

# **Primary & Secondary SENCo Network**

## **Summer Term 2026**



# Outline of the day

9.00 – 9.30	Coffee & Networking
9.30 – 9.40	Welcome
9.40 – 10.00	Digital EHCP update
10.00 – 10.15	Comfort break
10.15 – 11.15	School Improvement – Update & shared OFSTED learning
11.15 – 12.15	NYC Educational Psychology Service – Wellbeing session
12.15 – 1.00	Lunch & Networking
1.00 – 1.30	Early Help
1.30 – 3.00	Inclusion – SEN Reforms (inc refreshments at the tables 2.30)
3.00 – 3.30	SEN CWM updates
3.30 – 3.45	Round up and finish

# Inclusion updates



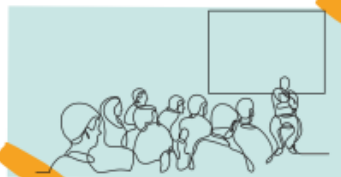
Want to strengthen inclusion or improve attendance for autistic students?

**Rapid impact fund 2026**  
**£5,000 funding available**  
**Applications open 21 April 2026**



**Rapid impact fund** round 11  
Theme: ***Building inclusive cultures***  
Apply: **21 April - 13 May**  
Guidance and link to form: [here](#)

**Rapid impact fund** round 12  
Theme: ***Tackling or preventing non-attendance***  
Apply: **21 April - 14 July**  
Guidance and link to form: [here](#)



Mainstream secondary schools and colleges in England eligible to apply

For more information and to find out how to apply, visit:  
[www.sheilacoates.foundation/what-we-do/rapid-impact-fund](http://www.sheilacoates.foundation/what-we-do/rapid-impact-fund)

Sheila Coates Foundation - A charitable company limited by guarantee registered in England and Wales (Company number 11677892) and registered as a charity in England & Wales (1188092)

WELCOME TO

# Do-IT Profiler



**Supporting Your Child Whilst Waiting for an Assessment.**

Waiting for an autism or ADHD assessment can feel challenging. While you are waiting, support can still begin. As part of our “waiting well” offer in York and North Yorkshire, families are invited to use the Do-IT Profiler.



## What is Do-IT Profiler?

The Do-IT Neurodiversity Children's Profiler is an online tool that helps identify a child or young person's strengths, challenges and support needs. After answering a set of questions, you receive a personalised report with practical strategies and resources that can be used at home and in school, helping support and adjustments to start earlier while waiting for an assessment.

Completing the Do-IT Profiler is **NOT** a diagnosis and **DOES NOT** affect your child's place on the waiting list.

### How to access Do-IT Profiler

Scan the QR code below **or** Visit: [www.dotr.im/YNychild](http://www.dotr.im/YNychild)



**Humber and North Yorkshire**  
Health and Care Partnership



**Humber and North Yorkshire**  
Health and Care Partnership

# Transition Project 2026 – 2027

Based on the learning from the last two years we will be completing a transitions project to transition year 6 children into year 7 In September 2026.

# Transition Project 2026 – 2027

## Criteria for the project:

- Year 6 pupils with an EHCP
- Primary need: ASD and/or SLCN
- Transitioning to mainstream secondary
- Parents anxious or seeking specialist provision / EHE
- Not in tribunal or appeal before December 2026
- High risk of unsuccessful transition without enhanced support

# What Support Will Children Receive?

- Personalised transition planning from Summer Term
- Additional supported visits and visual transition resources
- Direct preparation for routines, expectations and change
- Hub-led support with child, parents and both schools
- Cross-phase advice and modelling for staff
- EP-led Solution Circles (where needed)
- Summer holiday / Early Help support (if required)
- Specialist Hub support into Year 7 (up to two terms)

# Restrictive Physical Intervention



From [April 2026](#) schools must follow the updated DfE guidance  
Please read and share in school for the full details.



# Main Points

- Provide new statutory guidance about recording and reporting the **use of force** effective from April 2026
- Provide advice about the new legal duty to record and report the use of **seclusion** effective from April 2026
- Provide additional clarification on the use of reasonable force to help school staff **use this power safely and appropriately**
- Provide advice on the use of seclusion
- Provide advice on how schools can **minimise the need** to use restrictive interventions
- Provide specific support for staff who work with pupils with special educational needs and disabilities (SEND)
- Make clearer the responsibilities of school staff, governing bodies and proprietors

# Developing a policy on the use of restrictive interventions

School leaders should develop and implement a policy aligned with the school's legal duties. This includes obligations under the Human Rights Act 1998, Equality Act 2010,

**Schools requirements** for recording and reporting incidents where staff use force or seclusion on a pupil. The policy may be part of the school's behaviour policy or a standalone document.

It should clearly set out the **circumstances in which staff may use reasonable force and seclusion** and the procedures for recording and reporting such incidents.

Including **how reported** to parents.

The policy should emphasise the importance of **minimising the need to use** restrictive interventions, such as through prevention and de-escalation.

It should set out the specific **whole-school measures** the school will employ, as well as tailored approaches for individual pupils.

# Reporting

Schools must ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil

Incidents must be recorded in writing as soon as practicable after the event. It should be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day.

The governing body must have regard to this guidance and schools records / reviews of incidents

No longer required to notify the LA. Can contact the SEND Locality Hubs if advice or guidance required post incident

# Schools should record the following details as a minimum:

- Names of pupil and staff directly involved Relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- Time, date, location and approximate duration of the intervention
- Brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- Brief account of why the use of force was assessed as necessary in that instance
- Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts Schools may also wish to record additional details to support their evaluation of incidents to identify best practices and areas for improvement. For example, the pupil's and/or witnesses' accounts of what happened, when and how parents were notified, and what follow-up has taken place.
- *When and how communicate to parent / Same Day – unless increased risk of harm.*

# The Smallest Things

## Premature baby charity

**The Smallest Things is a registered charity supporting the needs of premature babies and their families following neonatal intensive care.**

The charity, run entirely by volunteers who have had premature babies themselves, is dedicated to making the world a better place for premature babies and their families.

**The World Health Organisation** categorises pre-term birth as;

- Extremely preterm (less than 28 weeks' gestation)
- Very preterm (28 to 32 weeks' gestation)
- Moderate to late preterm (32 to 36 weeks' gestation)
- As might be expected those born the more preterm require the greatest level of support, have a greater risk of co-morbidities and spend longer periods of time in hospital before coming home.

## Becoming Prem Aware

The Smallest Things Prem Aware Award scheme raises awareness of the impact of prematurity on development and learning, supports parents and carers, and helps schools to recognise and meet the specific learning needs of children born prematurely.



# The Smallest Things

## How to become a Prem Aware School

To apply for the award, your school are asked to complete three simple steps:

### 1. Training:

- Senior members of your staff team to complete the free training “Preterm Birth Information for Educational Professionals” prepared by the PRISM study team and funded by the charity Action Medical Research.
- Training will then be cascaded to all school teaching staff.

### 1. Awareness:

- Parents will be encouraged to share details of their child’s birth history, including specific questions relating to neonatal stays and preterm birth, through your school’s admission procedure for new pupils.
- Where information is made available from families and carers, teachers are to be aware of which children in their class were born preterm.
- PRISM poster will be displayed in the school.

### 2. Feedback:

- Your school will seek the views of parents and carers to review and inform the Special Educational Needs support provided



More information can be found on the website

## The Smallest Things

Registered charity 1171631

[@\\_smallestthings](#) | [premaware@thesmallestthings.org](mailto:premaware@thesmallestthings.org) | [www.thesmallestthings.org](http://www.thesmallestthings.org)

[Prem Aware Award — The Smallest Things](#)





# Digital EHCP Project

## SENCo Networks

May & June 2026

**Zoe Rouse** – SEND Improvement Lead  
**Lucy Wade** – Senior Project Manager

# Project Summary

## What?

- The purpose of the project is to implement a **new system** to manage the end-to-end statutory processes for Education, Health & Care Plans (EHCPs).

## Why?

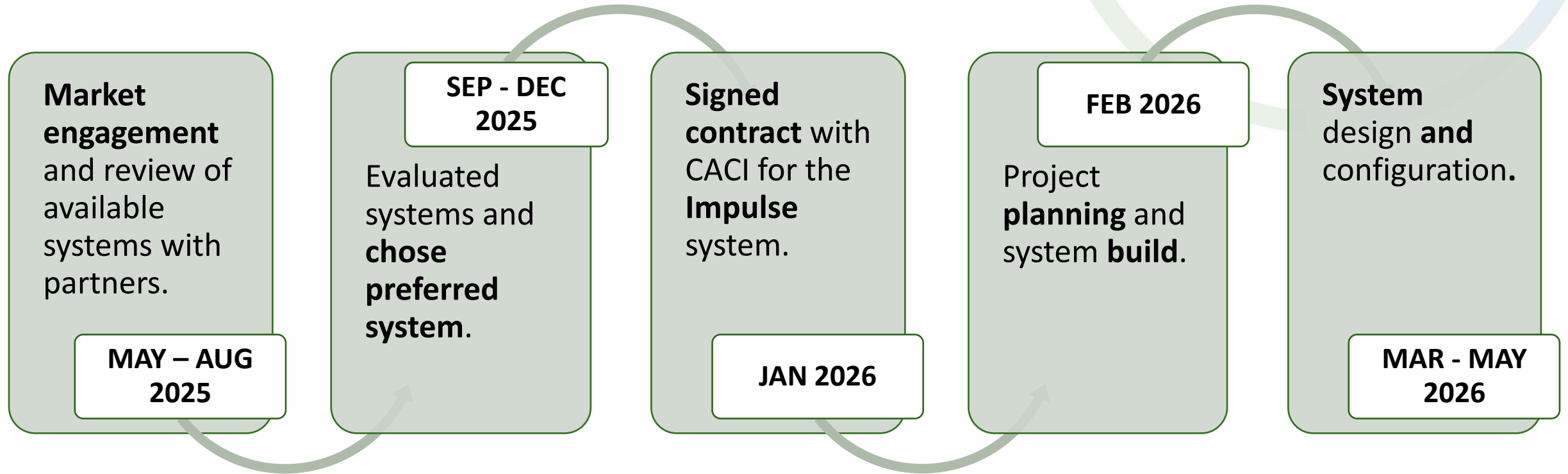
- We want children and young people to get the right support as soon as they need it, helping to improve their outcomes.
- Demand for EHCPs continues to increase.
- Statutory timescales are becoming increasingly challenging to meet.
- The existing processes are complex, relying on several systems and methods that reduce efficiency and make multi-agency collaboration challenging.
- We want to improve transparency for families and partners.

## When?

- **Phase 1 - September 2026** – go live with assessment requests, consults & appeals
- **Phase 2 - November 2026** – go live with reviews
- **Phase 3 – March 2027** – submit statutory returns

Dates under review

# What has happened so far?



## The system is called **Impulse** and the supplier is **CACI**.

CACI, is a trusted supplier to many UK councils, working closely with us to deliver a secure, user-centred and future-proof digital platform that fully meets statutory requirements and will streamline the EHCP processes.

# What are the key changes?



## Submit assessment requests online

- Schools, settings, parents and carers will be able to submit Education, Health and Care Needs Assessment requests through a secure online portal, making the process quicker and easier.



## All information in one system



## Improved transparency and tracking



## Enhanced collaboration



## Online management of annual reviews



## Key dates & deadline visibility

- Easy visibility of important deadlines, such as annual reviews, ensuring key people are prepared and can contribute effectively.

# An introduction to Impulse...

### IMPULSE Schools Portal

[Request Access](#)

[Forgot Password?](#)

Prototype

This screen shows the Schools Impulse login page.

Date	Title	Notice	Actions
DD/MM/YYYY	Search	Search	
12/03/2026	Welcome to the Schools Notice Board	Welcome to North Yorkshire Council's Notice board - important information will be shared here.	
16/03/2026	Link to Schools Portal	<a href="https://impulse-schools-northyorkshire-test.cyp.caci.co.uk">https://impulse-schools-northyorkshire-test.cyp.caci.co.uk</a>	

Records 2/2

School Notifications

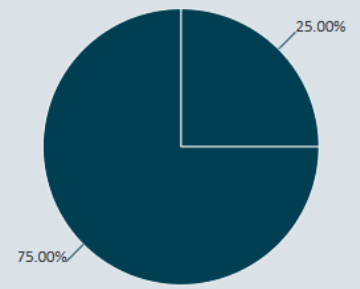
Unread | Read

No unread notifications

Prototype

The 'Home' tab includes key notices which is to be used in the same way as a notice board. It could also include links to key websites/pages e.g. the North Yorkshire local offer.

Referral Involvements



Annual Reviews Due in the Next Month  
**0**

No. of Pupils On Roll  
**231**

Annual Reviews Due in the Next Week  
**1**

Annual Reviews Due in the Next Year  
**23**

Prototype

The 'Dashboard' tab is powered by reports which visually displays key activities and upcoming events.



Date Range Clear

ID	Date	Type	Title	Team	Start Time	Duration	Location	Chair	No. of Linked Cases	Actions
<input type="text" value="Search"/>	<input type="text" value="DD/MM/YYYY"/>	<input type="text" value="Search"/>	<input type="text" value="Search"/>	<input type="text" value="Search"/>	<input type="text" value="Search"/>	<input type="text" value="Search"/>	<input type="text" value="Search"/>	<input type="text" value="Search"/>	<input type="text" value="Search"/>	
7	13/05/2026	Annual Review Meeting	Annual Review for Tommy		09:00	00:00	Apple Primary School		2	
3	10/03/2026	LA-Decision to Issue Panel			10:55		https://teams.microsoft.cor		1	

Prototype

The 'Meetings' tab enables you to see which meetings the pupil/ young person is linked to as well as arrange future meetings e.g. annual review.

Impulse ID	First Name	Surname	UPN	Birthdate	Sex	Year Group	SEN Status	FSM Eligible	FSM Eligibility Start Date	FSM Eligibility Expiry	Actions
<input type="text" value="Search"/>	<input type="text" value="Search"/>	<input type="text" value="Search"/>	<input type="text" value="Search"/>	<input type="text" value="DD/MM/YYYY"/>	<input type="text" value="Search"/>	<input type="text" value="Search"/>	<input type="text" value="Search"/>	<input type="text" value="Search"/>	<input type="text" value="DD/MM/YYYY"/>	<input type="text" value="DD/MM/YYYY"/>	
2	Tommy	Pickles	U671718192837	27/02/2022	Male	1		No			
3	Chuckie	Finster		27/02/2023	Male	2		No			
6	Harry	Potter		15/04/2020	Male	1		No			
7	Adam	Flow		17/01/2020	Male	1		No			
8	Oliver	Mason		14/05/2015	Male	6		No			
9	Amelia	Wright		11/03/2021	Female	R		No			
10	Jack	Thompson		12/03/2015	Male	6		No			
11	Isla	Green		01/03/2020	Female	1		No			
12	Adam	PLAN		17/01/2020	Male	1	Education Care and Health	No			
14	Jane	Hopper		11/11/2015	Female	5		No			

Records 231/231

Prototype

The 'Roll' tab lists all the pupils/young people on roll at your school/setting.

Referral ID	Referral Date	Referral Type	Case	Referral Source	Referred By	Status	Request Date	Request Type	Response By	Actions
<input type="text" value="Search"/>	<input type="text" value="DD/MM/YYYY"/>	<input type="text" value="Search"/>	<input type="text" value="Search"/>	<input type="text" value="Search"/>	<input type="text" value="Search"/>	<input type="text" value="Search"/>	<input type="text" value="DD/MM/YYYY"/>	<input type="text" value="Search"/>	<input type="text" value="DD/MM/YYYY"/>	
34	16/04/2026	Placement Consultation	Tommy Pickles (2)			Referral not reviewed	16/04/2026	EHCP Consultation	07/05/2026	
15	12/03/2026	Education, Health and Care	Jack Thompson (10)	School		Submitted to LA	12/03/2026	Referring School		
21	16/03/2026	Education, Health and Care	Amelia Wright (9)	School Maintained Primary		Submitted to LA	16/03/2026	Referring School		
29	24/03/2026	Education, Health and Care	Jane Hopper (14)	School		Pending Submission	24/03/2026	Referring School		
24	20/03/2026	Education, Health and Care	Jane Hopper (14)	School	Agatha Trunchball	Submitted to LA	20/03/2026	Referring School	23/03/2026	
14	26/02/2026	Education, Health and Care	Jack Thompson (10)	AP Census		Submitted to LA	12/03/2026	Referring School		
25	20/03/2026	Placement Consultation	Jane Hopper (14)			Referral not reviewed	20/03/2026	EHCP Consultation	03/04/2026	
27	23/03/2026	Education, Health and Care	Harry Potter (6)	School		Pending Submission	23/03/2026	Referring School		
26	20/03/2026	Education, Health and Care	Oliver Mason (8)	School		Pending Submission	20/03/2026	Referring School		
16	12/03/2026	Education, Health and Care	Harry Potter (6)	Parent/Guardian		Pending Submission	12/03/2026	Referring School		

Records 10/10  
[New Referral](#)

The 'Referrals' tab, this is where you would go to raise an EHC needs assessment. Within this tab it will also show any pupils/young people who are under assessment or who you have received a placement consultation for.

Task	Case	Created Date	Priority	Target Date	Completed Date	Owner	Current Assignee	Progress Status	Issue	Actions
<input type="text" value="Search"/>	<input type="text" value="Search"/>	<input type="text" value="DD/MM/YYYY"/>	<input type="text" value="Search"/>	<input type="text" value="DD/MM/YYYY"/>	<input type="text" value="DD/MM/YYYY"/>	<input type="text" value="Search"/>	<input type="text" value="Search"/>	<input type="text" value="Search"/>	<input type="text" value="Search"/>	
Request Annual Review Date fr	Annual Reviews (629)	24/05/2023	Medium	25/05/2023		Adam Rhodes (141)	Agatha Trunchbull (245)			
Request Annual Review Date fr	Ollie Frutti (670)	29/01/2024	Medium	10/02/2024	15/02/2024	Ruth Howcroft (194)	Agatha Trunchbull (245)	Completed	No Issues	
Test Task on Core	Johnny Stones (630)	10/05/2024		30/05/2024	12/05/2026	Tamara Tipple (140)	Agatha Trunchbull (245)			
Test Task on Core	Ollie Watkins (691)	19/08/2024	Not Urgent Should Do	08/09/2024		Adam Rhodes (141)	Agatha Trunchbull (245)	Awaiting Confirmation	Client not co-operating	
Notify school(s) of parents' Assr	Tommy Pickles (2)	19/08/2024	Medium	19/08/2024		Tamara Tipple (140)	Agatha Trunchbull (245)			

Records 5/5

Prototype

The 'Tasks' tab is a workflow and action management feature that supports case management.

# Needs Assessment Request form...

Please note this is an **early design** of the form and not the final version.

impulse SY07Sep2021 Terry Pound

Wilner, Morris (8000)

Impulse ID: 8000  
 Birthdate: 18/02/2008  
 First Name: Morris  
 Surname: Wilner  
 Middle Names: James John

Gender: Male  
 UPN: WB4520780921A  
 LA Responsible: CACI Local Authority

13 Castle Mews  
 Hampton, Middlesex TW12 2NN  
 Type: Home

CACI Academy  
 LA: 100 DFE: 9896  
 Main  
 01/09/2016  
 Year: 8

Locked After  
 Case Notes  
 Local Notification

Personal Address Connection Contextual Early Year Contributions Referrals

Education Health Care Assessment Request

Context & History Personal Details Background Information Description of SEN Graduated Approach Submission Summary

### Educational Context & Request History

**GUIDANCE**  
 Schools and settings  
 All requests should be completed with regard and reference to the North Yorkshire banding criteria. In the vast majority of situations, we would expect evidence of 2 cycles of the graduated response. Information from a previous school / setting or outside professionals may be used but is not essential if you have sufficient evidence without it. If you cannot complete 2 cycles, please state the reasons why in your request - this will be a rare number of urgent cases such as moved-in from abroad and requiring highly specialist support. If a previous assessment has been requested you will still need to complete the form to ensure that all information is up to date and contact details are accurate.

Has an EHC needs assessment request been submitted for this child previously? [If yes] When was the previous request submitted?

What has changed since the previous assessment request? Please provide a summary.

Close Save Submit Next

This screen shows how we plan to use forms to obtain the information you are used to providing via the K0 form-request for an EHC needs assessment.

Originating Application: School Portal

Date	Start Time	Duration	Location	Actions
01/11/2016	10:00	02:00	CACI Academy, 102 School Road, Tadley, RG26 7HJ	

REFERRAL SUBMISSION

Date of Submission to LA: 01/11/2016

Referral Checklist

Back

New Outcome

Assessment Request Detail

Assessment Request: 01/11/2016  
 Date Request: Pending Submission  
 Assessment Request: Pending Submission

Referral Forms

Date	Form	Created By	Actions
01/11/2021	Referral for LA maintained IDP	Terry Pound (8956)	

Link Assessment Remove Linked Assessments New Form

impulse SY07Sep2021 Terry Pound

Wilner, Morris (8000)

Impulse ID: 8000  
 Birthdate: 18/02/2008  
 First Name: Morris  
 Surname: Wilner  
 Middle Names: James John

Gender: Male  
 UPN: WB4520780921A  
 LA Responsible: CACI Local Authority

13 Castle Mews  
 Hampton, Middlesex TW12 2NN  
 Type: Home

CACI Academy  
 LA: 100 DFE: 9896  
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 01/09/2016  
 Year: 8

Locked After  
 Case Notes  
 Local Notification

Personal Address Connection Contextual Early Year Contributions Referrals

Education Health Care Assessment Request

Context & History Personal Details Background Information Description of SEN Graduated Approach Submission Summary

### The Child or Young Person's Personal Details

Space for advice, guidance or instructions.

**Health**

GP surgery name GP surgery address  
 GP surgery postcode NHS Number

**Social Care**

Is the child currently open to Social Care? [If yes] Are the social worker's details recorded in the Contacts tab?

[If no] Social Worker Name [If no] Social Worker Contact Number  
 [If no] Social Worker Address [If no] Social Worker Email Address

[If yes] Is the social worker the child's legal guardian?

**Early Help**

Is the child currently open to Early Help? [If yes] Are the Early Help worker's details recorded in the Contacts tab?

[If no] Early Help Worker Name [If no] Early Help Worker Contact Number  
 [If no] Early Help Worker Address [If no] Early Help Worker Email Address

Close Save Submit Previous Next

The form is designed so that it is split into sections enabling you to complete a section at a time and to save as you go.

Assessment Request Detail

Date	Outcome	Actions
01/11/2018	Accepted on Service	

New Outcome

Referral Forms

Date	Outcome	Actions
01/11/2018	Child with challenging behaviour who have	

New Outcome

Assessment Request Detail

Assessment Request: 01/11/2016  
 Date Request: Pending Submission  
 Assessment Request: Pending Submission

Referral Forms

Date	Form	Created By	Actions
01/11/2021	Referral for LA maintained IDP	Terry Pound (8956)	

Link Assessment Remove Linked Assessments New Form



IMPULSE Case Management - Beta 0.1

https://ken-webdev-03.8080/impulseGateway/impulse#

impulse SY07Sep2021 Terry Pound

Wilner, Morris (8000)

Impulse ID: 8000, Birthdate: 18/02/2008, Gender: Male, First Name: Morris, Surname: Wilner, Middle Names: James John, Address: 13 Castle Mews, Hampton, Middlesex, TW12 2NN, Type: Home, CACI Academy, LA: 100 DfE: 9896, Main, 01/09/2016, Year: 8, Local After, Case Notes, Local Notification

Personal Address Connection Contextual Early Year Contributions Referrals

Education Health Care Assessment Request

Context & History Personal Details Background Information Description of SEN Graduated Approach Submission Summary

### Graduated Approach

Additional and different provision by education providers in line with NYC Banding Documents

**Graduated approach at SEN support**

The usual expectation would be for the education provider to have implemented at least two cycles of the graduated approach prior to discussing an EHCAR with parents/carers.

Approximately how long has the graduated approach of assess, plan, do, review been in place/or for how many cycles of this? Please detail below and include evidence to support this.

**History of previous targeted and specialist interventions/provision**

At least two cycles of assess, plan, do, review wherever possible. Details: please include frequency, duration, group size, etc. Impact: please include ration gains if possible.

NYC Year	Provision	Frequency	Duration	Group Size	Impact

**Interventions/provision currently in place to**

Please submit relevant school-based summaries, e.g. IEP, etc. Details: frequency, duration, group size, etc. Cost: approx. per academic year. Impact: with ratio gains if possible. Total Cost: show evidence of how this is calculated.

Provision	Cost	Impact

Total Cost (£)

**External Agency**

Contact Details: Name

Close Save Submit Previous Next

Assessment Request	Date	Form	Created By	Actions
Assessment Request	01/11/2021	Referral for LA maintained IDP	Terry Pound (8956)	
Pending Submission				

Link Assessment Remove Linked Assessments New Form

The form will be designed with mandatory fields and to be dynamic meaning that it will hide or show questions depending on previous answers.

IMPULSE Case Management - Beta 0.1

https://ken-webdev-03.8080/impulseGateway/impulse#

impulse SY07Sep2021 Terry Pound

Wilner, Morris (8000)

Impulse ID: 8000, Birthdate: 18/02/2008, Gender: Male, First Name: Morris, Surname: Wilner, Middle Names: James John, Address: 13 Castle Mews, Hampton, Middlesex, TW12 2NN, Type: Home, CACI Academy, LA: 100 DfE: 9896, Main, 01/09/2016, Year: 8, Local After, Case Notes, Local Notification

Personal Address Connection Contextual Early Year Contributions Referrals

Education Health Care Assessment Request

Context & History Personal Details Background Information Description of SEN Graduated Approach Submission Summary

### EHCAR Submission Summary

Space for advice, guidance or instructions?

- Is the child/young person's voice included?
- Is the parent/carer's voice included?
- Is signed parent/carer consent in place?
- Has all relevant supporting evidence been uploaded?
- Where required, is consent obtained from the author(s) of professional reports for this information to be shared within the EHCAR or as separate evidence?

Close Save Submit Previous

Originating Application	Type	Start Time	Duration	Location	Actions
School Portal					

REFERRAL SUBMISSION

Date of Submission to LA: 01/11/2016

Referral Checklist Back

New Outcome

Assessment Request Detail	Referral Forms
Assessment Request	Referral for LA maintained IDP
Date Request	01/11/2021
Pending Submission	

Link Assessment Remove Linked Assessments New Form

We will provide a clear summary/checklist to help you feel confident that all requirements have been fully completed before submission.



# Parents Portal...



## Parents Portal

Email

Password

Login

[Don't remember your password?](#)

[Not registered? Request an account](#)

[Received an Invite to sign up? Click here to complete your registration](#)

English | Cymraeg



This screen shows the Parents Portal login page.

- Home
- Children
- Requests / Referrals
- Profile

## Welcome Peter Pickles

**Isla Pickles**  
Apple Primary School  
Year Group 1  
[View Details](#)

**Amelia Pickles**  
Apple Primary School  
Year Group 0  
[View Details](#)

**Adam Pickles**  
Apple Primary School  
Year Group 1  
[View Details](#)

**Tommy Pickles**  
Apple Primary School  
Year Group -1  
[View Details](#)

**Jane Pickles**  
Apple Primary School  
Year Group 5  
[View Details](#)

This is a view of the 'Home' screen in the parent portal.

- Home
- Children
- Requests / Referrals
- Profile

### Tommy Pickles

- Overview
- Education History
- Plans
- Contributions
- Meetings
- Communications
- Case Notes

Education History Records

1

Upcoming Meetings

1

Communications

8

Prototype

This screen shows the 'Overview' of what a parent can see when they click on their child's profile.

- Home
- Children
- Requests / Referrals
- Profile

### Requests / Referrals

Child  
Isla Green

### Request an assessment for an EHC Plan

An education, health and care plan (EHCP) looks at all the needs that a child or young person has within education, health and care that are identified as a barrier to their learning. Wherever possible, a request for an Education, Health and Care needs assessment should be made in collaboration with your child's educational setting. If you would like to make a request yourself, you can do so using the Make Request button below. Please note: the button will not appear if a request has already been submitted. In this case, you can check the status of your request instead.

Make Request

Prototype

The 'Requests/Referrals' tab is where parent would go to make a request for an EHC needs assessment for their child.

- Home
- Children
- Requests / Referrals
- Profile

**Requests / Referrals**

Child: Jane Hopper

**Request an assessment for an EHC Plan** Status: Submitted to LA Updated on: 20/03/2026

An education, health and care plan (EHCP) looks at all the needs that a child or young person has within education, health and care that are identified as a barrier to their learning. Wherever possible, a request for an Education, Health and Care needs assessment should be made in collaboration with your child's educational setting. If you would like to make a request yourself, you can do so using the Make Request button below. Please note: the button will not appear if a request has already been submitted. In this case, you can check the status of your request instead.

Prototype

If a request for an EHC needs assessment has been made parent will see a screen like this which will show the 'Status' and the date the status updates. This 'Status' will change as the request moves through the assessment process.

# Professionals Portal...



## Professionals Portal

Email

Password

Login

[Don't remember your password?](#)

[Not registered? Request an account](#)

[Received an Invite to sign up? Click here to complete your registration](#)

English | Cymraeg

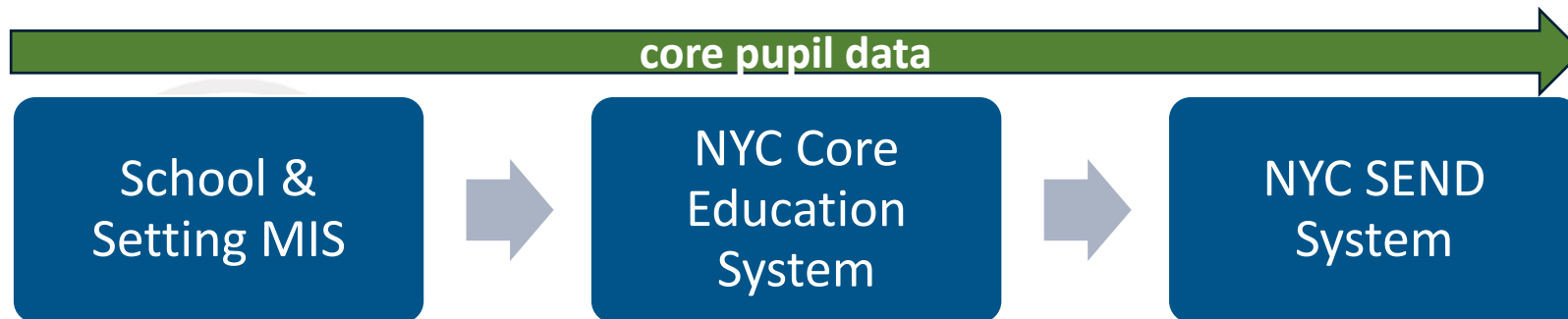


This screen shows the Professionals Portal login page. The Professionals portal is for those external to North Yorkshire. North Yorkshire professionals will be internal Impulse system users.

# How can you help?



- Core pupil data will flow from school systems to NYC systems.
  - **Action required:** Check that pupil data is accurate and update in your Management Information System (MIS) (e.g. SIMS, Arbor, Bromcom).
- The NYC–school data link via Wonde went live on 20 April 2026.
  - **Action required:** accept the Wonde connection (30 schools still outstanding).
- We have allocated temporary resource to validate data and will contact schools directly where issues are identified.
  - **Action required:** Please support this work by correcting any identified errors as promptly as possible when contacted.



OFFICIAL

Please remember to complete 2027 phased transfer students' **annual reviews** this summer term.

# Examples of data issues

### 1. Use Preferred Name Fields

Legal Name: Katherine

Preferred Name: Katie



**Enter Both Names**

### 2. Avoid Special Characters

John (Jonny!) Smith ❌

✓ John Smith

**Do not use special characters**

### 3. Verify Legal Surname

Current Surname:

**Davis**


Change to: **Davis-Smith?**



**Verify First**

### 4. Check UPN Before Assigning

Current UPN: A826200001001



**Check for a pre-existing UPN**

### 5. Use a CTF for Transfers



**Transfer Pupil Data**

# Why is data accuracy via the Wonde feed important?



Safe & Secure Information



Children and young people's information is kept safe and always protected.



Automatic Sharing



Key child information is shared automatically, reducing delays and repeat form-filling.



Fast & Efficient Support



Less paperwork and fewer follow-ups give staff more time to support children and young people.



Consistent, Joined-Up Support



Accurate, up-to-date information supports consistent, joined-up working between schools and the Local Authority.

# Training

# Training Consultation Survey

# Thank you!

To everyone who completed the training questionnaire in March.

- 31% response rate from all schools and settings
- 198 responses from mainstream, post 16, early years, specialist provision & independent settings
- We will do our best to offer a variety of training, support & guidance to suit all needs.
- This is really valuable to help us shape the training programme.



# Training - key themes from the feedback

**Offer online sessions at a range of convenient times, all within school hours.**

- *We will ensure morning and afternoon sessions are available. From your feedback we will aim to keep sessions between 1-2 hours.*

**Provide clear supporting resources alongside short, accessible videos.**

- *We will ensure these are available prior to the training, throughout and after, in a location where they can be easily accessed.*

**Training that is tailored to meet your needs.**

- *We understand that we may need to adapt our training model so we will actively seek your feedback to ensure our support is tailored to you.*

**Ongoing Support.**

- *We will provide ongoing support throughout the Digital Go Live and will implement a period of Hypercare support post implementation.*

**School's Consultation Group:**

- *We will work closely with the school's consultation group to shape resources and guidance.*
- *We will use input from the school's consultation group to inform future development and system improvements following Digital Go Live.*

# Training – Phase 1 topics

Getting logged on and system overview

How to submit assessment requests

How to monitor and track progress of assessment requests

How to review draft EHC plans and view the final plan

How to respond to consultations, including phased transfers

## ONGOING SUPPORT

Hypercare support immediately after go live; follow up training sessions; drop-in clinics; short videos; and written guidance.



# Training – Phase 2 topics

Getting logged on and system overview

How to track and monitor annual reviews

How to arrange an annual review meeting

How to manage proposed amendments to an EHC plan

How to view a final EHC plan

## ONGOING SUPPORT

Hypercare support immediately after go live; follow up training sessions; drop-in clinics; short videos; and written guidance.



# How will you be supported through the change?



## Continued engagement

- We'll keep you informed and encourage your feedback to help guide us in the right direction.



## Change Champions

- Change Champions have been identified, for each user group, to drive, promote and support the change.
  - 27 NYC change champions
  - 15 Health change champions
  - 117 schools & setting
  - 4 parents & carers



## Training

- A comprehensive training programme will be designed, considering the needs of each user group.



## Support during go live

- Accessible support will be available during go live.



## Ongoing support & guidance

- A period of hyper care following go live.
- Guidance resources will be available, including short videos.

# How can I stay up to date with progress?

Webpage:

[Transforming EHCPs: a new digital system is coming | North Yorkshire Council](#)



# Feedback Opportunity

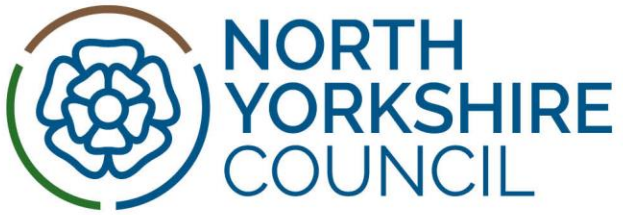
Digital EHCP Project - SEND  
Partners Pulse Survey



Any  
Questions?







# SENCo Network Summer 2026

**Olivia Kelly**

Senior Education Advisor

Telephone: 07890055215

Email: [Olivia.Kelly@northyorks.gov.uk](mailto:Olivia.Kelly@northyorks.gov.uk)

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



- **Every teacher a teacher of SEND**
- **Every leader a leader of SEND**
- **Every governor a governor of SEND**



# Ofsted – Renewed Ofsted Framework



[Education inspection framework: for use from November 2025](#)

[- GOV.UK](#)

[School inspection: toolkit, operating guide and information](#)  
[GOV.UK](#)



OFFICIAL

# Inspection Data Summary Report

- This is a **starting point** for inspection: it summarises nationally-produced data and helps inspectors identify areas to explore with leaders. It is not a judgement and not a full picture of the school. It is designed to support inspection conversations and help inspectors understand school context and outcomes overtime.
- Knowledge around the **multi year patterns** are crucial for small schools

## What Leaders Must Be Able to Articulate

- The school's data story: why outcomes look as they do, contextual factors, cohort variation, and what leaders have done in response.
- Knowing the strengths and priorities for SEND pupil groups

# Key School Information

## Personal Development (PD) Tracking Documents

A Personal Development tracking document can be useful for inspection if it supports leadership evaluation rather than compliance. Inspectors are not looking for spreadsheets or lists of activities, but for evidence that leaders know pupils' experiences, monitor access and understand impact.

An effective PD tracking document:

- shows PD is planned and intentional
- **helps leaders understand who is accessing opportunities, especially disadvantaged pupils and those with SEND**
- **supports evaluation**, not just recording
- helps leaders explain what pupils gain and how they know it is effective



raising standards  
improving lives

## **Case Sampling**

# What is Case Sampling?

Case sampling is an approach to inspection activities which involves **tracking a small number of pupils** through a range of inspection activities to understand their experiences and outcomes.

Case sampling is central to the methodology of the renewed framework it forms part of the strong focus on inclusion and gives an understanding of the experiences and outcomes for the most vulnerable pupils. **Case sampling makes up a big part of day one and is woven through learning walks.**



**Ofsted**  
raising standards  
improving lives

# Why Case Sampling?

- **Helps to get beneath the surface for pupils who face barriers to their outcomes and or wellbeing**
- **Evidence of how well a school identifies individual pupil's needs.**
- **Provides first-hand evidence of progress from starting points and the impact of the school's work. (Important for achievement grading.)**

Inspectors will not be content with a surface understanding of a school's work it isn't enough to simply note that there are adaptations for pupils with SEND they will consider carefully what these adaptations are, what they have been designed to achieve, and most importantly whether they are working.

Inspectors can only find this out by knowing the case sample pupils starting points.

Leaders need to bring to life what they say about how they identify pupils needs and what they do to address these. This information gives a lens into the wider work of the school.



# Identifying the Case Sample

During the planning call, the lead HMI will ask leaders to provide a list of pupils who:

- are disadvantaged
- have SEND
- are known, or previously known, to social care
- face other barriers to their learning and/or well-being(as identified by leaders).

Leaders will need to provide this list in person by 8am on the first day of inspection. There is no requirement for leaders to prepare any additional information beyond what they already have.



# Identifying the Case Sample

Inspectors will use the list to select **approximately six pupils** for case sampling at the beginning of day 1.

Make sure the sample includes (as relevant):

- A child with an education, health and care (EHC) plan
- A looked after child
- A child known, or previously known, to social care
- A child who receives pupil premium funding
- A child from any other group that leaders have identified as significant to the context in which they work.

**Across the inspection the team will connect the evidence from this case sample with the wider evidence about pupils' experiences.**



# What do Inspectors need to know about the pupils?

- Pupils' starting points.
- Pupils' needs and any barriers they may face.
- The support which is in place for these pupils.
- How leaders check the impact of this support.
- Any other context ( e.g. when they joined, attendance).

**EHC plans** and **other documentation** the school has may support this.

This can be **provided through a short discussion** with the SENDCO or other relevant staff such as a pastoral lead or a safeguarding lead when selecting the case sample pupils at the start of the day or even when carrying out the learning walks by having discussions.

Pupils **starting points** are really important, **academic social or developmental** as this enables inspectors to see what progress looks like for these pupils as these pupils may not be working towards the same end points as others.



# Case Sampling Through Learning Walks

- Quality-first curriculum and teaching.
- Well-judged adaptations for long-term success.
- Prioritising achievement.

The evidence is clear that quality first teaching is essential for pupils who face barriers to their learning and so all the evidence inspectors gather about the curriculum, teaching and achievement will be highly relevant for understanding the impact of the school's work on the pupils in the case sample.

However, these pupils often need further targeted support so learning walks enable inspectors to see impact of this support. Adaptations need to be carefully matched to pupils needs not a short-term fix.

# Case Sampling at Social Times

- Inspectors will visit parts of the school where case sample pupils spend time to see how they are supported.
- Pupils might be observed from a distance to see whether they are included on school life and appear to have positive relationships with peers.
- The outcomes and experiences of these pupils is something that inspectors reflect on whenever they come together as a team to consider the evidence.

# Connecting the evidence from case sampling in team reflection meetings?

- What do we know about the experiences and outcomes of our case sample pupils?
- How does this connect to wider evidence about:
  - other pupils who face barriers?
  - all pupils?
- What does the provision look like for these pupils?
- Are they making progress and achieving?

Constantly building a picture about what it might be like in the school for pupils who face barriers.

All inspectors gather evidence about inclusion.

# Exploring Further

- Talking with parents and carers
- Exploring EHC plans or other relevant documentation
- Explore support pupils receive
- Talk with SENCo or other staff who support the pupils
- Carry out other typical meetings (safeguarding, attendance, behaviour) and widen the sample where appropriate.

The afternoon of **day one gives inspectors the opportunities to explore the outcomes and experiences of pupils who face barriers further.** This could include gathering evidence about the pupils in the case sample by talking with parents looking at plans or documentation, talking to the SENDCo or other leaders.

Inspectors might also decide to widen the sample. Primary purpose is to build an initial picture not a grade for the case sample also feeds into all evaluation areas. It gives inspectors an idea of what they need to focus on.

# Inclusion Meeting

## What inspectors want to understand

- How well the school **identifies SEND early and accurately**.
- The **effectiveness** of the **assess–plan–do–review cycle** and how it relates to pupils' outcomes.
- Whether **adaptations** to teaching, environment and curriculum meet pupils' needs.
- The extent to which pupils with SEND **achieve, belong, and thrive** (the three inspection principles).
- How leaders **use specialist advice, work with families**, and align SEND practice with wider provision and systems.
- This means the SENDCO must be prepared to articulate not just processes, but **impact**.

The lead inspector joins the meeting with the SENCo for part of the meeting.

# SEND on a page

- Useful document for Ofsted to support discussions with inspectors.
- This document can be shared with the SEN Governor and all school leaders.

**Whole School Vision for Inclusion**

**Identification (Whole School Context)**

	School	National	North Yorkshire
Number on SEN register			
SEN Support			
EHCP			

SEND and Disadvantaged Groups	School
PP	
LAC	
Service	
CP	
CIN	

Areas of Need	School
C&L	
C&I	
Physical	
SEMH	

Number of healthcare plans	
Number of pupils on the 'watchlist'	
Number of pupils awaiting autism/ADHD assessment	

**Inclusive Quality First Teaching and Interventions**

Inclusive Quality Teaching For All			
School principles for IQFT (list)			
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>			
Cognition and Learning		Communication and Interaction	
Social, Emotional and Mental Health		Physical	

**Attendance and Exclusions**

*Attendance*

	Overall Attendance	Absence	PA	SA
Whole School				
SEND				
SEN Support				

**Strengths and Areas for Development**

**Strengths in SEND Provision:**

- 
- 
- 
- 
-

EHCP					<p><b>Areas for Development in SEND Provision:</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
<i>Exclusions/Suspensions</i>					
	<b>Suspensions</b>	<b>Suspensions with 1+</b>	<b>PX</b>		
SEND					
SEN Support					
EHCP					
Whole School					
<b>Attainment and Progress</b>					<b>Professional Development (CPD)</b>
<ul style="list-style-type: none"> <li>• To include headlines from ISDR <a href="#">Ofsted   Inspection Data Summary Report</a></li> <li>• Attainment for end of key stage data for SEND, SEN support and EHCP with comparisons to national.</li> <li>• Progress – as no progress measures for primary, use internal tracking measures to demonstrate progress.</li> </ul>					<ul style="list-style-type: none"> <li>• List of CPD to provide staff with skills and knowledge to be able to support pupils with SEND.</li> </ul>



# Ofsted Inspection experience as a SENCO

**Harrogate**

**Scarborough, Whitby & Ryedale  
Nawton Primary School  
Claire Smith**

**Selby**

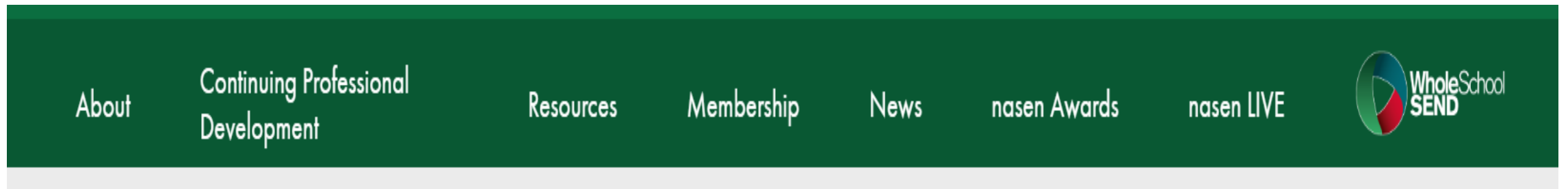
**Knaresborough and Craven  
Gargrave Primary School  
Natalie Dawson**

**Hambleton & Richmond  
Marwood Infant School – Dorothy  
Walton  
Thirsk Community Primary School –  
Ann Scholes**



# Resources


[Home page | Nasen](#)




# Resources



# Teachers toolkit



# Teaching Assistants & Learning Support Staff Toolkit



# Leadership & SENCO Toolkit



# Resources

## [Welcome to CYPSSinfo | CYPSSinfo \(northyorks.gov.uk\)](https://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



# **Inclusive Education and Practices Educational Psychology Service**

## **The 5 Ways to Wellbeing**

SENCo Networks Summer term 2026

**County Hall  
Campus**

**Karen Jessup  
(Principal EP)**

**Pam Melville  
(Senior EP)**

**Charles  
Persence  
(EP)**

**Yolanda  
Stainbank  
(EP)**

**Robert Tweed  
(EP)**

**Heidi Milson  
(Assistant EP)**

**Sharon Lourd-Moyo  
(Senior EP)**

**Emma Derby  
(Specialist Senior EP)**

**Helen Taylor  
(EP)**

**Shirley Gunthe  
(EP)**

**Kate Kitchingman  
(EP)**

**Hannah Rowark ( EP)**

**Sophie Tennant  
(Assistant EP)**

**Nicola O’Driscoll  
(Senior EP)**

**Jennifer  
Winstanley  
(Specialist Senior  
EP)**

**Philip Tierney  
(EP)**

**Anna Lane  
(Assistant EP)**

**Vacant post**

**Ed Sugden  
(Senior EP)**

**Bev Mnyandu  
(EP)**



**Ruth Watson  
(Trainee EP)**

**Jen Gould  
(Trainee EP)**

**Sarah Kerr  
(Assistant EP)**

**Vacant post**

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**Scan this QR code  
with your phone or  
follow the link in  
the chat box to  
open Mentimeter  
on your computer.**

**Have a go at  
responding to the  
first question whilst  
we wait for  
everyone to join.**

**Please keep  
Mentimeter open  
for the duration of  
the session.**

# Upcoming Spotlights

**Executive Functioning and Mediated Learning: 9th June**

**Narrative storytelling: 24th June**

All 3:30 - 4:30pm

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





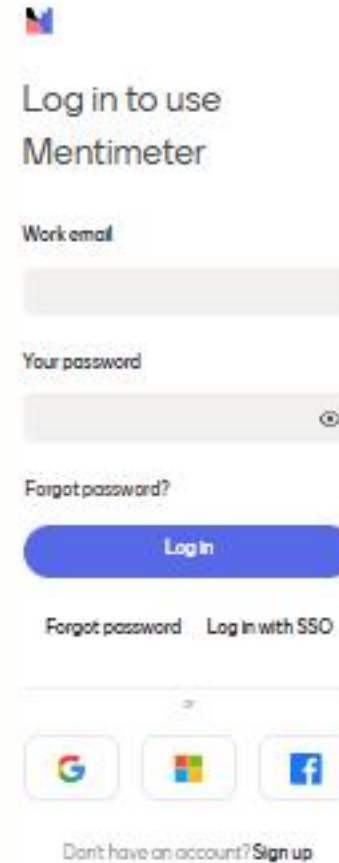
# Outline of session

1. Checking in
2. Framing wellbeing and what we can control
3. The 'Five Ways to Wellbeing' model
4. Next steps

# Personal reflection

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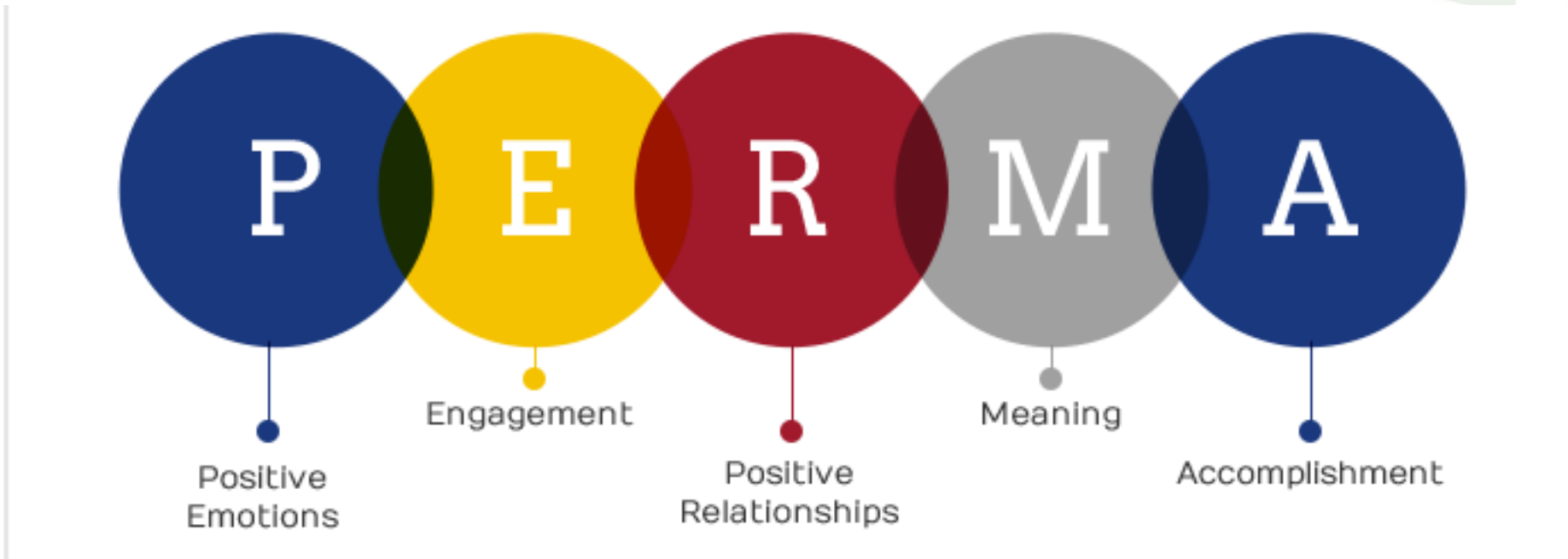
[Log in](#)

[Forgot password](#) [Log in with SSO](#)

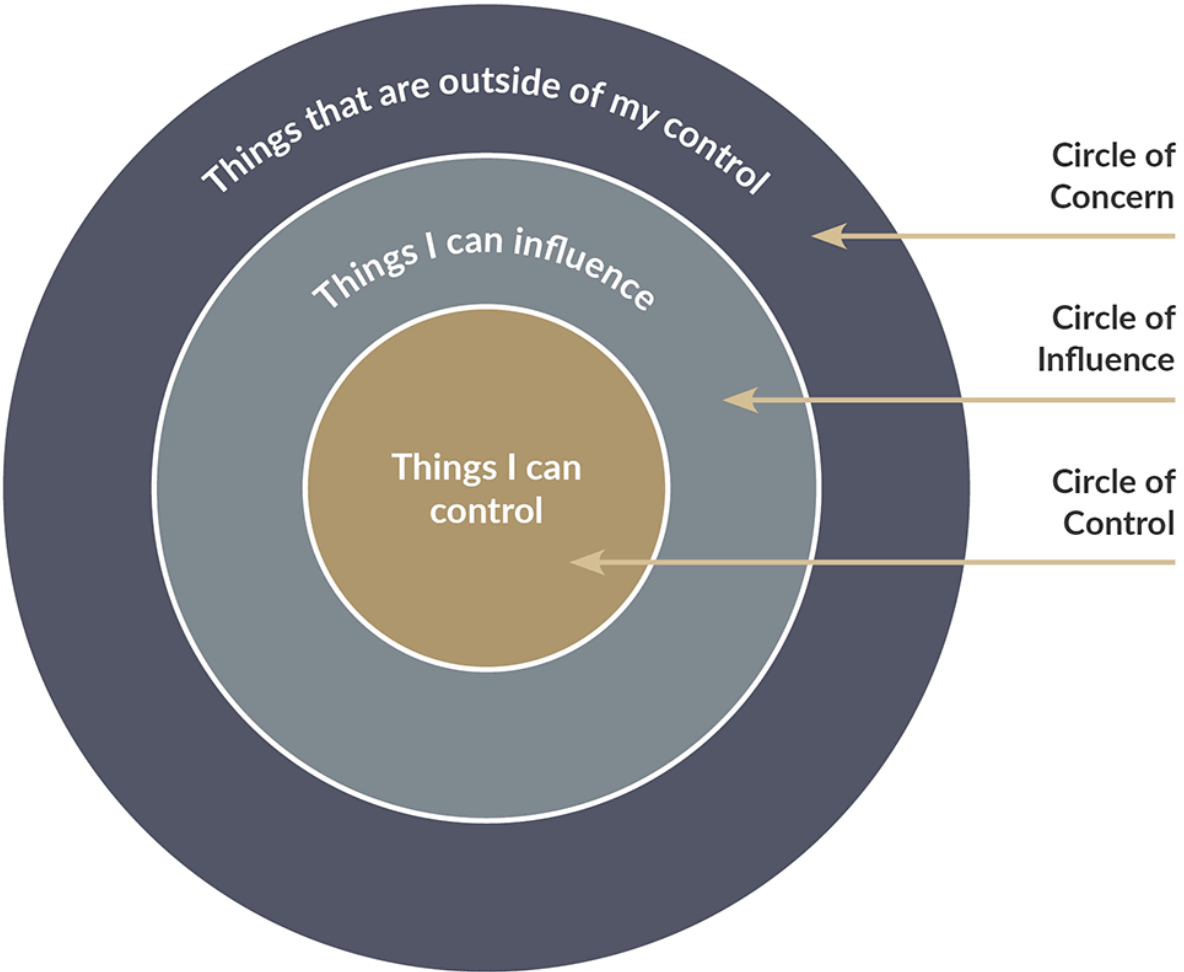
  

Don't have an account? [Sign up](#)

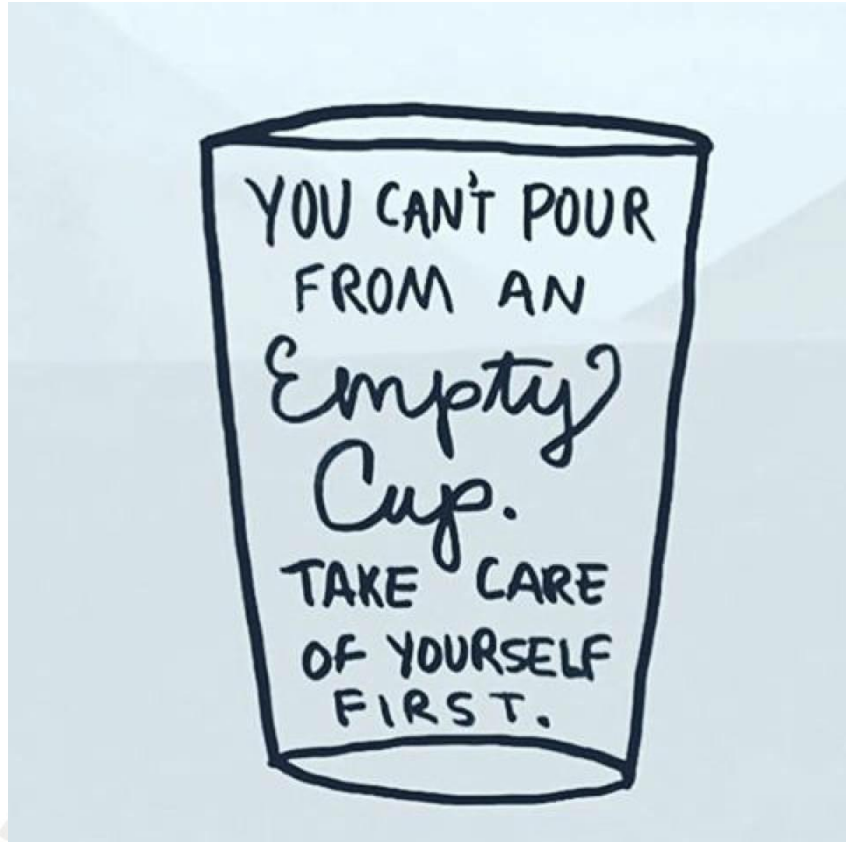
# Supporting wellbeing – 1st EPS Spotlight was on the 'PERMA' model



# What can we control right now?



# Self-care



Put your own  
oxygen mask on  
first, whether it's  
on the plane, at  
home or  
anywhere in life.  
~Ellen Delap



# 5 Ways to Wellbeing



TALK & LISTEN,  
BE THERE,  
FEEL CONNECTED



DO WHAT YOU CAN,  
ENJOY WHAT YOU DO,  
MOVE YOUR MOOD



REMEMBER  
THE SIMPLE  
THINGS THAT  
GIVE YOU JOY



EMBRACE NEW  
EXPERIENCES,  
SEE OPPORTUNITIES,  
SURPRISE YOURSELF



Your time,  
your words,  
your presence



TALK & LISTEN,  
BE THERE,  
FEEL CONNECTED



DO WHAT YOU CAN,  
ENJOY WHAT YOU DO,  
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EMBRACE NEW  
EXPERIENCES,  
SEE OPPORTUNITIES,  
SURPRISE YOURSELF



Your time,  
your words,  
your presence



# CONNECT



## Social relationships are critical for promoting wellbeing and for acting as a buffer against low/negative mental health



- Having a network of social connections or high levels of social support has been shown to increase our immunity to **infection**, **lower our risk of heart disease** and **reduce mental decline as we get older**.
- Not having close personal ties has been shown to pose significant risks for our health.
- A recent US meta-analysis of the impact of social relationships on health found that having low levels of social interaction is equivalent to being an alcoholic, is more harmful than not exercising and twice as harmful as obesity





## *For children and young people*

- Connecting with those around us:
  - Encourage children to spend time playing and mixing during break times.
  - Some schools use things like Friendship stops, Forest Schools or Play schemes to encourage social bonds.
  - Encourage them linking outside of school e.g. local groups.
  - Time with pets and animals.
  - Be present during family or meal-times (no need for an iPad or phone 😊).
  - Learn about where your family is from and community connections.
  - Find things out, in common, with the other children in class – you could use a ‘find someone who...’ sheet
  - Make a fact sheet about yourselves. Create one on your table, then share your fact sheets, what do you have in common with each other? You could use an ‘All about me’ worksheet
  - Be nice to/compliment others.
  - Other ideas?



## *For adults*

- Take time during the day to share experiences, stories - Listen, reflect back.
- Share photos / jokes / play games / be silly.
- Organising virtual events.
- Connect with colleagues – photos/cuppa/sharing.
- Check in at staff meetings – different ways – opt to pass.
- Peer supervision – Practice & Wellbeing.
- Other ideas?

Give



# Giving is good for us



Give

When we give to others it activates the areas of the brain associated with **pleasure, social connection** and **trust**.

**Altruistic behaviour** releases endorphins in the brain and **boosts happiness** for us as well as the people we help.

Appropriate stimulation of this reward system, particularly in early life , contributes to **gains in cognitive and social functioning** which are critical for the development of **mental capital and wellbeing**.



Give

## *For children and young people*

- **Do something nice** for family, friend or a stranger.
- **Smile** and **give your time** to other classmates.
- Teach them about '**random acts of kindness**' and encourage.
- Using a variety of different arts and crafts, encourage CYP (and complete alongside them) to **create something for one another** to present at the end of the session.
- **Join** a group - links to the wider community can be incredibly rewarding.
- Join **school activities** e.g. Parent-Teacher Association.
- Check out what is happening in **your local community**.
- Other ideas?

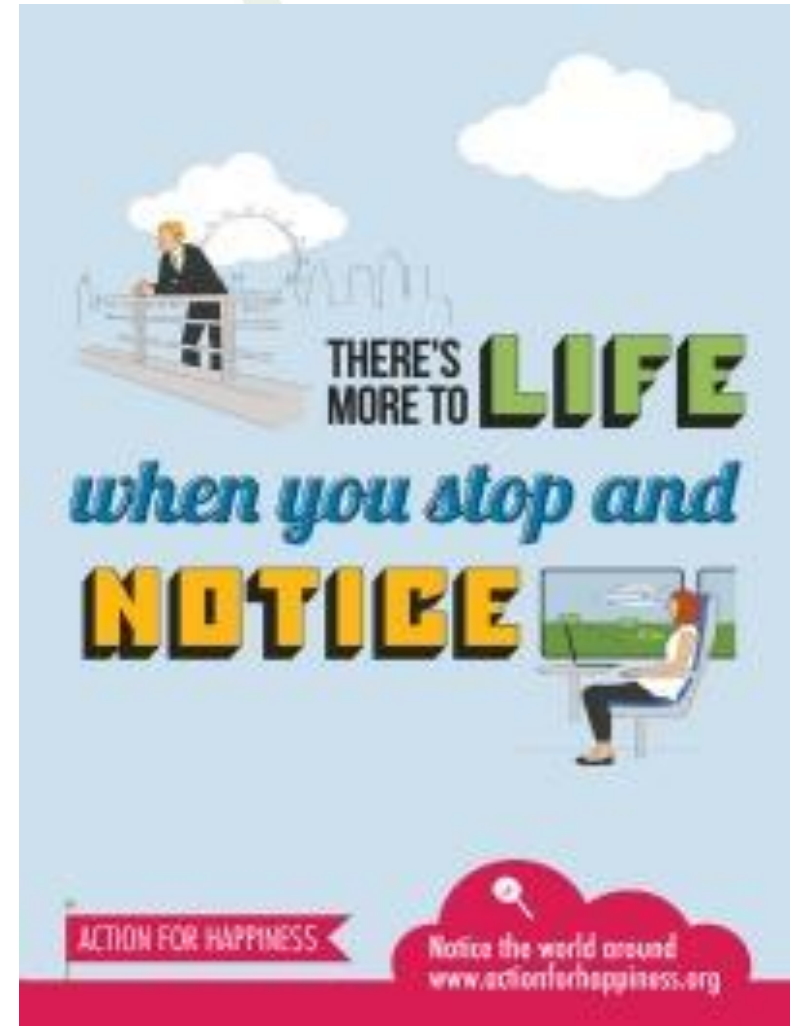


Give

## *For adults*

- **Do something nice** for a colleague.
- **'Pay it forward'** e.g. in a coffee shop.
- Show **gratitude to others** in your day or week.
- **Volunteer** any time you might have to speak with others.
- **Share** that leaflet/resource/piece of information, so that others will benefit.
- **Donate** to charity/causes or donate blood.
- Sign some **petitions** – for causes important to you.
- Other ideas?

TAKE  
NOTICE





Take Notice

Being aware of sensations, thoughts and feelings enhances well-being.

Being in a state known as **mindfulness** (the state of being attentive to and aware of what is taking place in the present) has also been shown to predict positive states, **self regulated behaviour** and heightened **self knowledge**

More recent research (University of Oxford, 2022) indicated less impact on the wellbeing of children and less useful for primary school, yet more impactful if implemented fully in secondary school.

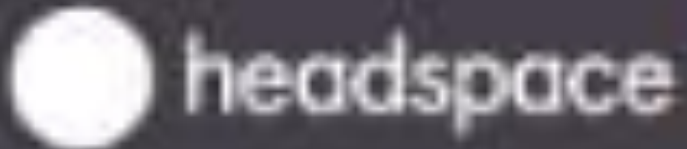
Yet, more benefits for adults (Bath University, 2024).





Take Notice

# Wellbeing Mini-Meditation



## *For children and young people*

- Listen to your body and brain and how you feel.
- Do a Body Scan to help children think about the link between mind and body (and Interoception).
- Ask CYP to walk with you around the school. Reflective on the following questions:
  - What do you hear?
  - What can you smell?
  - What see?
  - What can you touch?
- Be interested and curious in the world.
- Look up and out more – look around where you live, notice the changing seasons.
- Talk about the unusual things you see e.g. plants, insects.
- Music – listen and think about the words.
- Get out into the sunshine and play!
- Other ideas?



Take Notice



Take Notice

## *For adults*

- **Notice the little things** that remind you what it means to do your role.
- Instead of a to do list try a '**TA DAH**' list – write down your top 3 successes at the end of each day and share these with others.
- '**Three good things**' and balancing negatives with positives.
- Mindfulness Monday or **Focused Friday**.
- Take time to marinate in the **feelings of accomplishment** that remind you about why you chose to work in teaching or education.
- Designated time at staff meetings to **share wins**.
- Acknowledge **how your body feels**: in the moment, after a busy day – try to find time to unwind any tension.
- Any other ideas?



**KEEP  
LEARNING**





Keep Learning

Obviously you do this every day! But, adult learning has been correlated with positive effects on well-being, reports of **life satisfaction, optimism and efficacy**

Feelings of satisfaction associated with **progress and goal attainment** – teaching individuals goal setting and planning skills increases well-being

Especially right now, if we can do things which give us a sense of **'flow'** – where you don't notice time passing, this is the perfect antidote!





Keep Learning

## *For children or young people*

- Try something new.
- Go out in nature – your garden or park and find out what’s there! An Insect hunt.
- Start a new interest or hobby - is there a school or local group for it?
- Learn to play an instrument.
- Bake or cook with someone at home.
- Think of a challenge you will enjoy achieving.
- Set a small learning goal.
- Find out about interests of other people in class (e.g. sharing/paired/small group work).
- Learning new things will make you more confident, as well as being fun to do.
- Other ideas?



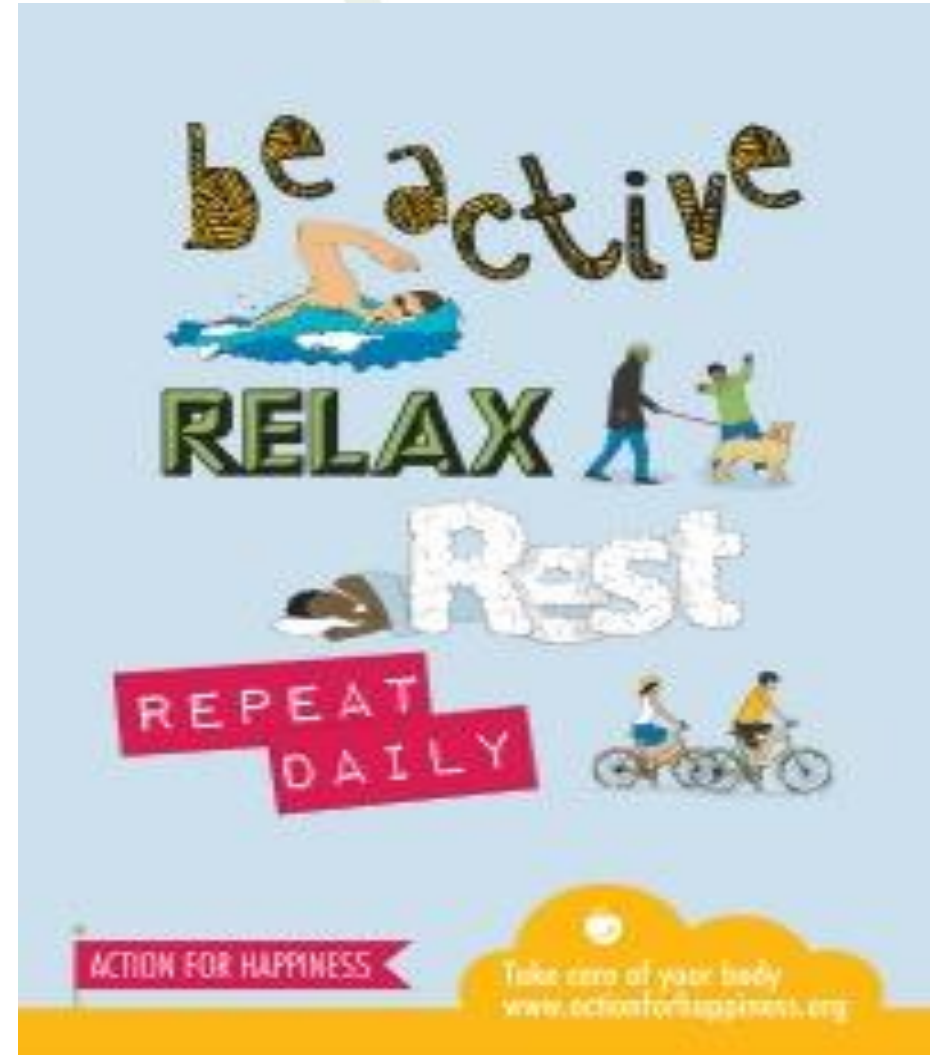
Keep Learning

## *For adults*

- Learn something new with your colleagues or.....  
rediscover an old interest.
- Sign up for a course.
- Listen to a Podcast or watch a documentary.
- Share your newly-learnt knowledge with others,  
cements your learning AND builds connection.
- Revisit your professional learning goals – remind your  
professional self, "where to next?"
- Professional Development opportunities
- Any other ideas?



**BE  
ACTIVE**



Regular physical activity is associated with greater sense of wellbeing and lower rates of depression and anxiety across all age groups.

Beneficial to well-being by providing increases in perceived self-efficacy, a sense of mastery and a perceived ability to cope.. It also detracts from negative thoughts.

Improves executive functions – memory, problem-solving, staying focused.

Being active, especially early morning outdoors, is associated with better quality sleep



Be Active

## *For children or young people*

- PE in school and movement early in the day.
- Offer CYP three activities to complete: e.g. <https://www.youtube.com/watch?v=d3LPrhI0v-w>, turn up some music and dance or setup an obstacle course to complete!
- Use movement breaks, when they might help.
- Go for a walk, run in the park, get on your bike.
- Get in the garden!
- Encourage different activities, during break and lunchtimes.
- Remind older students of the benefits of movement, exercise and that they can explore what positive activities may be appealing to them.
- Dance or move.
- Other ideas?



Be Active

## *For adults*

- Get outside - enjoy the longer, brighter days.
- Take the stairs, park the car further away from the shop entrance – something small is always helpful.
- Take a brain break away from your laptop e.g. quick walk/grab a coffee etc.
- Reframe chores into opportunities for exercise.
- Set realistic exercise goals, make it achievable.
- Swap exercise ideas/try a new activity with a friend.
- Set fitness challenges with colleagues e.g. have a ‘step challenge’ with friends.
- Have an exercise menu!
- Most importantly, find a physical activity you can do and enjoy/gain a sense of achievement from.
- Any other ideas?



Be Active

# 5 ways to wellbeing round-up



# Action for Happiness

Joyful June 2026

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

SUNDAY

1 Decide to look for what's good every day this month

2 Say positive things in your conversations with others



3 Re-frame a worry and try to find a helpful way to think about it

4 Take a photo of something that brings you joy and share it

5 Think of 3 things you're grateful for and write them down

6 Get out into green space and feel the joy that nature brings

7 Do something healthy which makes you feel good

8 Find joy in music: sing, play, dance, listen or share

9 Ask a friend what made them happy recently

10 Bring joy to others by doing something kind for them

11 Eat good food that makes you happy and really savour it

12 Write a gratitude letter to thank someone

13 Take a light-hearted approach. Choose to see the funny side

14 Share a happy memory with someone who means a lot to you

15 Look for something to be thankful for where you least expect it

16 Speak to others in a warm and friendly way

17 Take time to notice things that you find beautiful

18 Look for something good in a difficult situation

19 Get outside and find the joy in being active

20 Rediscover and enjoy a fun childhood activity

21 Send a positive note to a friend who needs encouragement

22 Watch something funny and enjoy how it feels to laugh

23 Create a playlist of uplifting songs to listen to

24 Bring to mind a favourite memory you feel grateful for

25 Show your appreciation to people who are helping others

26 Make time to do something playful, just for the fun of it

27 Be kind to you. Do something that brings you joy

28 Notice how positive emotions are contagious between people

29 Share a friendly smile with people you see today

30 Make a list of the joys in your life (and keep adding to it)



ACTION FOR HAPPINESS

Happier · Kinder · Together



## Bring the power of Mentimeter to PowerPoint

- ✦ Seamlessly embed your favorite Menti slide without changing windows.
- ▴ Edit and more on Mentimeter.com and sync in real-time.



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Work email

Your password

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[Log In](#)

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# Personal reflection

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Mentimeter

Work email

Your password

[Forgot password?](#)

[Log In](#)

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[Log In with SSO](#)

or



Don't have an account? [Sign up](#)

# Thank you



**QUESTIONS?**

# Useful links

Compass Phoenix - [Compass Phoenix \(North Yorkshire\) – Compass](#)

The Go-To - [The Go-To - Emotional wellbeing and mental health](#)

Young Minds - [YoungMinds | Mental Health Charity For Children And Young People | YoungMinds](#)

Recovery College - [Recovery College Online](#)

Mind - [5 Ways to Wellbeing | Mind](#)

Inclusive Mainstream Toolkit - [Inclusive Mainstream Toolkit | NYES Info](#)

# Useful starting links

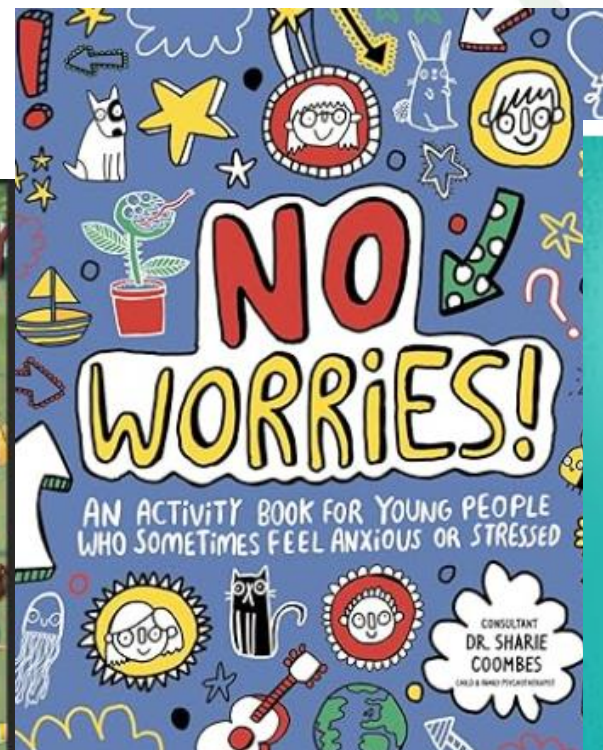
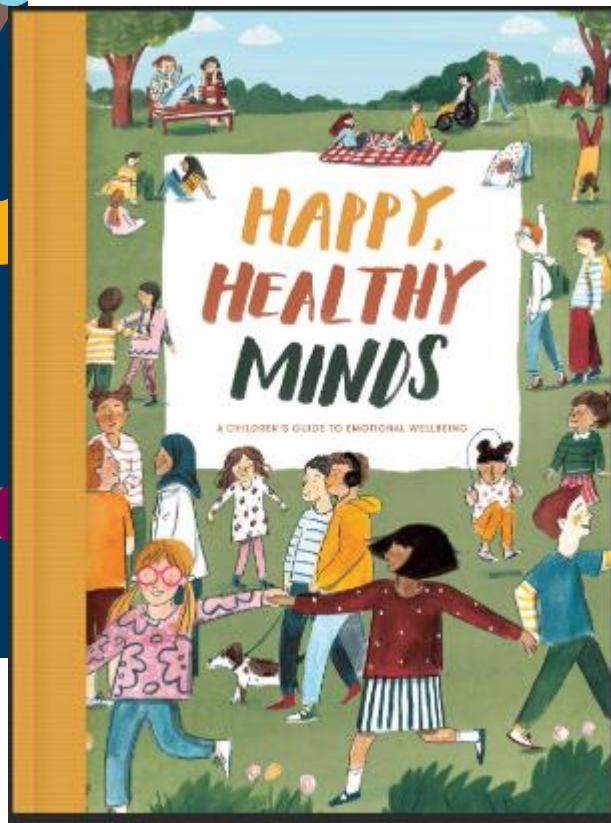
[Five ways to wellbeing | New Economics Foundation](#)

[5 Ways to Wellbeing | Greater Manchester Mental Health NHS FT](#)

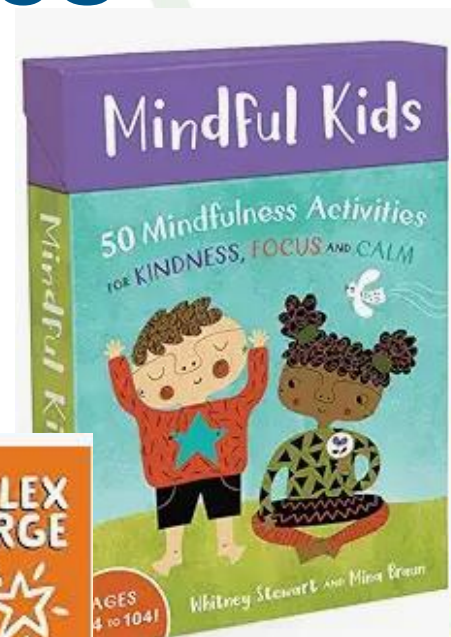
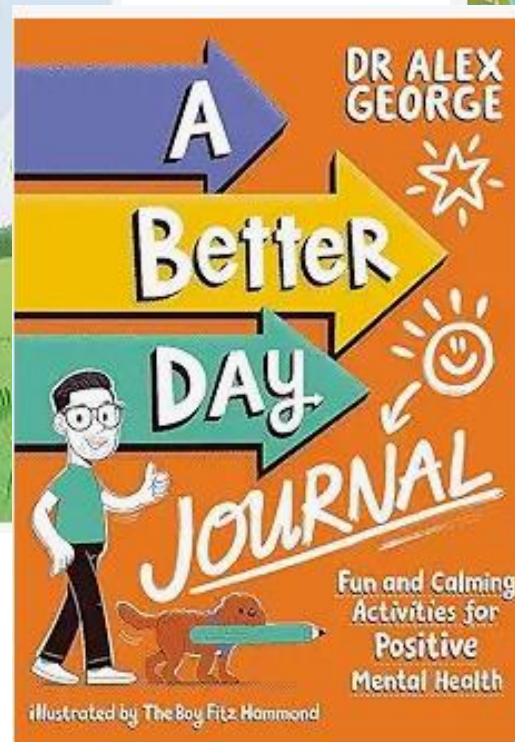
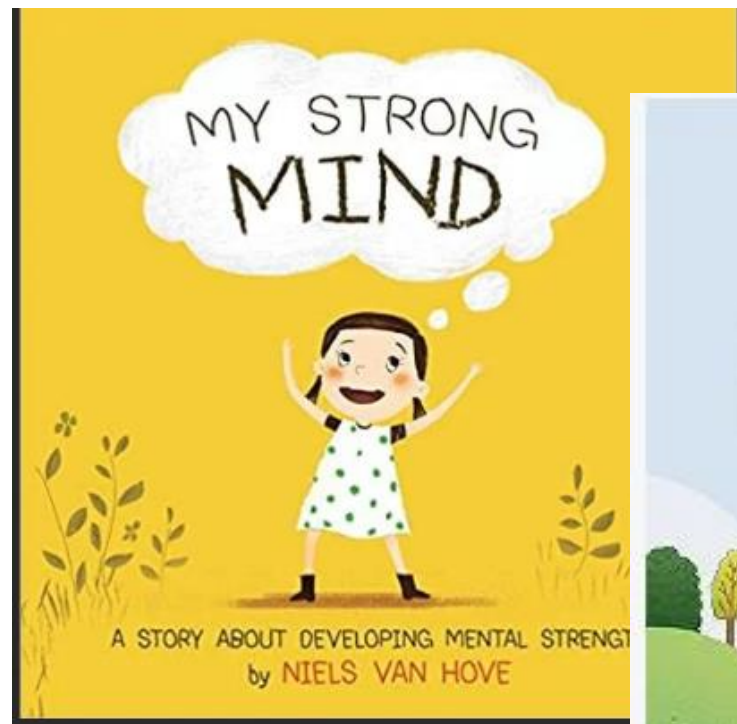
[MH-and-Wellbeing-Workbook .pdf](#)

[Headspace – YouTube](#)

# Useful resources



# Useful resources



# Upcoming Spotlights

**Executive Functioning and Mediated Learning: 9th June**

**Narrative storytelling: 24th June**

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







# Early Help Updates





**Strength in  
Relationships**

# **Introduction to the Families First Partnership Programme**



## **Unified Family Help Model**

The programme merges Early Help and Child in Need services into a single, integrated Family Help approach.

## **Multi-Agency Collaboration - MACPT**

Social care, health, education, and voluntary sectors work together to provide timely, effective family support.

## **Family Empowerment**

Family Group Decision-Making encourages families to actively participate in decisions about children's welfare.

## **Early Intervention Goals**

Focus on early identification of needs to reduce children entering care and improve family outcomes.

# Vision | How the reforms come together

We are breaking the link between **background and success** through the **Opportunity Mission** and raising living standards through the **Growth Mission**

**We will give all children the Best Start in Life**

75% of children aged 5 reaching a Good level of Development by 2028.

**Every child will achieve and thrive in a good local school**

Focusing on increasing attainment and attendance.

**We will provide skills for opportunity and growth**

Two-thirds of young people are participating in higher-level study. This includes targeting at least 10% of young people to go into Level 4 or 5 study by 2040.



# Best Start Strategy links to the Families First Partnership Programme

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## Best start family hubs

Family Hubs provide one-stop access to health, education, and community services for early childhood support.

## Early childhood development focus

Strategy targets development from pregnancy to age five to ensure children reach key milestones by 2028.

## Multi-agency collaboration

Integration with Families First reduces service fragmentation through coordinated multi-agency support.

## Special needs support

Tailored assistance for children with SEND links families to specialized education and health resources.



**Strength in  
Relationships**

# Giving Every Child the Best Start in life Government Mission?



“By 2028, we want a record proportion – 75% - of children to reach a good level of development by the end of reception – That’s up from around 68% meaning 40,000 to 45,000 more children each year will be better prepared for school and life”.

## Key Targets

**Increase proportion of children achieving GLD at the end of reception 2027/28 academic year as an outcome measure.**

The statutory target for North Yorkshire will be considered “achieved” if the following two conditions are met:

- 1 The proportion of children in North Yorkshire Council achieving a Good Level of Development is at least **80% (currently 70.6%)**.
- 2 Disadvantaged children have benefitted at least equally from this improvement; that is, that the proportion of children eligible for Free School Meals (FSM) and achieving a Good Level of Development is at least **56.5% (currently 45.5%)**.



## Key Objectives

---

- To identify at least one Best Start Family Hub site from which to deliver your parenting and HLE interventions.
- Prepare to Deliver Parenting and Home Learning Environment (HLE) interventions from April 2026.

### Strengthen local plans for Best Start in Life delivery

- Building on existing early years work, and leadership role, to drive delivery partners across education, health and community services - Local authorities should identify local needs and gaps in provision and join up across systems and sectors to develop an integrated plan outlining your strengthened offer.

## Best Start Plan North Yorkshire

April 2026 to March 2029



# Priority 1) Developing a Best Start Family Hub Site (S)

**An initial needs assessment has been completed to enable identification of priority areas using the following data:**

- **Foundation Stage Good Level of development.**
- **Ages & Stages (ASQ) at 2.5.**
- **Early Language Identification Measure (ELIM).**
- **Uptake of Families in Receipt of additional Support 2-year-old children funding (FRAS).**

**The proposed initial site is Scarborough Library [Vernon Road YO11 2NN]**

**Based on the IMD 2025 data:**

- The postcode YO11 2NN part of Scarborough 010A sits in a Lower-layer Super Output Area (LSOA) that is among the most deprived in England, ranking highly on the Index of Multiple Deprivation (IMD).
- The area is ranked 1,015 out of 323,755 LSOAs in England, where a rank of 1 is the most deprived.
- This places the area within the most deprived 20% (quintile 1) of neighbourhoods nationally.

# Locality of Family Hubs – Initial Needs Assessment

Given North Yorkshire’s geography and the data patterns, a “hub + spoke + outreach” model is essential.

## A. PRIMARY HUBS (High-need urban areas)

Location	Rationale
Selby (primary Hub)	Highest need across GLD, ASQ, ELIM, FRAS. Central to Selby East/West. Large travelling-to-work population.
Scarborough	Multiple severe GLD hotspots, Eastfield complexity, coastal deprivation.
Catterick Garrison	DL9 4 extremely poor GLD outcomes; large military families; ASQ/ELIM needs high.
Northallerton	Central for county; strong developmental need in Northallerton North; accessible for outreach into rural Hambleton.

## B. SECONDARY HUBS (hybrid/spoke hubs)

Location	Rationale
Filey (YO14)	Poor GLD outcomes (42.9–48.3%). Needs consistent outreach from Scarborough.
Whitby	Moderate ASQ need + high deprivation + coastal transport issues.
Harrogate (Pannal area)	High numbers of children below GLD/ASQ; FRAS take-up gap; population growth.
Helmsley / YO62 corridor	High % not achieving GLD; rural isolation barrier.

- Due to the large geographical area of North Yorkshire partnership working with VCS sector will be essential aligning with identified Community Anchors & the ICB health neighbourhood areas to create a sustainable model.
- Several school have come forward to develop elements of a Family Hub in their community and are keen to become pilot models.
- Following a comprehensive needs assessment we will continue to build on this model working with schools, libraries and community settings to meet the needs of the individual localities.

## Priority 2) Empowering parents to enhance their child's learning experiences

### Parenting & Home Learning Environment programmes

- We have identified and are purchasing a suite of HLE and Parenting programmes identified by DfE including a digital offer designed to support parents in building strong early language, communication, and preliteracy skills at home.
- We will deliver evidence informed HLE programmes, including Easy Peasy, focused on early language, communication and preliteracy through practical, play-based activities that fit into daily routines.
- Our offer will incorporate group-based and 1:1 support, focusing on strengthening parent-child relationships, promoting positive routines, supporting emotional regulation, and building parental confidence.

### Early Language Development

- We will ensure a clear Speech, Language and Communication Needs (SLCN) pathway is in place for birth to 5 years, with clear succinct information and messages that support parents to know their role in developing communication.



**Strength in  
Relationships**



# Priority 3) Early identification and easy access to the offer

## Digital Universal offer

- NYES (North Yorkshire Education Service) will develop our public facing Best Start in Life digital platform providing all families within North Yorkshire with access to a suite of HLE and parenting resources.
- Our family's information service site will be embedded within the platform supporting families applying for early years education and childcare funding. There will be links to the national BSIL website.

## More Accessible Early Education and Childcare

- Promote Early Learning for 2 Year Olds (Targeted Entitlement) - Increasing uptake from 72.3% to a minimum of 81.5% across North Yorkshire.

## Increase Integrated Reviews (Joined Up 2 Year Checks)

- Increase the number of integrated 2-year reviews (Healthy Child Programme + Early Years Progress Check) in target areas.

## Improve Quality and Inclusion

- GLD Programme (School Improvement) – Pilot a GLD Pedagogy and Practice Project – The project aims to deliver two, 3-year EYFS GLD Pedagogy and Practice projects, aimed at raising standards in all 6 areas of learning outlined in the preceding slide through a whole-school, communication and early language focused approach.



# How does the Children's Wellbeing and Schools Bill 2026 link to the Families First programme?

- Strengthen safeguarding through multi-agency working.
- Emphasise earlier help and family-led approaches.
- A more integrated role for schools and education settings in supporting children's wellbeing – 2 lead roles in MAST.
- Aim to create a simpler, more consistent system for families.

**Other connections include an integration with the Best Start Strategy and SEND Reforms...**

# Questions



# Inclusion updates



# SEND reforms

May 2026

OFFICIAL

# We are breaking the link between **background and success** through the **Opportunity Mission** and raising living standards through the **Growth Mission**

**We will give all children the Best Start in Life**  
75% of children aged 5 reaching a Good level of Development by 2028.

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Focusing on increasing attainment and attendance.

**We will provide skills for opportunity and growth**  
Two-thirds of young people are participating in higher-level study. This includes targeting at least 10% of young people to go into Level 4 or 5 study by 2040.



**Family Security: keeping children safe and tackling child poverty**  
Reduction in the number of children in care and in the number of children in relative poverty

# Intentions in improving the SEND system

- ✓ More inclusive
  - ✓ Less adversarial
  - ✓ More financially sustainable
  - ✓ More consistent across England
  - ✓ More collaborative- schools working together
  - ✓ More focused on early intervention
- and
- ✓ Less dependent on high-cost EHCPs and independent placement

# Reform outcomes

*‘The result will be an education system, together with all local services, that **removes barriers, raises aspirations and achieves better outcomes** with far more children supported to **achieve and thrive in their local mainstream school** college or early years setting and high-quality **specialist provision available for children who need it.**’*

# Principles

## Our Reform Principles

**1. Early.** Children and families should receive the support they need as soon as possible, with a quick response to changing needs. This will start to break the cycle of needs going unmet and getting worse. Instead, we will intervene swiftly and proactively, focusing on providing support earlier in children's lives when this can have the greatest impact.

**2. Local.** Children and young people with SEND should be able to learn at an education setting close to their home, alongside their peers, rather than travelling long distances from their family and community. Specialist settings should continue to play a vital role supporting those with the most complex needs.

**3. Fair.** Every education setting should be resourced and able to meet common and predictable needs, including as they change over time, without parents having to fight to get support for their children. Where specialist provision is needed for children and young people, we will ensure it is there, whether that be a mainstream, specialist or Alternative Provision setting, with clear legal requirements and safeguards for children and parents.

**4. Effective.** Reforms should be grounded in evidence, ensuring all education settings know where to go to find effective practice that has excellent long-term outcomes for children and young people.

**5. Shared.** Education, health and care services should work in partnership with one another, Best Start Family Hubs, local government, families, teachers, educators, experts, the voluntary sector and representative bodies to deliver better experiences and outcomes for all our children and young people. The voices of children should be at the heart of decision making.

# Expectations

There is an expectation that ***‘every local area to rise to the challenge and embed a robust approach to local system leadership, financial discipline and operational delivery to bring forwards a sustainable system that delivers strong outcomes for children and families.’***

- Response to the *SEND Reform: Putting Children and Young People First* national consultation – due 18 May
- Local SEND Reform Plan (LSRP) – due 19 June
- SEND Partnership Maturity Matrix should underpin the reform plan

The plan ***“should be used to clearly set out how you will improve and further strengthen your system, tilting provision towards stronger inclusive practice and early intervention”***

# Best start in life

*Early years providers, working alongside Best Start Family Hubs, play a vital role in identifying needs and intervening swiftly with evidence-based support.*

- children with access to Sure Start Children's Centres were more likely to have their needs recognised at age 5 and less likely to require SEND support between ages 7 and 16
- Crucial stage for supporting families
- Are all families of children with SEND accessing a place?

# Best Start

The target set for North Yorkshire is that by the end of reception in 2027/8 at least 80% of pupils will achieve GLD. Hub areas chosen based on data.

- **Primary hub locations**

- Selby – serving the wider district
- Scarborough Coastal Area
- Catterick – serving Richmondshire

- **Secondary hubs and outreach areas**

- Harrogate – secondary hub supporting multiple neighbourhoods
- Northallerton – with outreach into Northallerton North
- Sowerby and Stokesley
- Ryedale – outreach support

# Starting at the beginning....

What are the key things we need to enhance from the earliest stage?

What are you doing now that is working to support school readiness, transition from nursery and early identification of need?

# Inclusive mainstream system

Over the next three years, investment of **£1.6 billion** to make the mainstream system more inclusive.

- **ensuring settings spend this money to improve their inclusion offer**, and placing conditions on this funding so that they do so, directing more money into mainstream budgets
- new research into what works, building on the progress made through greater adoption of evidence-based practice
- **National Inclusion Standards by 2028**: These will set out the support that should be available in every mainstream setting
- Refreshed the areas of need, updated guidance on reasonable adjustments and revised SEND Code of Practice.

# Inclusive Mainstream Fund 2026–27 (DfE)

The Inclusive Mainstream Fund is new national funding to help schools become inclusive by design, providing earlier, evidence-based support for pupils with SEND without waiting for diagnosis or statutory processes.

By law, every school must publish an Inclusion Strategy explaining how inclusion is embedded across the whole school. The Inclusion Strategy will explain how they will embed inclusive practice using *all* their funding (core funding, notional SEN, and Inclusive Mainstream Fund).

[Inclusive mainstream fund: best practice for schools - GOV.UK](#)



# School Inclusion Strategy

A duty on schools to produce an Inclusion Strategy, setting out what they will provide across the Universal and Targeted offer including Targeted Plus layers of support.

- creating a duty on schools to set out how they will deliver evidence-based support to children and young people with SEND
- introducing new duties on settings to create Individual Support Plans and setting out a requirement to use evidence-based resources and interventions to identify and meet need
- strengthening the legal framework for children and young people with SEND – with new layers of support, delivered in their setting, without a fight.

# The Inclusion Strategy must:

- Set out how the school identifies and meets commonly occurring, predictable SEND needs
- Explain how inclusive practice is embedded in universal provision, not just individual support
- Show how Inclusion Funding is used across the 7 DFE Inclusions themes

# The strategy should clearly describe

- The main inclusion needs and barriers in your school cohort
- How funding is currently used to support inclusion
- Planned future improvements, based on evidence and best practice

# The strategy must:

- Be published on the school website
- Be accessible to parents
- Be available for Ofsted inspection
- Be scrutinised by governors or trustees
- Inclusion Strategy must be published by 31 December 2026 and will become an annual statutory requirement

# Funding – what schools will receive

Funding is for 2026–27 and is **not** ring-fenced to individual pupils.

## **National picture**

Over £500 million per year total

£400 million per year for schools

Funding covers a three-year spending period

## **Each school receives:**

£3,000 lump sum

## **Per-pupil funding**

Primary: £16 per pupil

Secondary: £14 per pupil

## **Low Prior Attainment funding**

Primary: £79 per eligible pupil

Secondary: £88 per eligible pupil

Adjusted by the Area Cost Adjustment

## **Funding will be paid:**

End of June 2026 via the local authority (maintained schools)

Early July 2026 direct to academy trusts

As one single payment

# Key message for schools

This funding supports whole-school inclusion.

The fund is not a personal budget and not for individual pupils.

Does not replace notional SEN or core funding.

Schools remain responsible for deciding how best to deploy funding based on whole-cohort need.

# The Inclusive Mainstream Toolkit

Inclusive Ambitious Creative Together

Assessment  
Environment  
Curriculum  
VALUES  
Training  
Transitions  
Relationships

LEADERSHIP

**Inclusive Practice North Yorkshire**

Where Inclusion is more than just a word

# Inclusive Mainstream toolkit

North Yorkshire consensus  
around inclusion standards

Also includes SENCO handbook  
and transitions guidance, all of  
which have been drawn from  
feedback at SENCo networks as  
well as the IMT focus groups

# Universal offer

- a new Universal offer, ensuring children receive the right support in mainstream schools, colleges and early years settings
- more than £200 million of investment over three years in a new national SEND training programme
- all staff in schools, colleges, and early years settings will benefit from new training by the end of the parliament
- Training will apply to the entire 0–25 system, with requirements set out in the Code of Practice

# Universal offer

1. Training- DfE will be developing an online offer- given this and the existing offer (NYES, MATs, national providers) is there more we could/should do locally to support development of skill in schools in identifying and supporting barriers to learning?
2. What makes training effective- what does the trainer/school need to do so this makes a difference?

# Universal offer

3. What are you using to support you to develop your universal offer?

4. What works to develop skill and understanding across the whole staff?

5. What needs to be in the local area plan to support this?

# Targeted offer

*Introduction of a new Targeted offer in mainstream settings that gives access to expertise, like speech and language therapists and OTs to also advise on small group provision or adaptations to the curriculum, **without the need for lengthy assessments.***

- no need to apply for a statutory plan to benefit from the Targeted and Targeted Plus layers of support, but **the help and support they are entitled to receive will be written into the law**
- **new, digital ‘Individual Support Plan’ (ISP)**, which will be provided by their school, college or early years setting and developed in partnership with parents (ISPs will be digital, accessible and evolve with the child)

# Digital Individual Support Plans (ISPs) for Every Child with SEND

All schools and educational settings will have to create digital Individual Support Plans for any child with identified SEND, not just those with EHCPs.

What this aims to achieve:

- Consistency and transparency in support
- Easier tracking of progress
- Better communication with families

# Outreach

***The specialist sector, including maintained special schools, Alternative Provision settings and special post-16 institutions, will have a clearer focus on outreach.***

- supporting mainstream settings and delivering holistic, high-quality support for children with the most complex needs, ensuring positive educational outcomes and strong long-term trajectories
- update the law for independent special schools to ensure children receive suitable, high-quality placements and that local authorities pay fair, reasonable costs for them

# Experts at hand

*The education system cannot do this alone.*

- a joint effort **including health, care and local government** is required
- a new national offer, 'Experts at Hand', will **wrap professionals such as educational psychologists, speech and language therapists and occupational therapists around mainstream settings- whole group/class advice as well as individual**
- focus on developing skills of professionals in mainstream schools- building capacity and ability to meet need locally
- the proportion of pupils receiving multiagency support (through the Targeted Plus layer and the specialist system) will be higher than the proportion with an EHCP at present
- this will be **supported by £200 million to build capacity** including for local authority (LA) SEND services

# Experts at hand

What is working well with the current offer you have, both content and how they work- think EP, hub, anything locality board trialled, health etc? What do we need to keep from the current offer?

What would make a difference to improve this offer to make a real impact to children?

- What support/activity do you need more of?
- How could/should it best be delivered for you?

# Specialist places

Investment of £3.7 billion from now until 2030 to create tens of thousands of new places in **Inclusion Bases in mainstream settings**, make buildings accessible and create new specialist places.

- creation of more specialist places in mainstream schools so that it is quicker and easier to get specialist support
- work with the system, so schools come together in local groups
- these groups will pool some funding, share resources and work together to improve and expand the help and support available to children

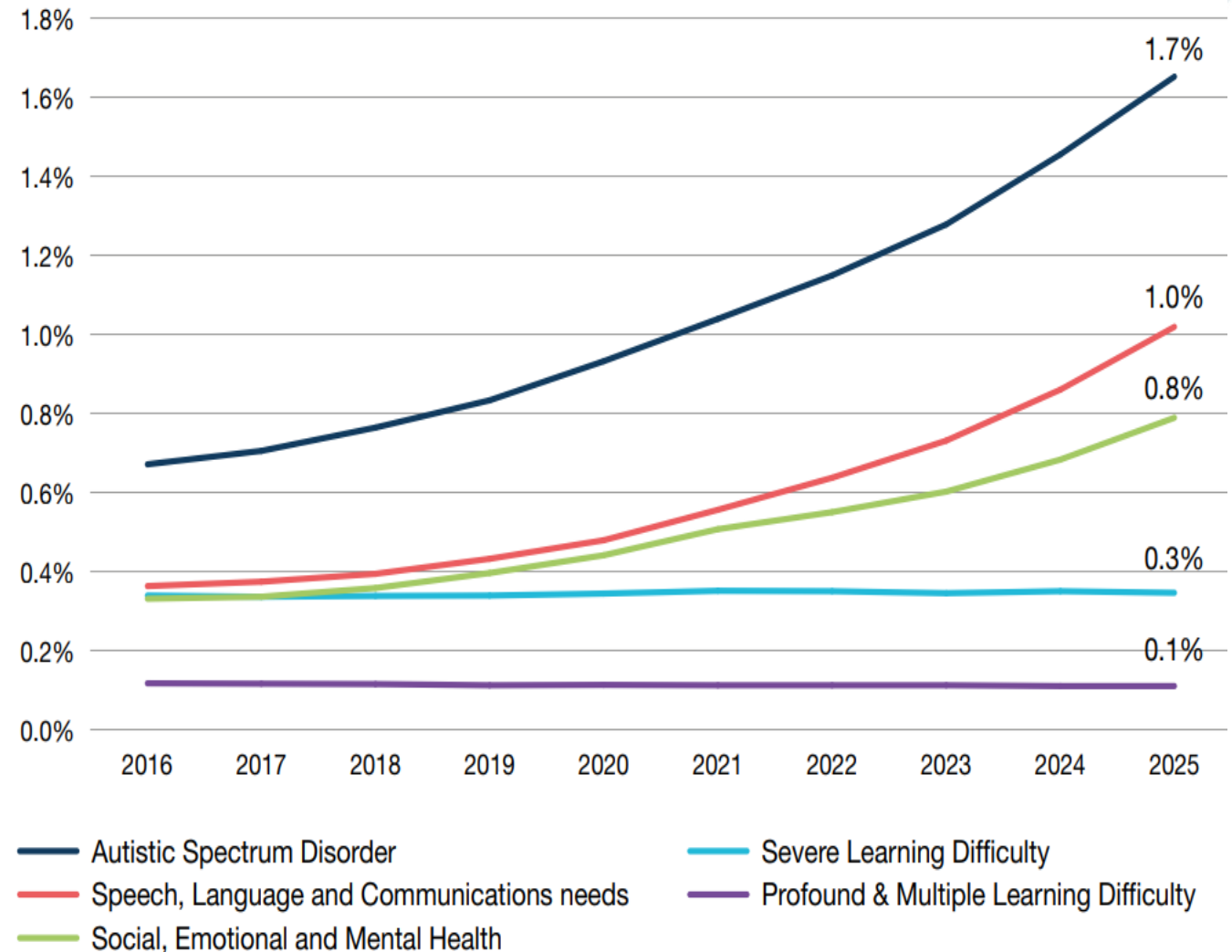
# Special school places

Since the 2014 reforms, **the number of children receiving Education, Health, and Care Plans (EHCPs) has doubled** (including a 30% increase in children under 5 since 2023)

This rise is mostly due to three types of primary need: **Autism Spectrum Disorders; Social, Emotional and Mental Health; and Speech, Language and Communication Needs.**

The number of children and young people with **Profound and Multiple Learning Difficulties and Severe Learning Difficulties – the two needs which are most likely to require a special school place** – has remained unchanged

Figure 3: Pupils with EHCPs by primary type of need as a percentage of all pupils<sup>32</sup>



# More resource bases

Who has existing TMPs/school resource bases?

Is anyone commissioning them as a MAT/cluster?

What is working well?

How can we facilitate/plan for more and improved resource bases in schools?

# Tribunals

*We want the Tribunal to be a genuine last resort and so we will **invest to improve mediation and school complaints processes***

- explore how we can **strengthen independent scrutiny of school complaints data** and identify patterns that might show poor performance
- parents and young people can continue to seek resolution via mediation or through appealing to the Tribunal
- appoint an independent expert panel to oversee the development of the National Inclusion Standards, covering both Specialist Provision Packages and inclusive mainstream practices
- create a new remit for the **Children's Commissioner to provide independent oversight and scrutiny of SEND reform**

# Relationships with parents

What works well in working with parents as partners to ensure they have confidence their child's needs are being met?

# SEN Team Updates

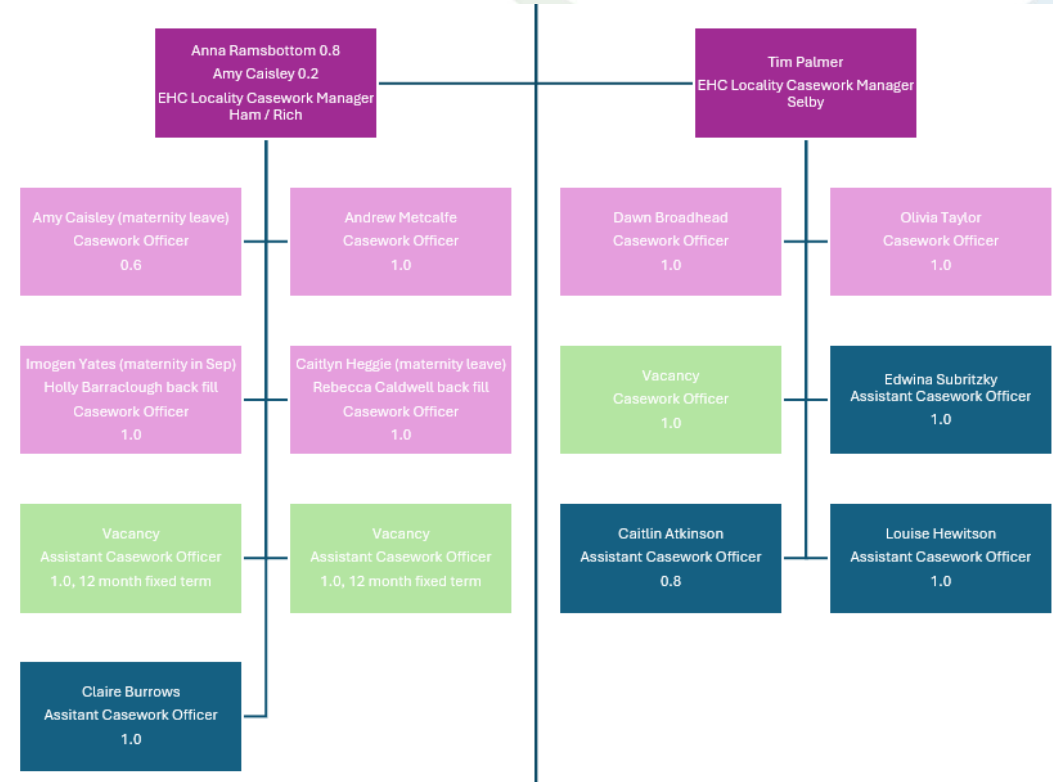
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May 2026

# Staffing Hambleton/Richmondshire & Selby

2 vacancies in  
Hambleton/Richmondshire for ACWO  
(12 month fixed term)

1 CWO vacancy in Selby



# Staffing S/W/R & H/R/K/C

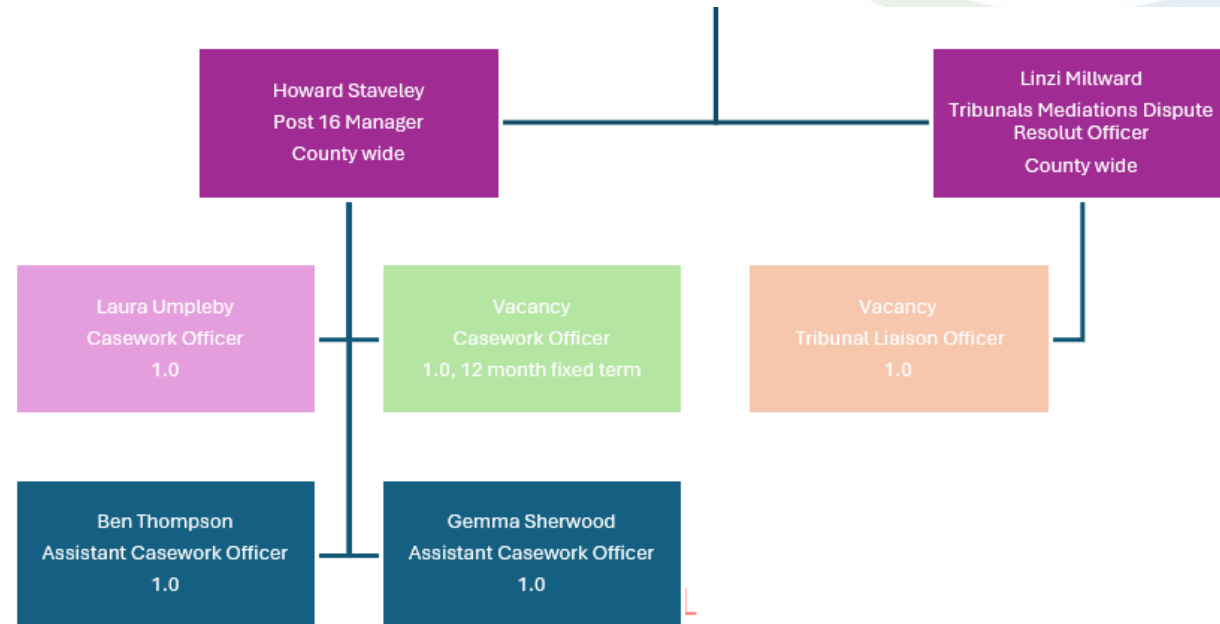
1 CWO and 1 ACWO  
vacancy in S/W/R

1 CWO (0.5) vacancy in  
H/R/K/C



# Staffing Post 16 & Tribunals

- 1 CWO vacancy in post 16 (12 month fixed term)
- Currently all areas are undergoing recruitment for new staff including a new role of a Tribunal Liaison Officer.
- We are anticipating to have a full Casework Team by September 2026.



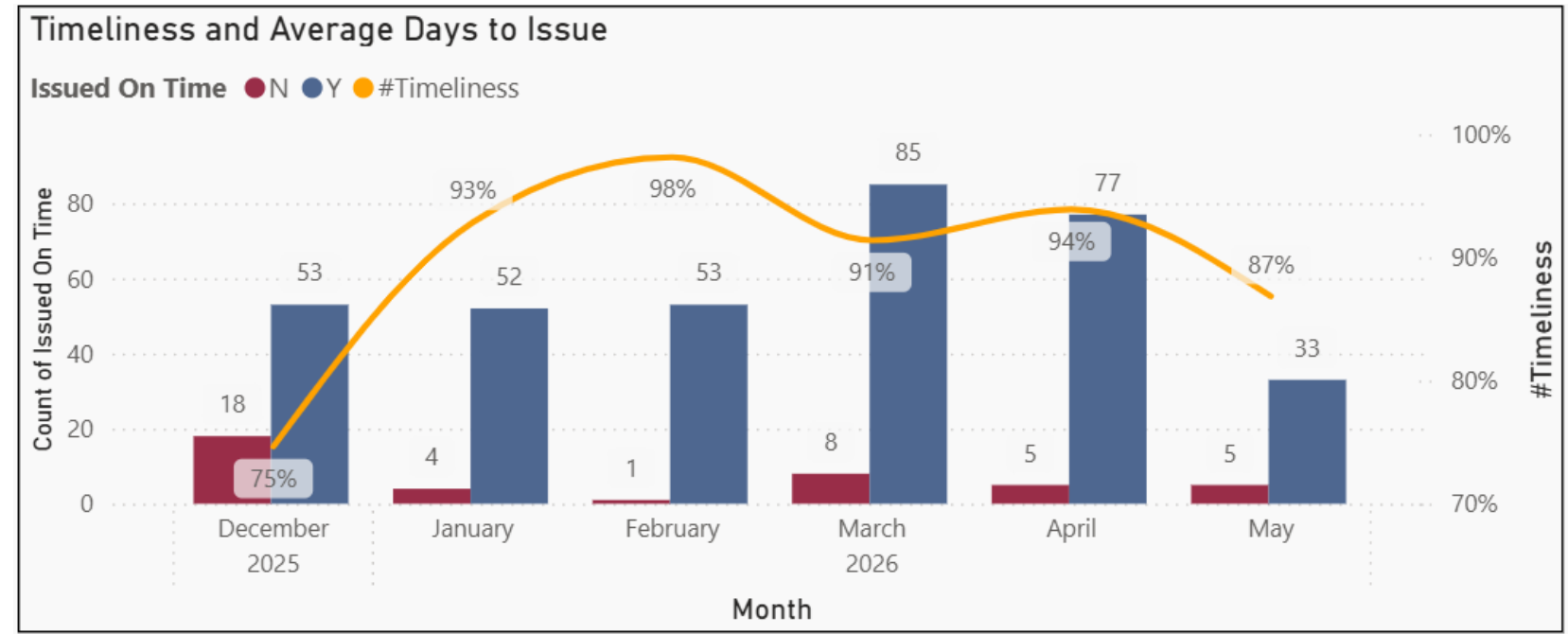
# Statutory Assessment Data

Data taken on 18<sup>th</sup> May  
2026

General increase in  
timeliness

444 under statutory  
assessment

Projected increase in  
assessments from last  
year



# Statutory Assessment Data

Highest areas of need for assessment are:

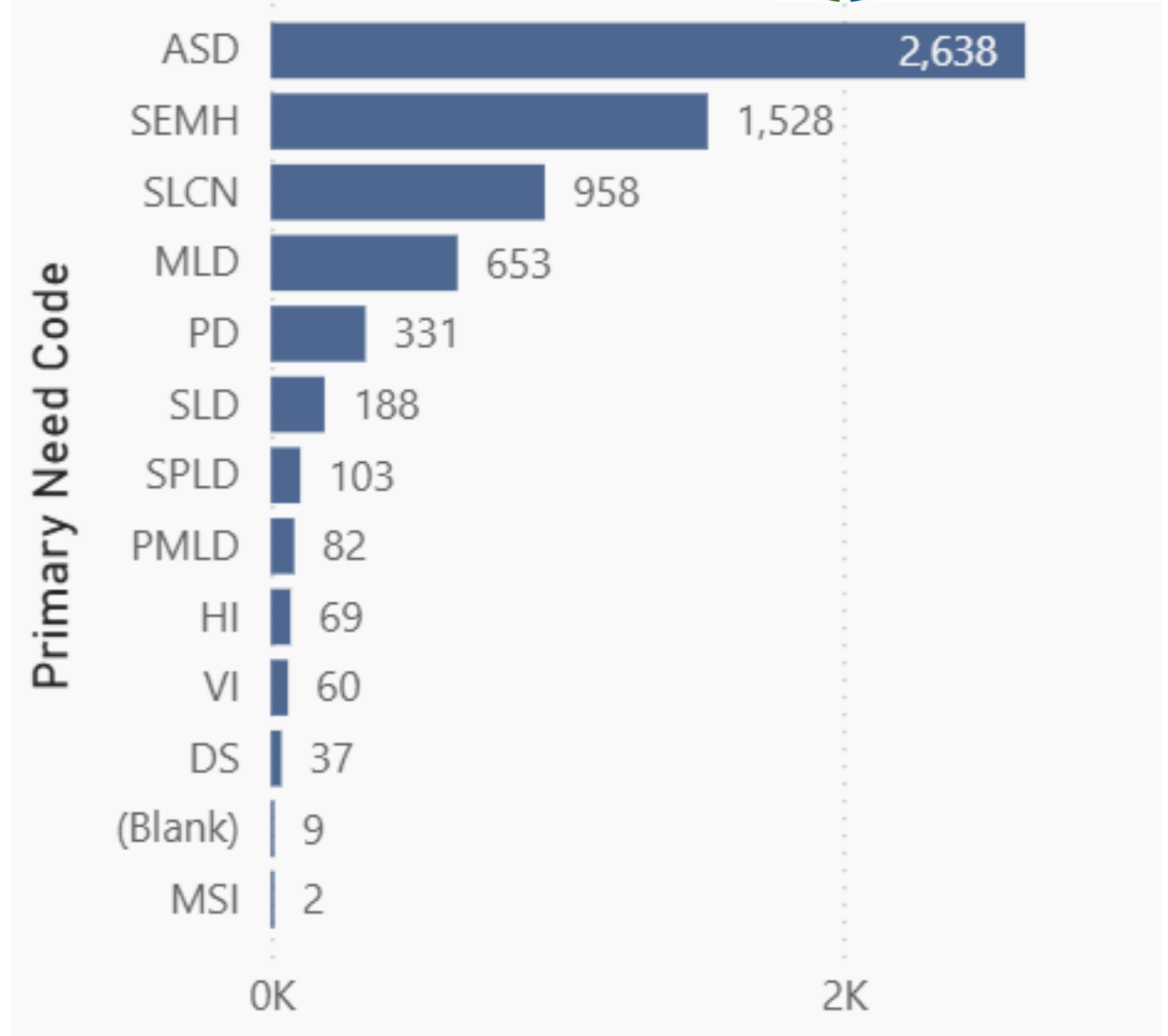
- Autism / SLCN
- SEMH

Increase of request for assessments for CYP with EBSA and non-attendance

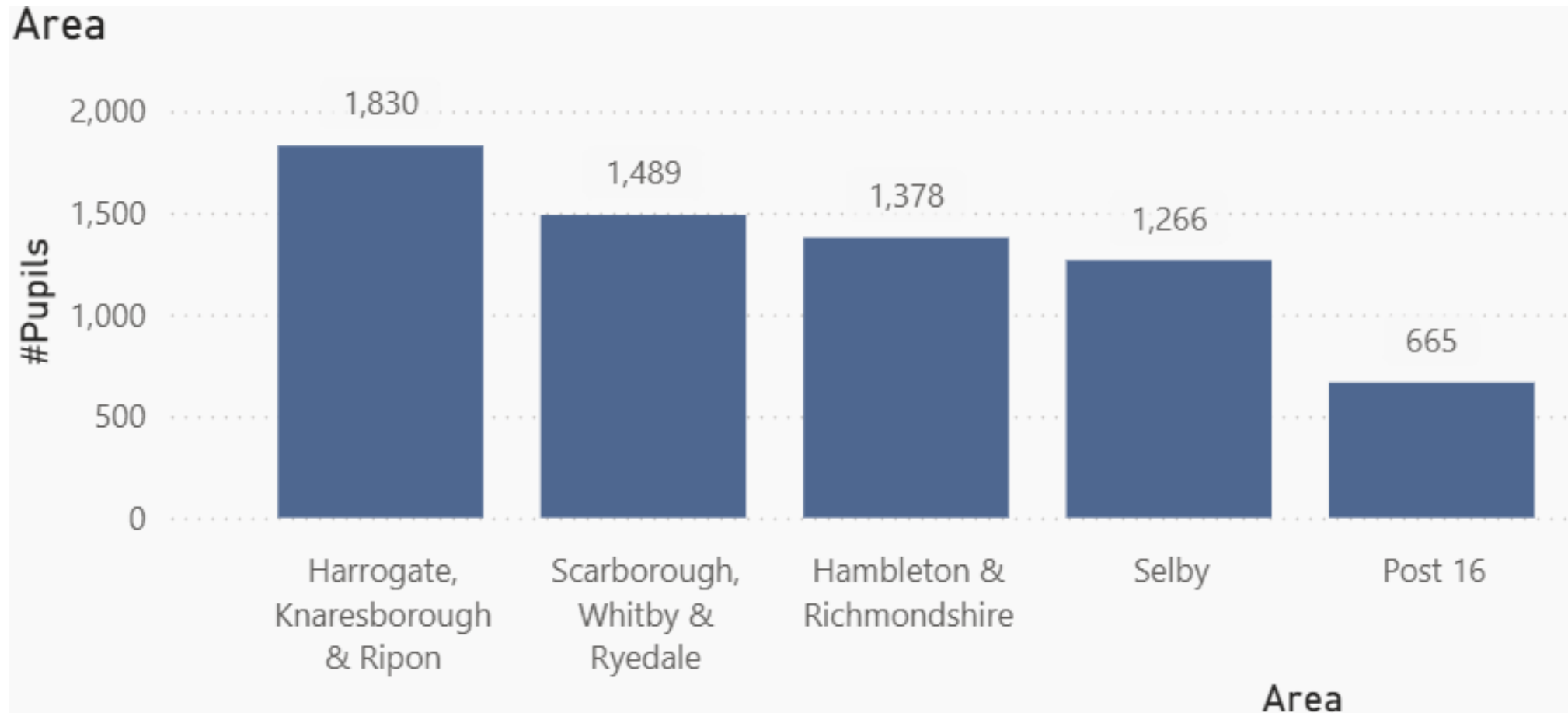
Primary Need Code	#Workflows
ASD	106
DS	1
HI	4
MLD	19
PD	9
PMLD	1
SEMH	150
SLCN	86
SLD	5
SPLD	10
VI	3

# Primary Needs

## Primary Need



# Number of EHCPs



thank you