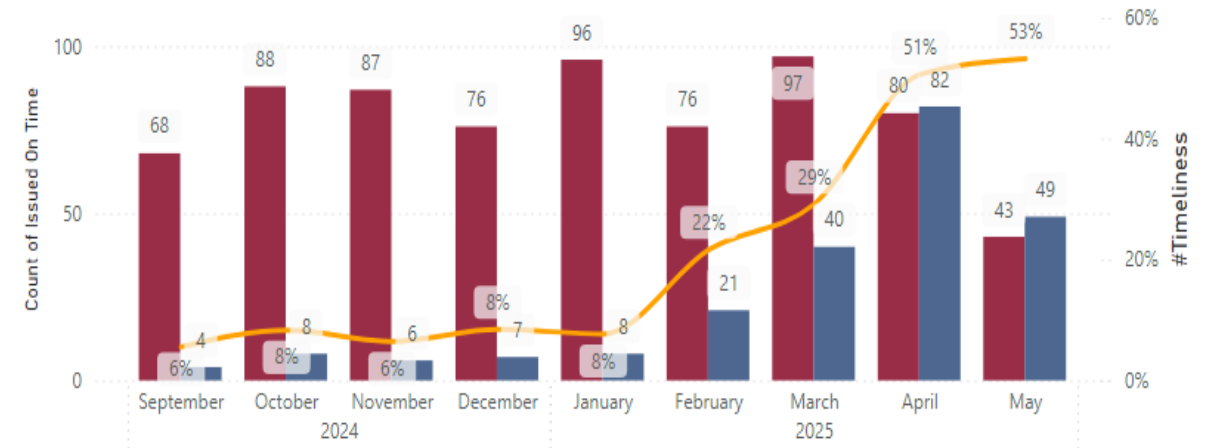
This has reduced the backlog from c.120 assessments overdue to 37

27 of those overdue now have drafts issued

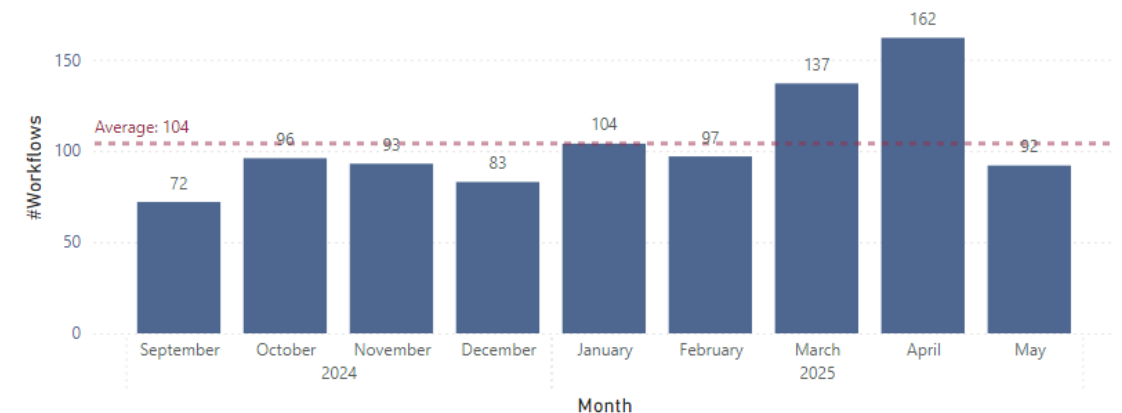
The remaining 10 on average are 31 days overdue which is down from 118 days in Autumn 24

Timeliness and Average Days to Issue

Issued On Time ● N ● Y ● #Timeliness



Plans by EHCP Issued Date



Next steps:

Maintain progress with timeliness of assessments

Planned work over the summer to tackle the backlog of annual reviews

Shift focus to quality of advice and plans working with partners

Realigning caseloads with the SEND Hubs to enable better collaboration

A stylized sun graphic on the left side of the slide. It features a solid yellow circle representing the sun's disk, with several short, thick yellow dashes of varying lengths and orientations radiating from its top-left edge, suggesting sunbeams. The background is split: the top-left corner is orange, and the rest is white.

Think Sensory: a VERY brief intro

Michelle Rundle – Occupational Therapist

Whistlestop tour of Michelle

- Occupational Therapist
- Qualified at the University of Cape Town – a loooooong time ago!
- 9 years' experience working in 2 different special schools
- Locum posts in UK
- 21 years in NHS: Harrogate CDC
- Since Feb 2025: North Yorkshire Council
- Predominantly tribunal assessments and delivering court mandated packages

Won't Do? OR Can't do?

Also known as is this a **behavioural choice** or is it something they cannot do?

- Is it within the skill set for their **stage** of development? *Not their age and not what the curriculum states*
- Have we asked them in a way that is **understandable to them**?
- Have we done what is needed to enable them to **tune in** to and **decode** the instruction/request/information?

Can't do?

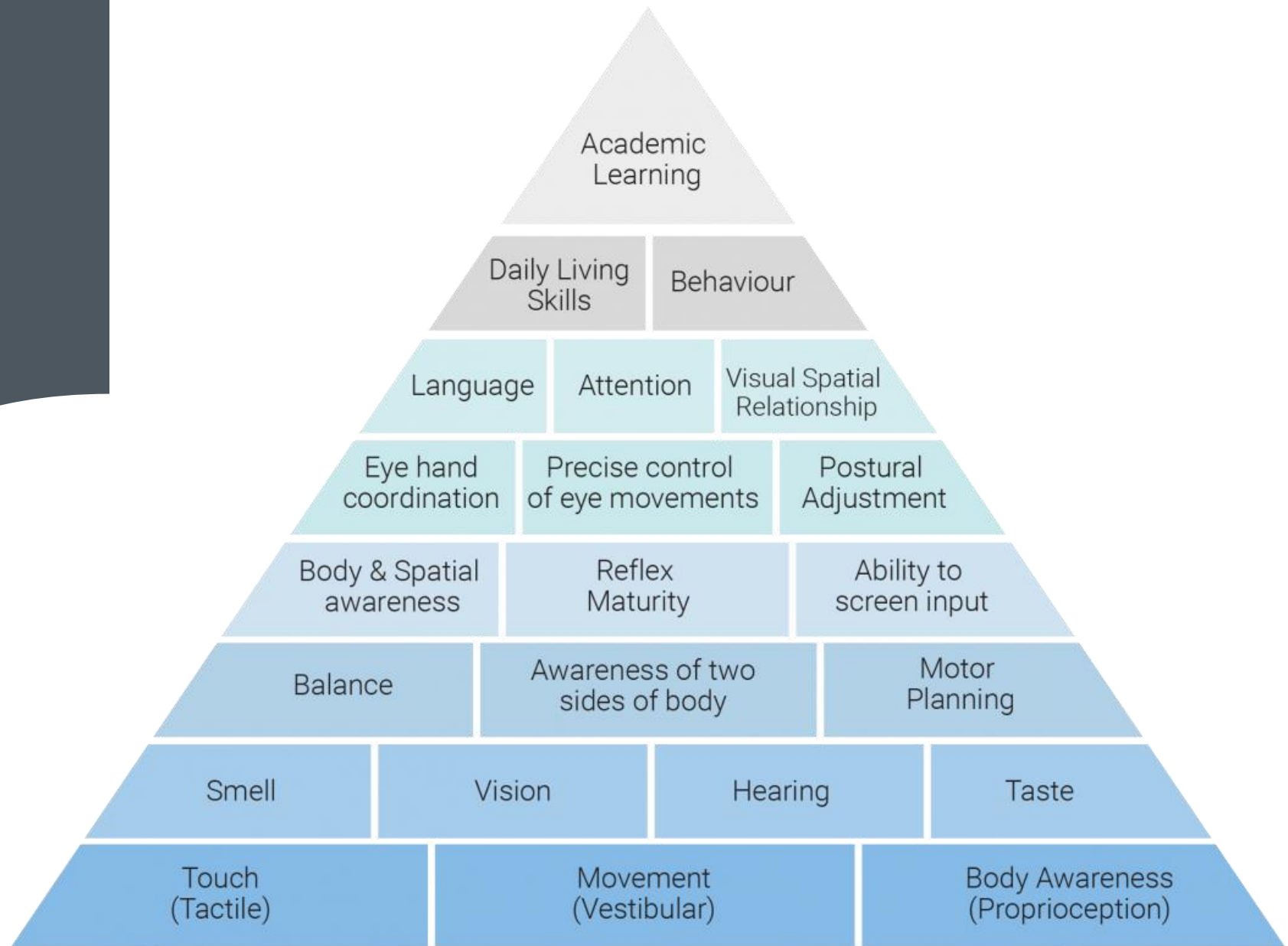
- Developmentally not able to
- Don't understand the instruction/communication
- Unable to tune in to instructions and maintain their attention
- Unable to remember all of the instructions
- Unable to act on instructions/communications/ unable to work out what to do and carry that plan out.

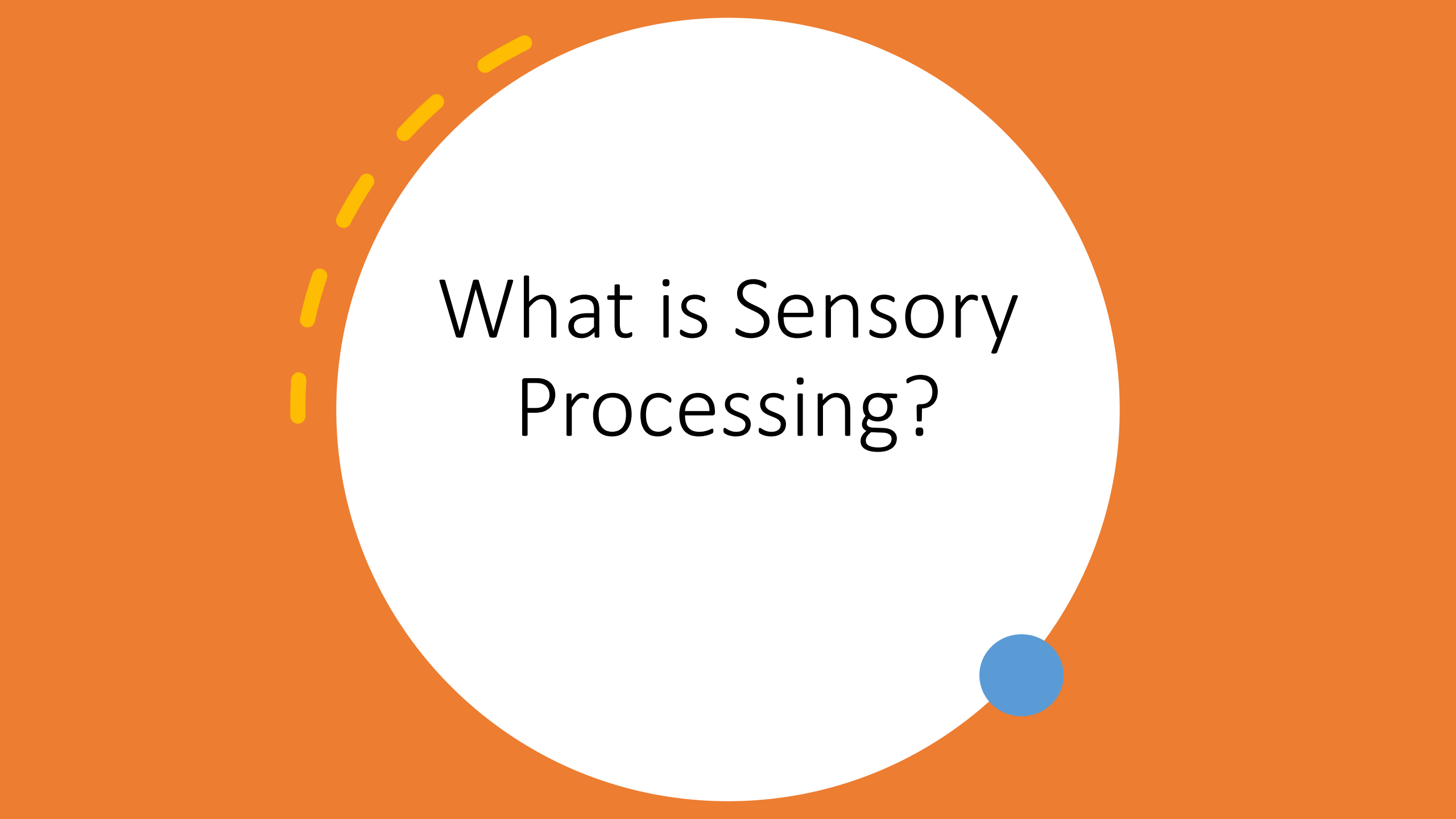


Why "Think Sensory?"

- Sensory processing difficulties underpin many of the "can't do's"
- If we can understand more about it, then maybe we can turn some of the can't into
 - *"Maybe I can"* or
 - *"I might be able to have a go."*

Wilbarger pyramid of learning

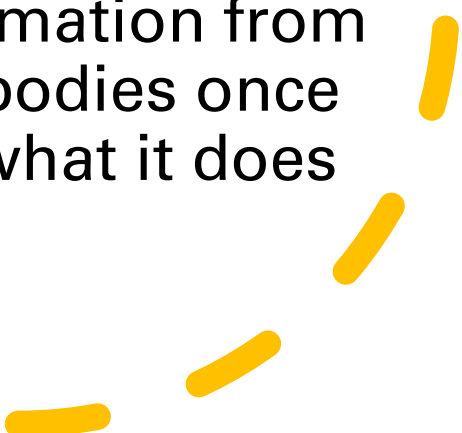




What is Sensory
Processing?

A large orange circle on the left side of the slide, partially cut off by the edge.

Sensory Processing refers to

- how your nervous system perceives, organises, interprets and responds to sensory information coming from the environment and from your body, via the sensory pathways/senses.
 - how your brain makes meaning from the information it receives.
 - how the brain manages the information from the environment and from their bodies once it has reached their brains AND what it does with that information.
- 
- A series of four yellow curved dashes in the bottom right corner, arranged in a curved path.

Sensory Receptors and transmitters

Eyes

Ears

Inner ears

Skin

Joints

Mouths

Internal organs




"But it
doesn't mean
anything?!"

In order to fully understand, appreciate and function effectively in the world, we need to:

- receive and manage the information from all those channels individually and
- amalgamate all the information into a cohesive whole
- Make a response to the information *which might be to do something or to do nothing.*

This is Sensory processing.

Most of the time, this is happening “in the background”, without us noticing.




So what?







Sensory traffic control

- Our brains constantly receive information from all the sensory channels all the time and make adjustments based on all that information, primarily to keep us safe but also to keep us happy.
 - Our brains juggle the information, prioritise it, match it with previous inputs, organise it and trigger reactions as needed.
 - As adults, we have more experience to draw from when matching current information and making decisions re: priorities and appropriate actions
- 



Uh-Oh!

- If there is a breakdown at any point, in any channel – because a channel is broken or is flooded, the overall understanding we have of the situation will be distorted.
 - Most of the time, most adults can recognise and manage any distortions/errors – or gaps - in incoming information and can draw on experience to know how to repair that, so that their responses are appropriate.
 - Children are less able to do this.
- 



For some children, what they are experiencing and perceiving in that moment in time is so overwhelming, unpleasant or scary that they are not able to check and moderate their responses based on what people around them are doing.

- They are already in freeze, fight or flight mode.

What they do in that moment is the physical expression of their response to:

- Their perception of the situation and activity based on the information their nervous system is receiving and
- Their understanding and interpretation of that information.



Adults may call it “behaviour”.

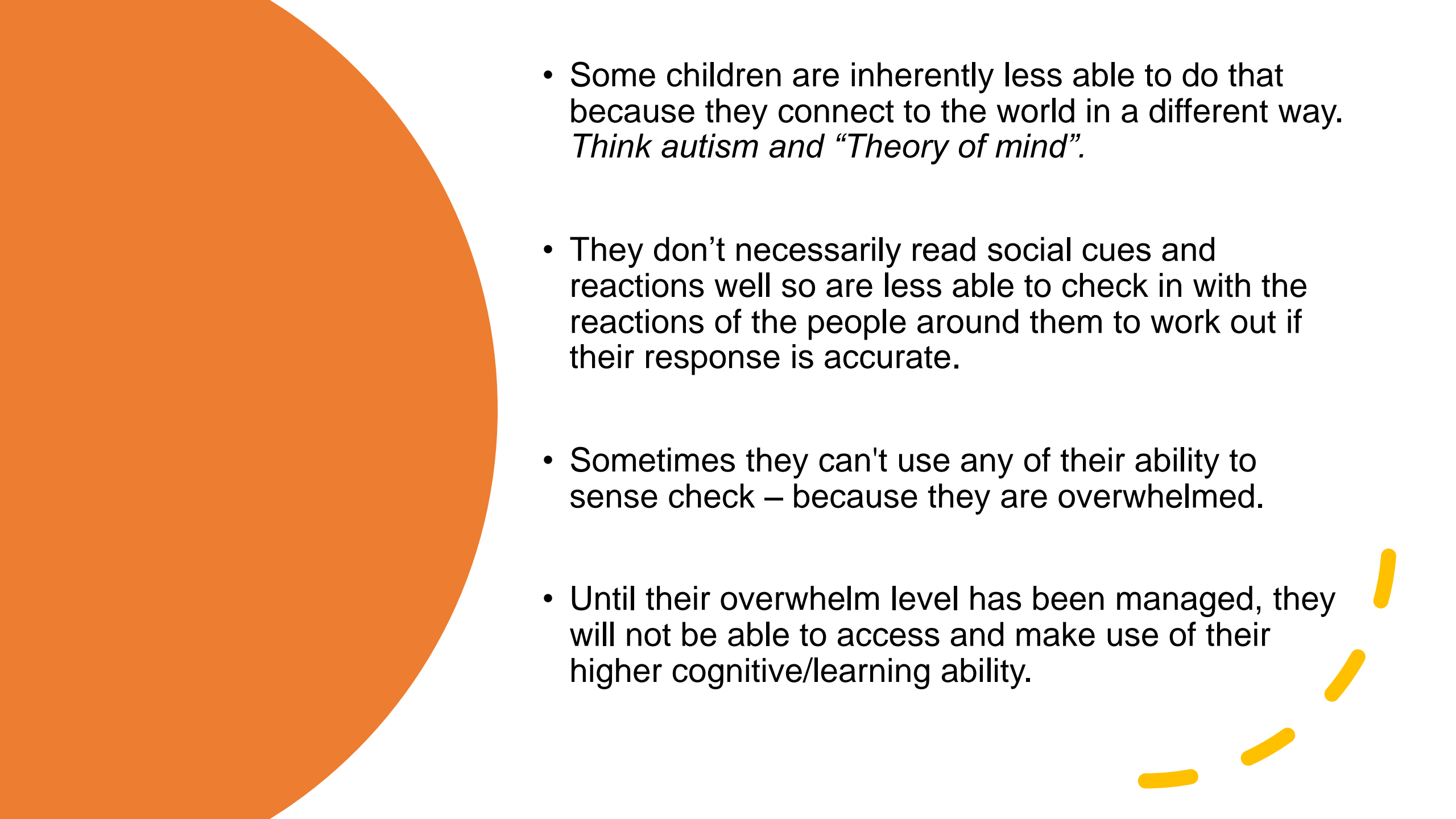
That implies that the child is making an active choice about how they will respond i.e. that they can access their higher brain functions.

In that moment, they can't.



Key Points

- We all respond to **our** image or perception of the world and the situation we are in. That image and interpretation is **unique to us**.
- Children don't necessarily know that our perception is different to theirs. They will struggle to articulate their perception and will assume it is the same as ours.
- *"I thought it was like this for everyone but everyone else was just better at managing it than I am."*
- As adults, we have experiences which inform our interpretation and allow us to "sense-check" our understanding of a situation. Children have less wealth of experience to be able to do that.

- 
- Some children are inherently less able to do that because they connect to the world in a different way. *Think autism and “Theory of mind”.*
 - They don’t necessarily read social cues and reactions well so are less able to check in with the reactions of the people around them to work out if their response is accurate.
 - Sometimes they can't use any of their ability to sense check – because they are overwhelmed.
 - Until their overwhelm level has been managed, they will not be able to access and make use of their higher cognitive/learning ability.

A large, solid orange circle occupies the left side of the frame, partially cut off by the edge.

So what
next?

**TUNE IN in the AUTUMN
TERM**



Let's Make Sense Together Service

*Developing a virtual service for children and young people with
sensory processing differences*

May 2025



**LET'S
MAKE
SENSE**
together.

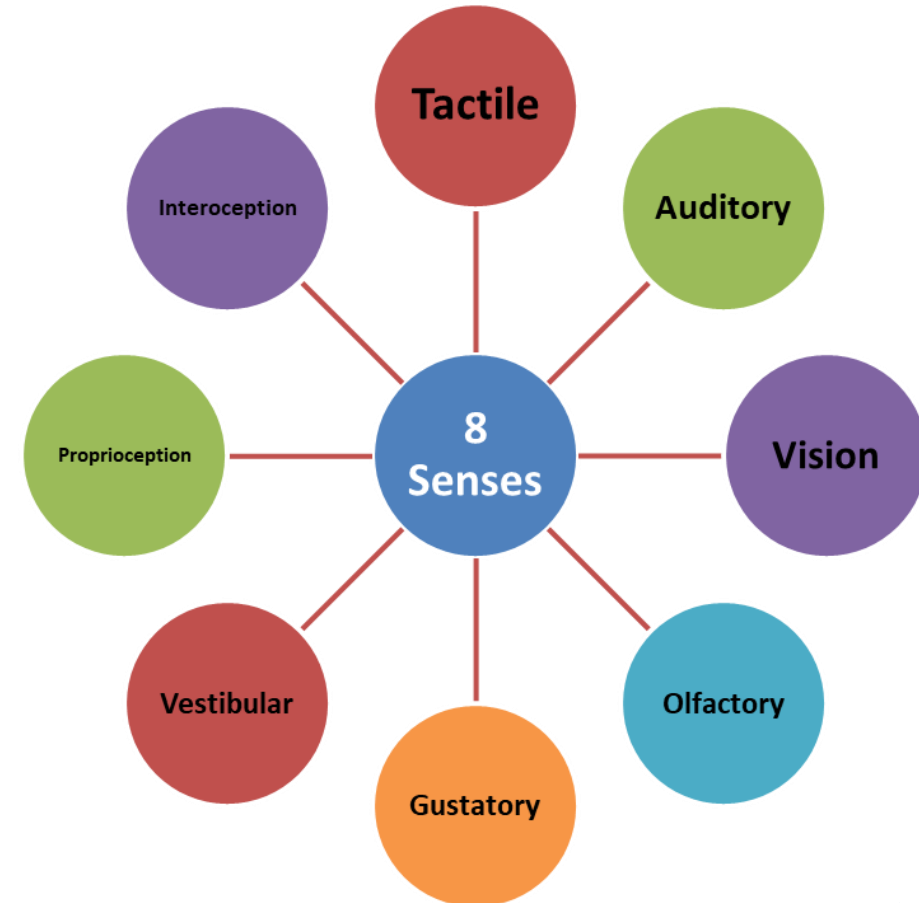
Jayne Young
Clinical Lead Occupational Therapist
Autism and Sensory Processing

Jayne.young7@nhs.net



Sensory Processing in a Flash!

- **Sensory Processing is:**
 - The ability to register, discriminate, adapt and respond appropriately, both physically and emotionally to sensory input from our bodies and the environment
 - Our brain gains information from the 8 senses and determines how we respond and use this information.
 - Our response could be over responsive, under responsive or 'just right'.
 - The brain is processing this information all the time but it is only when a sensory response has a negative impact on our ability to function that it become a 'Sensory Processing Difference or Difficulty'. Sometimes we may also hear that people have sensory processing preferences – but again it is only when it impacts on our function that it becomes a difficulty or problem.



Let's Make Sense Together Service

Developing a virtual service for children and young people with sensory processing differences



York and Scarborough
Teaching Hospitals
NHS Foundation Trust

Information gathered at the start of the service improvement

Why?

- We found that around 60% of our routine referrals to Occupational Therapy in the York & Selby and Scarborough, Whitby, Ryedale areas are for children and young people with sensory processing differences.
- Patients would wait on a list until they would usually, have a virtual appointment with parents only and advice given for home and school in a written format.
- The advice we give in these appointments is often the same for all or very similar.
- Although valuable information was shared there was just written advice and often the same or similar advice would be shared
- Waiting times grew during covid and with reduced staff availability
- Evidence base shows that the most effective way of supporting and helping a child with sensory processing differences is through changes in the environment and access to appropriate sensory activities and management strategies throughout activities of daily living.
- Sensory processing differences need to be understood by all those adults around a child to make the difference for them. This was not possible in our previous service model

Our vision was for a sensory virtual service aligning with the current shift toward digital healthcare solutions and with a strong evidence base. We hope the approach outlined could have a profound impact on both the individual child and the broader community that supports them.

Here's how we hope to achieve this

- **1. Accessible, On-Demand Support for Parents, Carers and other adults**

- Many parents need help at different times, and sensory needs can vary widely. Having access to information and guidance at any hour could make this easier

- **2. Speed up the ability for adults to access the right support at the right time**

- The sooner sensory support is provided, the better the outcome for the child. Early intervention can prevent more complicated issues down the line.

- **3. Wider 'Village' Support**

- Sensory needs don't exist in isolation and aren't limited to one place or time. More than parents and teachers need to know how to support this. Sensory information needs to be available for all and be clear and evidence based

- **4. Training for Schools and Educational Settings**

- Schools play a critical role in shaping the child's experience with sensory issues, and having a sensory-friendly learning environment can significantly improve academic and social outcomes. Our online resources are available for all schools

- **6. Universal, Accessible Information**

- Having 24/7 access to advice and strategies along with written material to support this. Hopefully enabling support to be given earlier and without having to wait for referrals.
- We are also aware that the provision for supporting children and young people who have sensory related behaviours or have sensory needs triggered by emotions, doesn't have OT clinicians as part of the other services. Therefore, this information can be used by other professionals to inform their practice and for them to share with their clients. We hope this information will help support in training and understanding in other services of sensory processing needs.

Summary of feedback from meeting with North Yorkshire Parent Carer Voice & York Parent Carer Forum:

- ‘Sometimes just affirmation or feedback that we are doing the right things’
- Support when school don’t agree the child has sensory problems (for example they mask at school and all the difficulties they hold in from triggers during the day are let out when they get home)
- Schools to understand that sensory movement breaks are for regulation and not a reward and they shouldn’t be removed as punishment – child often needs these more at times of poor behaviour or reduced function because they are dysregulated.
- Sometimes a child needs time away from sensory input to regulate – not just seek sensory input or sensory based activity
- Parents need schools to understand and to be advised to follow the sensory training virtual programme as part of the sensory offer
- Keen to ensure the information for schools was well presented and included their concerns – they would like to support with creating some voice clips from parents, children and young people to help with understanding and they would apply for some charity funds to support this if needed.
- It was felt that the launch of the package needs to be strong and include information out to those who may have come through the service before as this would give longer support as it is available freely and without referral
- Pleased the case would be open for 3 months to give time for feedback and discussion with a therapist if there were to be a concern
- JY explained there would be a form to complete with the pack to support the discussion if a further appointment was needed or to be sent with a referral from a medical professional so that the triaging OT is aware if they have accessed the online material and suggestions. This was felt to be helpful and supporting the parent
- Parents felt that a paper document of some of the information may be helpful for some families and should be offered in the first phone call.
- It was suggested that a helpline would be brilliant for this service e.g. open for 2 hours on a Tuesday – JY explained this probably not possible straight away but has been discussed a suggested and would take this back to service managers also.
- If helpline not available, then a frequently asked questions section would be helpful
- As well as being available in different languages and subtitles could we consider a BSL interpreter for the videos also
- We shared our initial video with PCV and PCF for feedback before we continued with the following videos

Let's Make Sense Together Service Videos



**York and Scarborough
Teaching Hospitals**
NHS Foundation Trust

- Parent and carers introduction to Lets Make Sense together
- Teachers and education settings- Introduction to Let's Make Sense Together
- Understanding our senses (for parents, carers and schools)
- Sensory Modulation and Processing (for parents, carers and schools)
- Calming and regulation strategies (for parents, carers and schools)
- Supporting self care challenges (parents and carers)
- Supporting children and young people who are sensitive to noise (for parents, carers and education)
- Supporting children and young people with sensory feeding differences (for parents, carers)
- Supporting children and young people with interoceptive differences (for parents, carers, education)
- Supporting children and young people with sensory processing differences in primary school (for schools)
- Supporting children and young people with sensory processing difficulties in secondary school (for school)
- Supporting children and young people with school transitions
- Closing video LMST

Let's Make Sense Together Service

Routine patient journey for those referred to York and Scarborough
Children's Therapy Service



York and Scarborough
Teaching Hospitals
NHS Foundation Trust

- Referral made by medical professional – for a child with a physical functional difficulty
- Referral received and triaged as usual, admin to make appointment with Generic Therapy Assistant (GTA)
- Call to parents from GTA
 - Give details on sensory service, how to access virtual content etc and next steps
 - Consent gained for team to contact school or setting (if appropriate) to share they have been referred and to send information to access
 - Text with the link could be sent during the call
 - Letter and or/email sent with the full written details of how to access the LMST resources
 - Details on how to contact in the next 3 months if further advice needed. If no contact, patient will be discharged at 3 months
- If contact made in 3 month period a telephone or virtual appointment will be made a member of the LMST team
 - Solution focused appointment
 - Brief report (if needed)
 - Direction back to videos if appropriate
 - Any further action if clinically indicated
 - Referral on to other services if needed
 - Discussion with school if needed

LMST service provision in Tiers:

Tier 1 Universal

Parents and schools access the videos and written advice on The Let's Make Sense Together page on Healthier Together Website

Tier 2 Targeted

Parents seek a medical referral to Occupational Therapy at York & Scarborough Teaching Hospitals NHS Foundation Trust where there is a physical impact on a child's functional ability. Parents supported to access the advice on Let's Make Sense Together and care open for 3 months so further advice can be accessed if needed

Tier 3 Specialist

Medical referral to Occupational Therapy at York & Scarborough Teaching Hospitals NHS Foundation Trust where there is a physical impact on a child's functional ability. They have accessed the virtual information, but further advice is needed and /or it is indicated that OT is able to advise further in a solution focused approach.



York and Scarborough link:

<https://www.yorkhospitals.nhs.uk/childrens-centre/your-childs-hospital-journey/therapy-services/occupational-therapy/lets-make-sense-together/>

ICB and other services link to Healthier Together:

<https://www.hnyhealthiertogether.nhs.uk/parentscarers/your-childs-development/lets-make-sense-together>

Please be aware that the videos accessed are the same for each other links, however the referral into the York and Scarborough team gives the additional support if needed around a physical, functional difference or need.

Our Service flyer for those in the YSTHFT service criteria



Let's Make Sense Together is a virtual service that has been developed by our Occupational Therapists for York and Scarborough Teaching Hospitals NHS Foundation Trust. It is part of our sensory processing pathway, supporting children and young people who have a physical and functional difficulty due to sensory processing differences.

Please use the QR code or link below to access our free advice and further details on how to access our service.



www.yorkhospitals.nhs.uk/childrens-centre/your-childs-hospital-journey/introduction-to-childrens-therapies

**The flyer for those in the wider ICB and also where a child may not meet our service criteria.
Also, over the rest of the UK if accessed**

Humber and North Yorkshire
Health and Care Partnership

Healthier Together
Improving the health and wellbeing of babies, children
and young people in Humber and North Yorkshire

**LET'S
MAKE
SENSE**
together.

Let's Make Sense Together is a free resource that anyone can use. It provides information and support to children and young people with sensory processing differences.

On the Healthier Together Webpage you can find a series of videos to help parents, carers, teachers, and others who support children with sensory processing differences. You'll also find helpful advice sheets and links to other support and information.

All information has been created by local therapists.

www.hnyhealthiertogether.nhs.uk/parentscarers/your-childs-development/lets-make-sense-together

NHS

York and Scarborough
Teaching Hospitals
NHS Foundation Trust

Further thoughts on the future....

- To gather data from new provision to support further service improvement within OT service and wider
- We have had many thoughts for service in the future to include (but will all need additional funding):
 - Producing a virtual package specifically for teenagers
 - Additional training into schools
 - Information based at a lower pre-school age
 - Update of current videos and information in line with any changes in evidence base or new research

Questions?



- Thank you all for listening.
- I am happy to answer any questions to the best of my ability.
- Should you have any questions you wish to email me, please do so:
- jayne.young7@nhs.net

Supporting children and young people with sensory processing differences in North Yorkshire and York



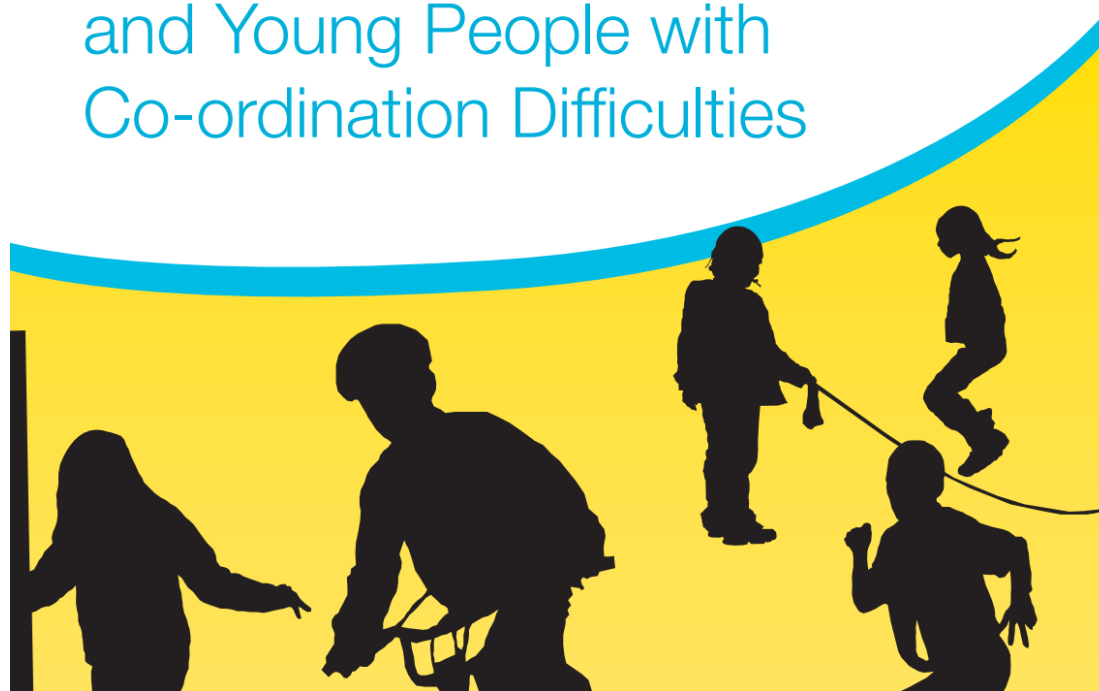
This information has been co-produced with parent carer forum and professionals who work in the local NHS and Local Authority including occupational therapists, specialist SEND team, CAMHS and education staff. The purpose is to provide guidance to parents/carers, professionals and practitioners who support children and young people who experience sensory processing differences with the aim to promote consistency among professionals and reduce uncertainty for families. We will review this information annually and as new evidence emerges.

Supporting children and young people with sensory processing differences in North Yorkshire and York

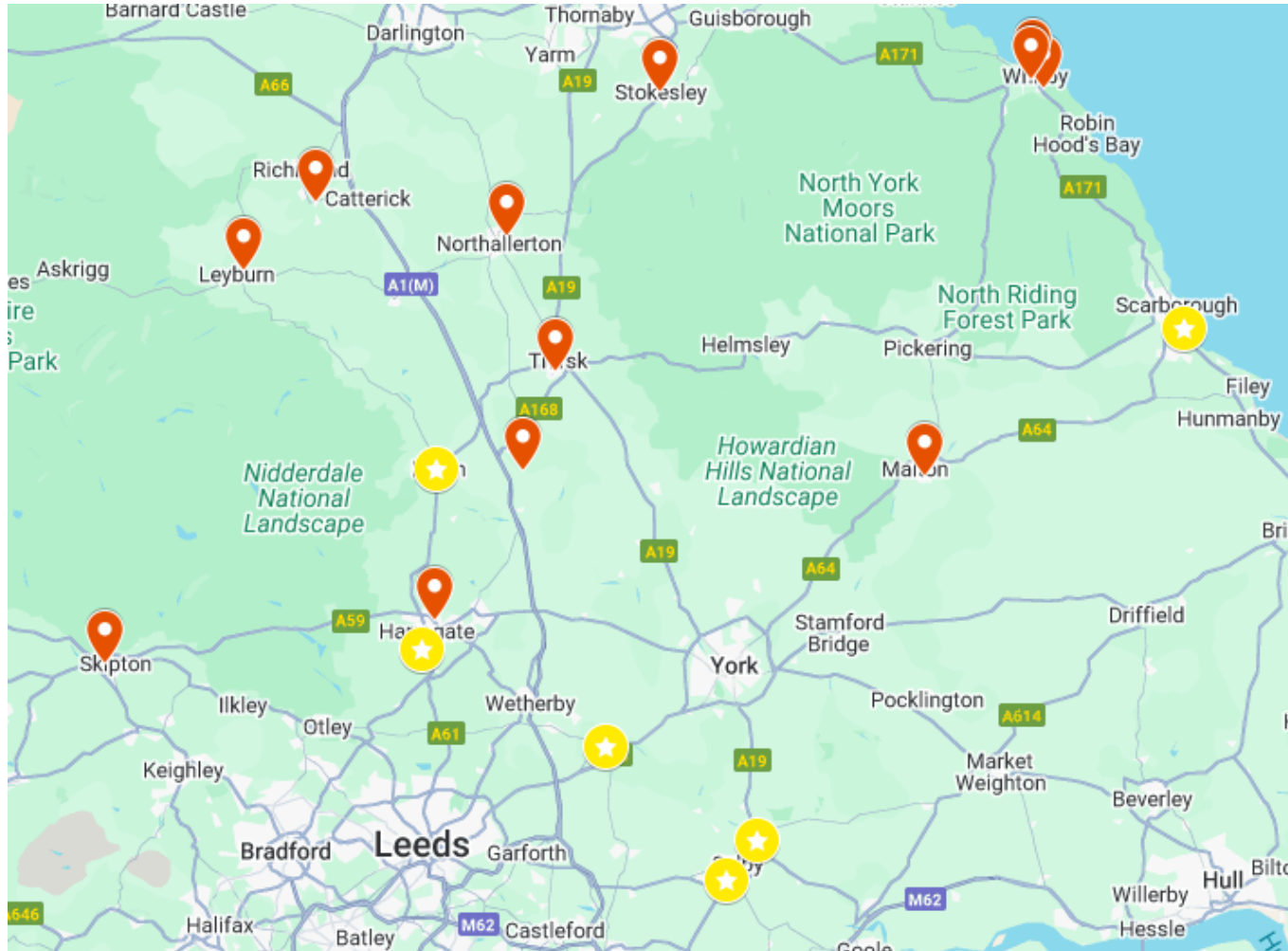
- The document includes a description of sensory processing that has been agreed by all OTs and other professionals involved in the piece of work
- Key support for those with sensory processing differences
- Key take home messages
- It thrive document with the 4 areas:
 - Getting advice
 - Getting help
 - Getting more help
 - Getting risk support

Developmental Co-ordination Difficulties

Supporting Children
and Young People with
Co-ordination Difficulties



Current TMP map



Grove Road Primary School	C&I
The Skipton Academy	C&I
Cambrai Primary School	C&I
Stokesley Primary Academy	SEMH
East Whitby Academy	C&I
West Cliff Primary School	SEMH
Alverton Community Primary School	C&I
Whitby School	C&I
Norton Community Primary School	C&I
Dishforth Airfield Community Primary School	SEMH
The Wensleydale School	C&I
PRS at Thirsk School	SEMH

Plus:
4 in Selby - Sept 25
3 agreed for 2025-26



Dingley's Promise SENCo Network

June 2025

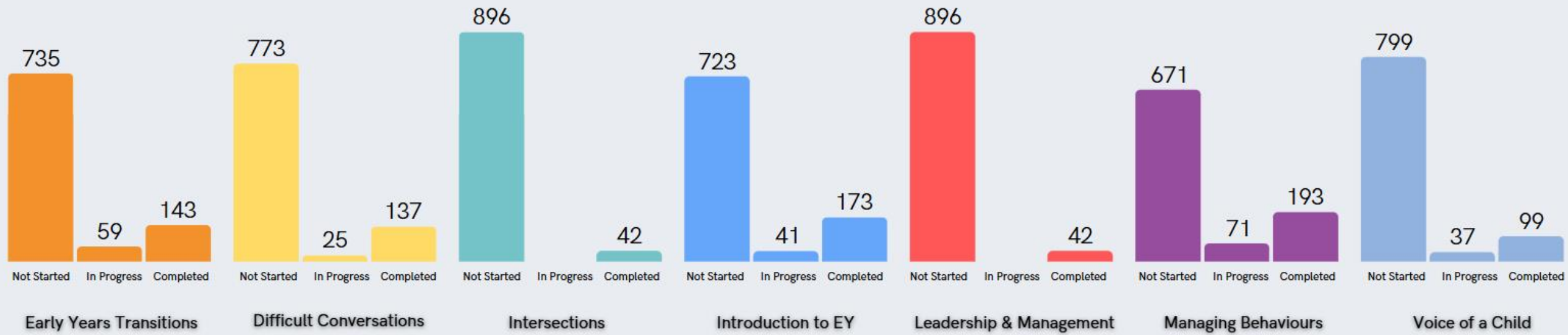
Wendy Butterfield





1780
Capacity

Learners
993
Mark of Achievement
5



Course Status



Mark of Achievement

Settings can now achieve their very own **Mark of Achievement** to reflect their passion and commitment to inclusive practice in the early years. Our training has been specifically designed to provide practical skills and knowledge to help practitioners support the growing numbers of children with SEND. With the Mark of Achievement, your setting is recognised for embracing the training within your teams and as such the dedication to transforming the lives of children with SEND through inclusive practice.



To qualify for the Dingley's Promise Training Mark of Achievement you must meet the following criteria:

- Settings with 4 practitioners or more: 75% will have undertaken the inclusive practice course along with 2 additional courses of their choice
- Settings with less than 4 practitioners (eg childminders): The lead practitioner will have completed the inclusive practice course and 2 additional courses of their choice

When your setting has achieved the above, please notify our training team via email on **training@dingley.org.uk**

Once the course completions are verified you will receive a certificate, a window sticker to display in your setting and Dingley's Promise notepads and pens to celebrate your achievement

Mark of Achievement



Hello! Please use this tracking spreadsheet to monitor your settings progress towards a Mark of Achievement! It allows you to calculate how many members of staff need to do the training as well as which staff have completed each course. When you think you've met the criteria, please submit this completed document to us at training@dingley.org.uk. If you have any questions, please do get in touch. We look forward to receiving your submission soon!

Mark of Achievement Tracking Document for Settings

Name of Setting: _____					
Local Authority: _____					
Email address of main contact: _____					
Number of employees at the setting who work directly with children and families (EYPs, teachers etc): _____					
75% of employees who need to do the training equates to: 0					
Name of Employee	Introduction to Early Years Inclusive Practice (Mandatory)*	Early Years Transitions	The Voice of the Child	Having Difficult Conversations with Families	Managing Behaviours that Challenge
Joe Bloggs	completed		completed		completed



North Yorkshire nurseries recognised for inclusive education efforts

Date: 9 April 2025

Mark of
Achievement



Feedback

- 99% Feel more confident
- 97% Believe they can support more children
- 99% Would recommend this course
- 98% are committed to making a change in their setting

Really helpful
to think
about
adjustments

For those
who work
with children
of all ages

Good ideas
for working
practice

Videos were
really useful

I found it
empowering

Very thought
provoking

Easy to
access



Dingley's Promise – Early Years Inclusion Project (North Yorkshire)

Do you want access to cutting edge training?



Free online training for **those working with young children (0-5 years)**



Courses include:

1. **Introduction To Early Years Inclusive Practice** – environment, learning styles and individualised learning
2. **Early Years SEND Transitions** – explore positive transitions for children with SEND
3. **Behaviours that Challenge** – influences on behaviour and getting the right support
4. **Managing Difficult Conversations** – plan for difficult conversations
5. **The Voice of the Child** – communication strategies and the impact of relationships
6. **Intersections within Early Years** - the overlapping and interdependent systems of discrimination and disadvantage that many face due to the intersections in their lives.
7. **Leadership and Management of Inclusion** – give you tools to make the changes on your inclusivity journey

- All courses are online and are a mix of workbook, clips and activities.
- Complete in any order and at your own pace.
- Receive a certificate of completion for each course.
- Get the Dingley's Promise Mark of Achievement!



Register at:

dingley.org.uk/dingleys-promise-training/early-years-inclusion-programme/



Courses



Communication Methods



Welcome to our The Voice of the Child training course. Since 1983, Dingley's Promise has transformed the lives of children with special educational needs and disabilities (SEND). With 40 years of experience, we are now offering our expertise to early years practitioners, educators and settings across the country.

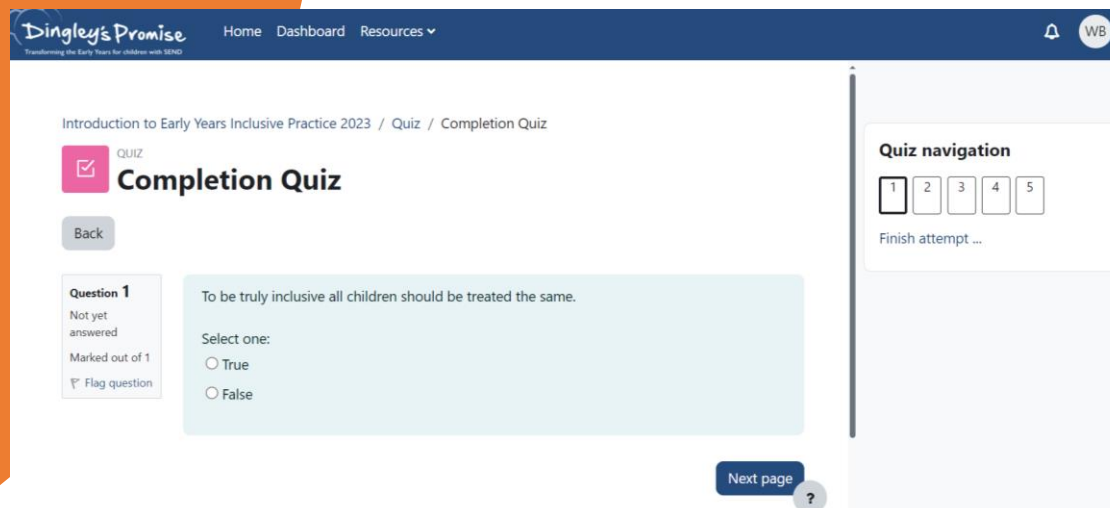
We hope that you will enjoy the course and gain lots of useful insight and strategies to support children with SEND in your setting.

This course is divided into 3 units for you to work through at your own pace:

- Unit 1: Communication
- Unit 2: The Impact of Relationships and the Role of the Practitioner
- Unit 3: Listening and Participation



The Voice of the Child



How to sign up

Register for free at:

[Dingley's Promise sign up](#)



SENCO Network

Summer 2025



Olivia Kelly

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School Improvement Service
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Northallerton
DL78AD

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Every teacher a teacher of SEND

Every leader a leader of SEND

Every governor a governor of SEND



National Updates

DFE Guidance for Governors - SEND

[Special educational needs \(SEN\) and disabilities: guidance for school governing boards - GOV.UK](#)

> [SEN and disability duties: guidance for school governing boards](#)



[Department
for Education](#)

Guidance

Special educational needs (SEN) and disabilities: guidance for school governing boards

Updated 3 February 2025

DFE Guidance for Governors - SEND

Checklist

Governors and trustees will wish to be assured that:

- the school promotes an inclusive culture
- there is effective communication and engagement between the school and parents of pupils with SEN and disabilities
- parents are involved closely in keeping the school's general SEN and disability policy and practice under review
- the pupil voice is central to decisions about support for those with SEN and disabilities, at both individual and school level
- funding, including SEN funding, is allocated and spent effectively
- the school works effectively with the local authority in reviewing the SEN and disability provision available locally and developing the SEN and disabilities Local Offer
- staff have the expertise needed to support those with SEN and disabilities and that the school has access to external specialist skills where required

Governors and trustees should be satisfied with how the school:

- identifies a pupil with SEN or a disability and how it uses the 'graduated approach' to respond to that need
- monitors the progress and development of pupils with SEN and disabilities
- supports pupils in Preparing for Adulthood at each age and stage, and monitors outcomes and destinations - some tools and resources are available from the [National Development Team for Inclusion \(NDTi\)](https://www.ndti.org.uk/resources/preparing-for-adulthood-all-tools-resources) (<https://www.ndti.org.uk/resources/preparing-for-adulthood-all-tools-resources>).

Governors and trustees of mainstream schools should also ensure that a qualified teacher or the head teacher is designated as the SENCO and that they:

- achieve the relevant mandatory qualification within 3 years of appointment
- have sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school

DFE Guidance for Governors - SEND

- are empowered to support high quality outcomes for pupils with SEN and disabilities

Schools have a duty to prepare and regularly update:

- a SEN Information Report
- equality information - information to demonstrate compliance with the Public Sector Equality Duty
- equality objectives
- an accessibility plan (setting out how the school plans to increase access for disabled pupils to the curriculum, the physical environment and to information)

Governors and trustees should also be familiar with the school's SEN and disability policy and ensure that it is reviewed regularly (working with parents and pupils) to reflect changing needs of the school community.

Governors and trustees will wish to be assured that these documents help the school to:

- understand the impact of its policies, practices and decisions on different groups of pupils
- identify areas of inequality that may need to be addressed
- help plan for the school to be increasingly inclusive over time

The Equality and Human Rights Commission's guidance for schools on [Publishing equality information](https://www.equalityhumanrights.com/guidance/public-sector-equality-duty/public-sector-equality-duty-guidance-schools/publishing) (<https://www.equalityhumanrights.com/guidance/public-sector-equality-duty/public-sector-equality-duty-guidance-schools/publishing>) has more information.

Ofsted Reports – Common Themes

Spring Term



Strengths

- Same **rich curriculum** as peer. They achieve equally impressive outcomes.
- **Strong careers advice** and guidance
- Teachers **adjust their teaching** to ensure that SEND pupils benefit from the school's ambitious curriculum.
- Staff provide **tailored support** for pupils with SEND.
- Staff are **well trained** to identify needs quickly.
- Chosen resources are used effectively to **support pupils' independence**.
- The school engages well with **external partners** to streamline the support and ensure timely assistance for pupil's requiring help.
- There is a clearer understanding of the precise support for pupils with SEND require.
- Knowledgeable staff swiftly identify specific needs for pupils with SEND.
- Staff **benefit from focused professional development** to enable them to put effective support in place for these pupils.



Strengths

- Staff identify pupils with SEND quickly and accurately.
- They have secure knowledge of the barriers faced by pupils with SEND and provide appropriate support as it is needed.
- Support staff are highly effective in their roles. Pupils with SEND benefit from strategies developed specifically to assist them.
- Pupils with SEND are well supported. Pupils with SEND receive additional adult support when needed.
- The school trains staff to use different strategies to support pupils with SEND.
- Pupils with SEND are quickly identified and exceptionally well supported. The identification begins in the early years.
- The school provides staff with insightful guidance on the strategies that will best support individual pupils. This help the teachers to set pupils that are well matched to their learning needs. This supports them to make strong progress through the curriculum.
- Pupils with special educational needs are supported effectively. The school works with external expertise, such as the local authority 'SEND Hub' to understand needs. The school ensures that resources and learning are adapted to enable pupils with SEND to learn alongside their peers. Pupils with SEND achieve well.

Strengths

- The school's work to identify the needs of pupils with SEND is of a very high standard. These pupils received appropriate support to address their needs. This means they achieve well over the course of their time in school.
- Provision for pupils with SEND is a strength of the school. **Staff are well trained** to recognise when pupils have additional needs. They know pupils well. As a result, pupils who need extra support are quickly identified. **Carefully planned adaptations** help pupils with SEND to learn the curriculum alongside their peers. **Calm breakout spaces** are available for pupils when needed. This helps pupils who sometimes struggle with self-regulation.
- Pupils with special educational needs and/or disabilities (SEND) achieve well. This is because strategies to support their inclusion in class learning are highly effective. In addition, extra support that takes place outside the classroom is precisely focused on pupils needs. Staff get to **know each child very well** when they start school. This helps them to identify individual needs from the start.

Areas For Improvement

- Rates of pupil absence, particularly for pupils with SEND, are high. As a result, some pupils miss out on important learning. This impacts on how well they achieve. The school should continue its work to improve attendance and reduce persistent absenteeism.
- The school has not matched its provision for some pupils with SEND precisely to their identified needs. This means that some pupils needs are not met fully. The school should continue to review its identification of, and provision for, pupils with SEND so that all pupils can access the curriculum to their fullest ability.
- The provision for a small number of pupils with SEND does not precisely link to their individual targets and needs. This means that these pupils do not consistently secure the basic knowledge they need to be able to achieve more highly. The school must ensure that the provision for pupils with SEND is precisely targeted to address their needs and allows them to achieve more highly.

Ofsted Reports – Common Themes

Autumn Term

- Provision for SEND has been identified as a **strength** in the majority of Ofsted Reports
- Key themes from inspections, indicate inspectors are focusing on the following for SEND:
 - Identification
 - Curriculum adaptations – same curriculum as their peers
 - Staff training
- Support plans – be able to evidence how you monitor provision identified on support plans – learning walks, pupil voice

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 monitor provision on support plans?

Resources

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

CYPSS Info

- Generic Login for your school or SENCo support only

senco815

NY_cyps2019



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



Resources

[Home page | Nasen](#)

nasen
Helping Everyone Achieve ■■■

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Educational Psychology Service



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Summer term

Increased number of face-to-face EHC needs assessments: Nursery, Reception, year 1 year 5 and year 7.

Offered targeted support through complex casework and consultations etc to some settings and clusters.

Further increased access to EPS in 2025:

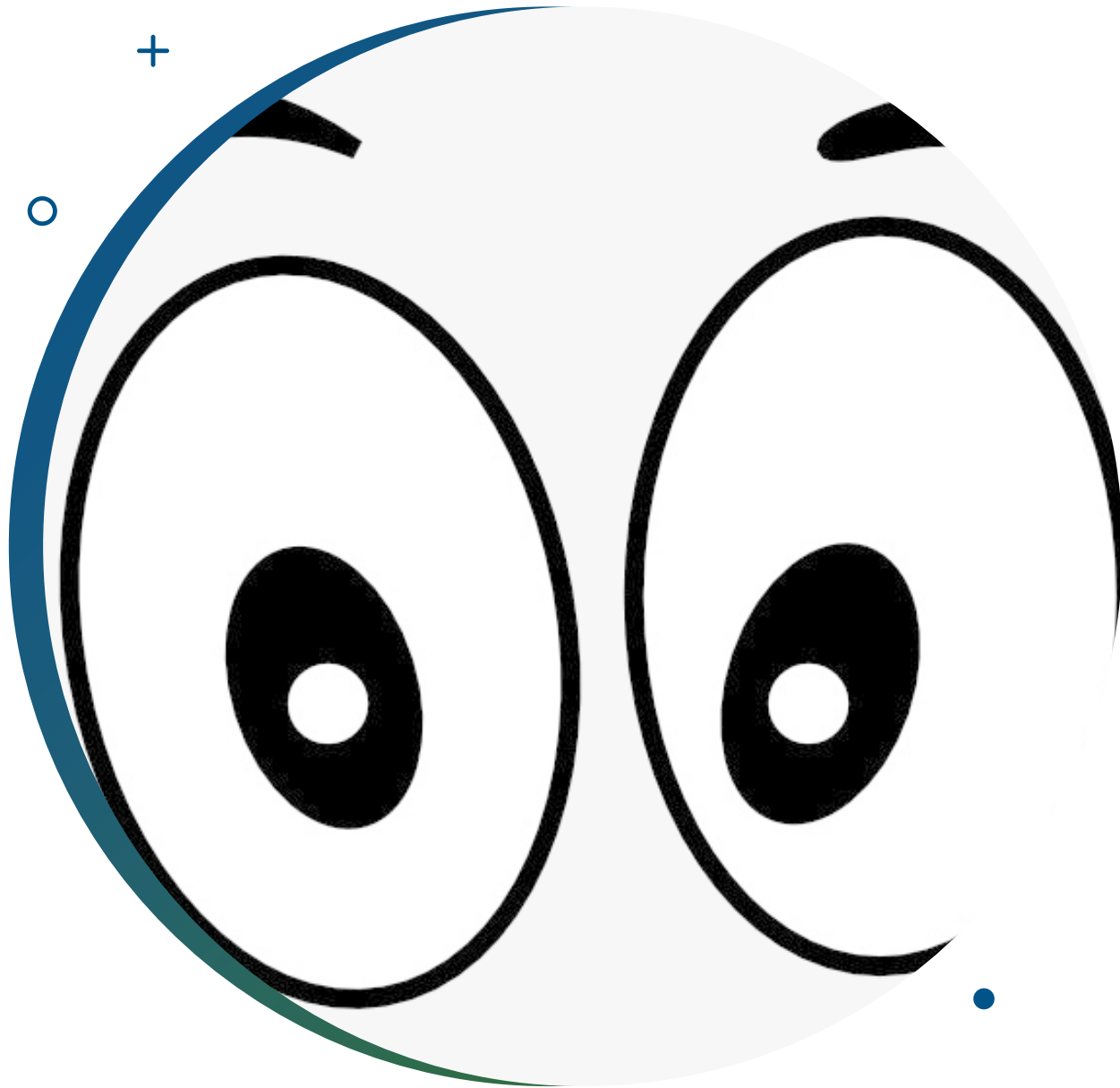
- Data-informed direct support for higher needs schools.
- Group access to support/ consultation.
- Traded offer focused on workforce support

Summer Spotlights by the EPT

- **Emotion Coaching: a brief introduction** – Tuesday 8th May 3:30-4:30 pm, CONTACT nicola.odriscoll@northyorks.gov.uk for further bookings.
- **The impact of social media on children and young people** - Wednesday 21st May 3:30 – 4:30 p.m.
- **Supporting young people through bereavement and loss: an introduction** - Thursday 25th June 3:30 – 4:30 pm
- **Wellbeing: using a Positive Psychology approach to supporting staff** - Thursday 10th July 3:30 - 4:30 pm

[NYES SEND and Inclusion | NYES Info](#)





Watch out for:

- Traded offers for ELSA (Mentimeter) - Autumn 2025
- Group forums – access to EPs
- Targeted work – SEMH, work to support TI. Community of Practice for Education Tuesday 8th July 3:30-4:40
- Work to support you with children and young people where there are barriers to attendance. Focus groups on:
 - Tuesday 1st July PM and
 - Monday 7th July PM



Specialist Senior – Virtual School

- Trauma Informed / Emotion Coaching Training for Schools who have a Child in our Care.
- Joint consultations with EP, Virtual School and Foster Carers/ Designated Teachers.
- Circle of Adults/ Person centred approaches group consultation alongside Virtual School staff
- Foster Carer conference input June 28th and input into Designated Teacher conference in September.



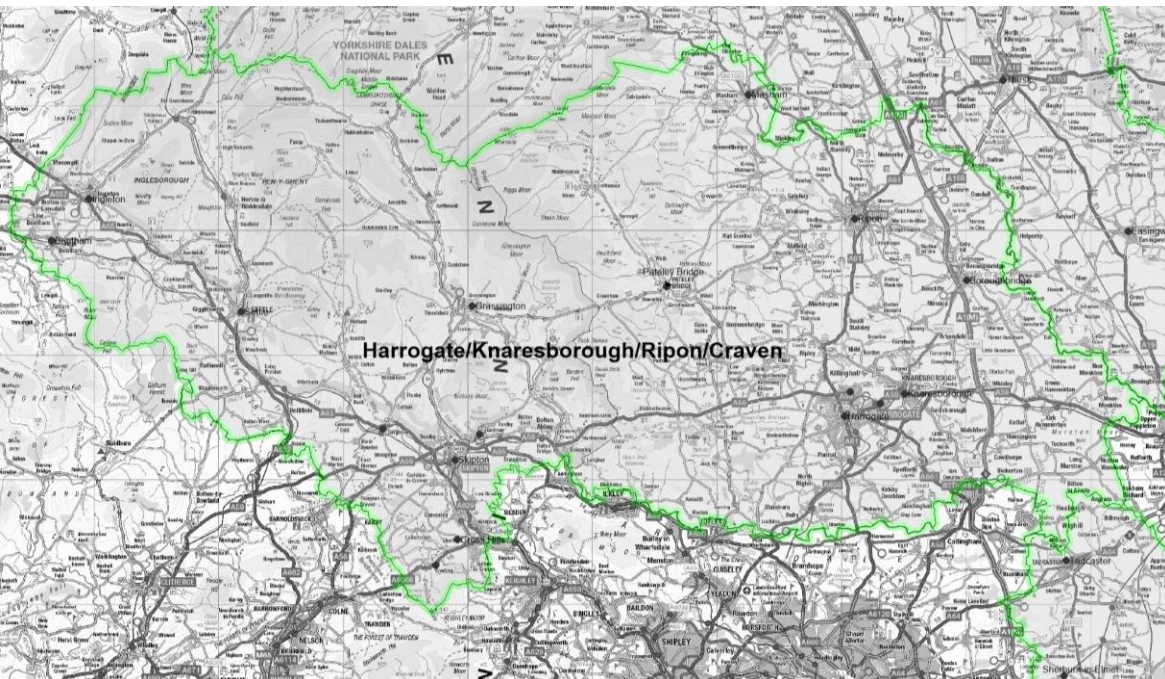
Senior Educational Psychologists by area

Sharon Merle Lourd-Moyo Sharon.Lourd-Moyo@northyorks.gov.uk (Hambleton/Richmond)

Pamela Melville
Pamela.Melville@northyorks.gov.uk;
(Scarborough/Whitby/Ryedale)

Nicola O'Driscoll
Nicola.ODriscoll@northyorks.gov.uk; (Selby)

Ed Sugden Ed.Sugden@northyorks.gov.uk;
(Harrogate/Knaresborough/Ripon/Craven)



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Transitions Project

- **Previous Project:**
2024/2025
- Learning from last years Transition Project where we supported 60 children transitioning into reception or secondary.
- 58 of the children in this project were a success and have remained in their mainstream placement.


2025/2026

Supporting 20 year 6 children into Mainstream Secondary School across North Yorkshire.

The children are selected using an LA selected strict criteria.

Once confirmed – we will be in touch with relevant schools and families to support transition.

The project will draw up further guidance for supporting children with transitions.



Partnership for Inclusion of Neurodiversity in Schools (PINS)



Partnership in Neurodiversity in Schools (PINS) 2025-2026

Sam Grey

Learning Disabilities and Autism Senior Programme Manager (NHS)

Amy Crisp

Inclusion Locality Manager (North Yorkshire Council)

Catherine and Sarah

Parent Carer Voice North Yorkshire



PINS 24-25 Recap



- Whole school, needs led approach
- Strategic partnership between Integrated Care Board (NHS), Local Authority and Parent Carer Forums
- 40 mainstream primary schools supported with 37.5 hours of training and support (9 within North Yorkshire)
- Offers included: health, education and people with lived experience provided training and support, sensory resources, parent/carer engagement, and environmental audits
- Provider-led training and parent feedback shaped delivery in real-time

North Yorkshire schools received:

- Unlocking autism/SEMH
- Sensory room for a day
- Sensory training
- Environmental and communication audits, coaching and recommendations
- Demand avoidance
- Sleep support and sleep hygiene
- Understanding reasonable adjustments and inclusive environments
- Emotionally based school avoidance



Learning from success and challenges of 2024-2025 programme

Consideration of PINS in OFSTED and SEND inspections

Informing the national SEND strategy and workforce approach

Bring clinical expertise closer to schools, understand clinical workforce needs and pilot both clinical and non-clinical support

Aligning more closely with other SEND work across the region

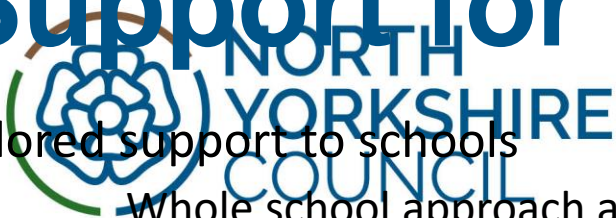
Developing a whole school approach to inclusive provision, whilst reaching individual children, and reducing EHCP's is the intended outcome

This is likely to be the final PINS cohort



Support for 30 new schools

Tailored support to schools



- Whole school approach and needs led

- 37.5 hours training/ support/ coaching

- Sept 25- March 26 delivery

- Training, resources, audits and reviews of provision by specialist education and health workforces

Parent and carer engagement

- Parent/ carer engagement group in each school

- Facilitation of parent/ carer and school meetings

Allocations based on population and capacity

Place	Hull	East Riding	North Yorkshire	York	North Lincs	NE Lincs
No. schools	6	6	7	7	2	2



Startingreception.co.uk

KINDRED2



Why Starting Reception?

Kindred2 Survey results

- School readiness survey: 25% starting reception not toilet trained; 33% can't feed or dress independently
- Impact huge: 2.5hours of teaching time lost every day and it affects *every* child
- Lack of shared understanding: 9 out of 10 parents say their child is 'ready'; teachers say it's closer to half
- Nearly half of parents think children aren't ready because parents don't think it's their job
- National squeamishness about talking about parenting and there's no single definition, leaving parents in the dark

This definition was created collaboratively by:



The definition: skills to practise before starting Reception:

We understand that all children develop at their own pace, and that we're all learning from birth. When it's time to start school, some children will need more help than others.

There's lots you can do at home to build your child's confidence and independence, helping them feel emotionally and practically prepared to start school.

New skills take time to learn. Practising at home will help your child move into school more easily and with confidence.



Growing independence



Building relationships and communicating



Physical development



Healthy routines

The definition: skills to practise before starting Reception:

Useful links:

Growing independence

- [Check out Parentkind's online advice hub and magazine for parents 'Be School Ready'](#)
- [Enjoy Family Corner's 5 tips to help your child get ready for Reception](#)
- [Guidance for parents and practitioners - PACEY](#)
- [Download the free EasyPeasy mobile app for tips and activities to support everyday parenting moments](#)

Taking care of themselves

- [How can you make separating easier? - Family Corner](#)
- [Getting dressed and ready for the day - backward chaining information sheet - NHS](#)
- [Getting ready for the Day - BBC](#)

Toilet training

- [The Institute of Health Visiting has advice and tips on toilet training](#)
- [Simple and supportive toilet training advice - ERIC](#)
- [Potty training and bedwetting - NHS](#)
- [Pants4School - Down Syndrome UK](#)

Playing, creativity and curiosity

- [5 steps for brain building through serve and return - Center on the Developing Child at Harvard University](#)
- [How to follow a child's interest in play - National Literacy Trust](#)
- [How to role play with your child - Pretend role play - BBC](#)
- [How to role play with your child - Playing pretend animals - BBC](#)
- [Fire up their imagination with drawing - BBC](#)
- [What is mark-making and why is it important for learning? - PACEY](#)
- [Sharing story books on World Book Day - BBC](#)
- [Nature activities for children - BBC](#)
- [Learning and having fun on the bus - BBC](#)
- [Play a game of 'What's that sound?' - BBC](#)



Growing independence

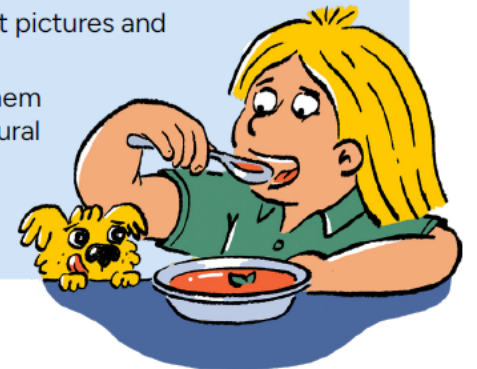
Growing independence

Taking care of themselves

- ☒ Putting on/taking off their coat and shoes
- ☒ Using the toilet and washing their hands
- ☒ Getting dressed with little help, e.g. after using the toilet or doing PE
- ☒ Using cutlery (e.g. fork and spoon, chopsticks) and drinking from an open cup
- ☒ Spending time away from you, learning they can be looked after by caring adults

Play, creativity and curiosity

- ☒ Taking part in imaginative play (e.g. role play)
- ☒ Drawing, painting, colouring and sticking
- ☒ Sharing story books, looking at pictures and talking about the characters
- ☒ Exploring the world around them (e.g. looking closely at the natural world, playing safely with objects at home)



Building relationships and communicating



Being with others

- ✓ Practising sharing and taking turns with toys
- ✓ Talking to them about how they are feeling and why
- ✓ Looking at story books together and speaking about what characters are feeling is a good way to do this
- ✓ Beginning to recognise what others are feeling, e.g. understanding if a friend is sad
- ✓ Encouraging them to set boundaries for themselves and others (e.g. knowing how to say 'no')

Communication and language

- ✓ Singing along with songs and nursery rhymes
- ✓ Talking happily to others about activities, experiences and the world around them
- ✓ Showing they need help by speaking clearly (in basic English or sign language)
- ✓ Recognising the pattern of their name (so they can find it on their coat peg or jacket)

Listening and engaging

- ✓ Paying attention for short periods of time
- ✓ Listening to and following simple instructions
- ✓ Carrying on with a task even when it's difficult and bouncing back if things go wrong



The definition: skills to practise before starting Reception:

Useful links:

Building relationships and communicating

- [The Royal Foundation Centre for Early Childhood's Shaping Us Framework outlines how these skills develop in early childhood](#)
- [Top tips for enjoying stories together and book recommendations for starting school - Book Trust](#)

Being with others

- [Learn how to support your child to make friends - Family Corner](#)
- [Understand your child's social development - Words for Life](#)
- [Practice sharing with toys - BBC](#)

Communication and language

- [You are your child's first teacher - help them learn how to write their name - Words for Life](#)
- [Explore a range of approaches to language learning and development from NHS Start for Life](#)
- [Build your child's imagination and language by making up stories together - BBC](#)
- [Child's Progress checker - Speech & Language UK](#)

Listening and engaging

- [Follow the walk and talk trail with the National Literacy Trust](#)
- [Practice language and listening skills at home with these games - Playing with a cardboard telescope - BBC](#)
- [Practice language and listening skills at home with these games - Red Light, Green Light - BBC](#)

The definition: skills to practise before starting Reception:

Useful links:

Physical development

- [Getting moving for 3 hours a day - NHS](#)
- [Support your child to be a Healthy Mover - Youth Sport Trust](#)
- [What is core strength and why is it important for children? - Department for Education](#)
- [Fun games to get them moving - BBC](#)

Physical development

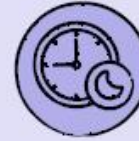
Getting moving for at least three hours a day

- ✓ Walking up and down steps (one foot at a time, using the wall for support)
- ✓ Climbing, running, jumping and playing
- ✓ Catching a large ball (most of the time)
- ✓ Doing simple puzzles and craft activities, strengthening their grip with cutting and sticking



Healthy routines

- ✓ Going to bed around the same time each night, waking up in time to get ready for school
- ✓ Limiting screen time to the recommended daily amounts (see advice)
- ✓ Eating a healthy diet and trying new foods
- ✓ Brushing their teeth with fluoride toothpaste twice a day (you'll need to supervise this until they are at least 7)



Useful links:

Understand what 'healthy' levels of screen time are, by age

- [World Health Organization guidance](#)
- [Health Professionals for Safer Screens poster](#)

Get insights on internet safety, how screen use impacts young children and recommended screen time: [Help for early years providers: Internet safety](#)

And for those with younger children, the NCT covers advice for babies and toddlers too: [Screen time for babies and toddlers – NCT](#)

Brushing teeth

- [Toothbrushing SOS with the singing dentist](#)

Help children build a strong relationship with food and make the right choices from the start

- [Nutrition guidance - Department for Education](#)
- [Healthier families - NHS](#)
- [Five tips for helping your kids to eat healthily all year round - BBC](#)
- [Eating Well - First Steps Nutrition Trust](#)
- [Factsheet for healthy children's diets - Association of UK Dieticians](#)

Sleep guidance

- [Sleep and young children - NHS](#)
- [Struggling to get children to sleep: How to establish a bedtime routine - BBC](#)

Secondary transfer

[TopTips-PrimarytoSecondary.pdf](#)

Things I wish I'd known before starting secondary school

Part of [Parents' Toolkit](#)

[TopTips-PrimarytoSecondary.pdf](#)

 **Save to My Bitesize**

Logan, Jessie, Zoe and Ryan all know what it's like to start secondary school. Here, they share eight things they wish they had known at the start, which might help you settle in. From making sure you're not carrying too much stuff in your bag to tips to help you know where you need to be at all times.

Julie Bunn- Head of
Alternative Provision
& Virtual School Head
Co-Chair of National
Multi-agency Child
Protection and
safeguarding Advisory
group

"Working Together to Safeguard Children" & "Working Together to Improve School Attendance"

- Understand key statutory guidance for safeguarding and attendance
- Know SENCO responsibilities in each
- Identify early warning signs and collaborate effectively
- Embed practice in day-to-day SEN work

What is “Working Together to Safeguard Children”? (2023)

- Statutory guidance for all safeguarding partners
- **Purpose:** To protect children from harm, promote welfare
- Applies to all organisations working with children



HM Government

Working Together to Safeguard Children 2023

A guide to multi-agency working
to help, protect and promote the welfare
of children

December 2023

SENCO Role in Safeguarding

- Recognise vulnerabilities in SEND pupils
- Ensure children's voices are heard
- Liaise with DSLs (Designated Safeguarding Leads)
- Provide documentation for multi-agency meetings
- **Children with SEND are:**
 - More likely to experience abuse
 - May struggle to disclose or communicate concerns
 - Importance of:
 - Observation
 - Knowing the child
 - Alternative communication methods

**Children with SEN are
3 times more likely
to experience abuse.**



Multi-Agency Working

SENCOs
should:

Be part of
early help
assessments

Contribute to
EHCPs and
child
protection
plans

Share
concerns
with
social care
and DSLs

“Working Together to Improve School Attendance” (2022)

- Increase attendance, reduce persistent absence
- Attendance = safeguarding
- Focus on early intervention, whole-school culture
- **Role of SENCO**
- Identify SEND-related barriers to attendance
- Work with families to plan support (reasonable adjustments)
- Coordinate with attendance officer, SLT, and external agencies
- Input into Attendance Support Plans



Working together to improve school attendance

Guidance for maintained schools, academies, independent schools, and local authorities

Published: May 2022

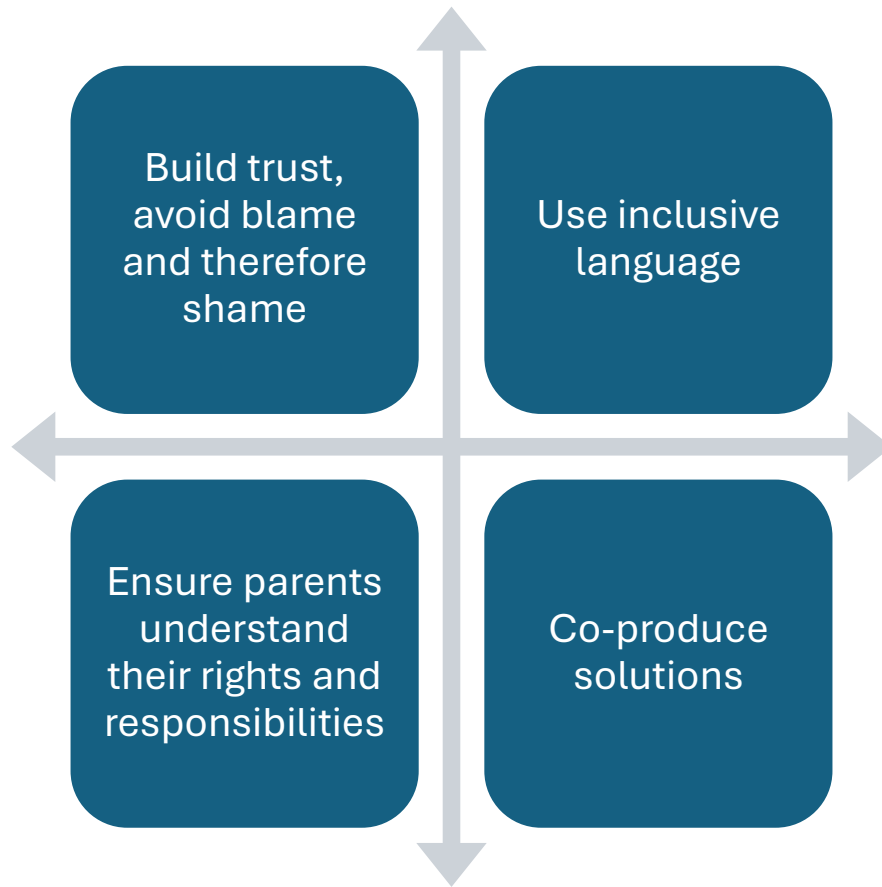
Applies from: September 2022



Common Attendance Barriers for SEND Pupils

- Anxiety / Mental health needs
- Sensory issues
- Social difficulties
- School refusal
- **Strategies & Interventions**
- Reasonable adjustments
- Gradual reintegration plans
- Use of EHCPs or My Plans
- Positive reinforcement
- Engagement with external support (CAMHS, EPs)

Working with Families



Summary

Safeguarding and attendance are intertwined

SENCOs play a vital proactive role

Multi-agency and family partnership is essential

Stay informed, observant, and inclusive

NEXT DATES



- October
- Face to Face
- Merged all phases to support secondary schools to access