



# SEND AUTUMN BRIEFING

**2025**

Louise Barrell, Natalie Fogden, Felicity Nichols,  
Becky Rothwell, Angela Scott

# SESSION OUTLINE



Welcome and introductions



National news - in a nutshell

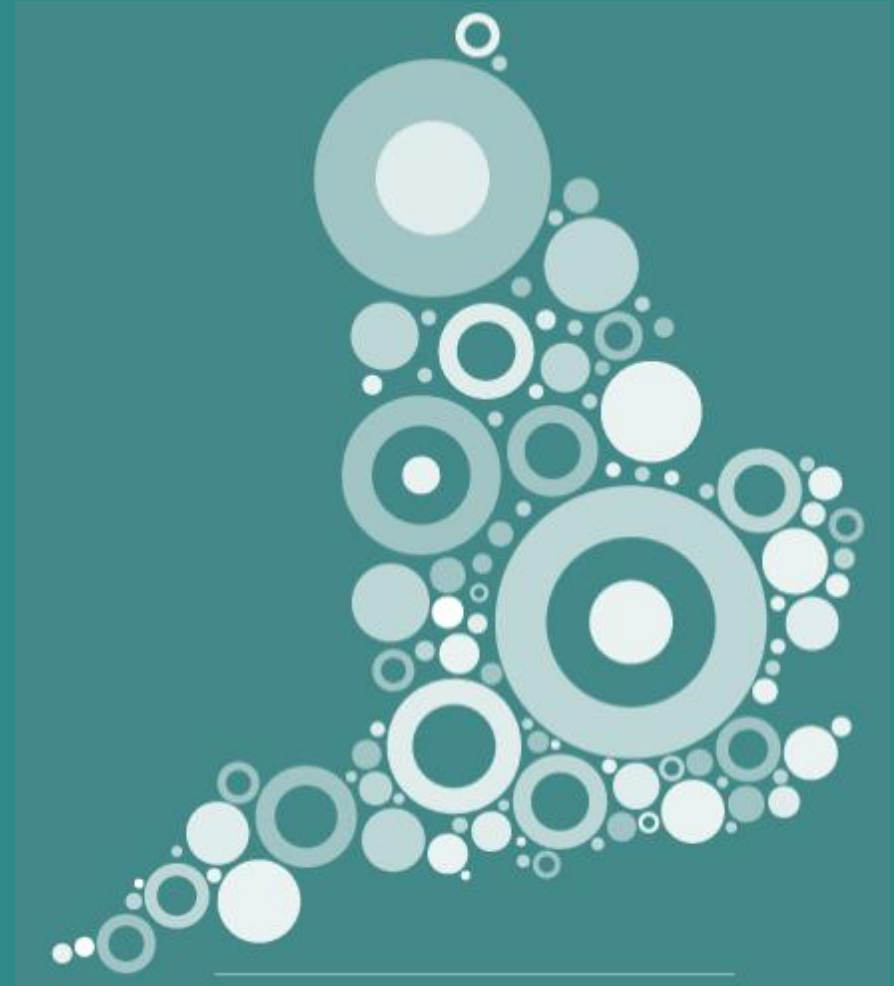


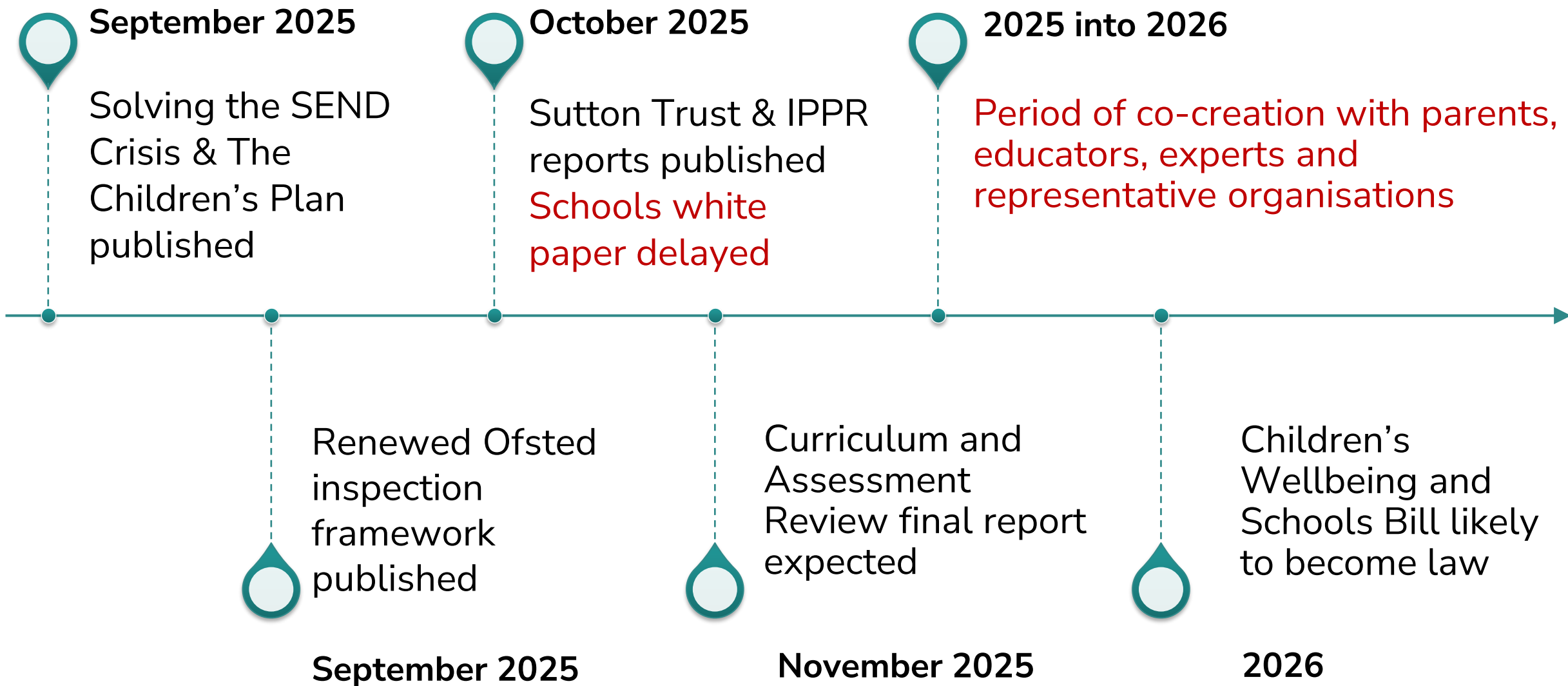
What's happening in Hertfordshire?



Our roundup of useful reading and resources

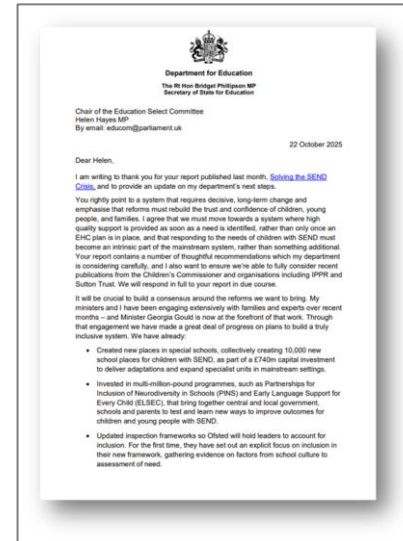
# NATIONAL NEWS – IN A NUTSHELL



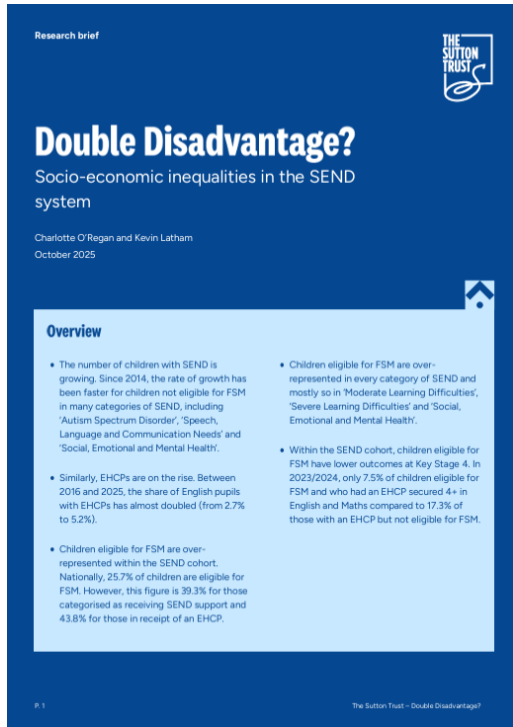
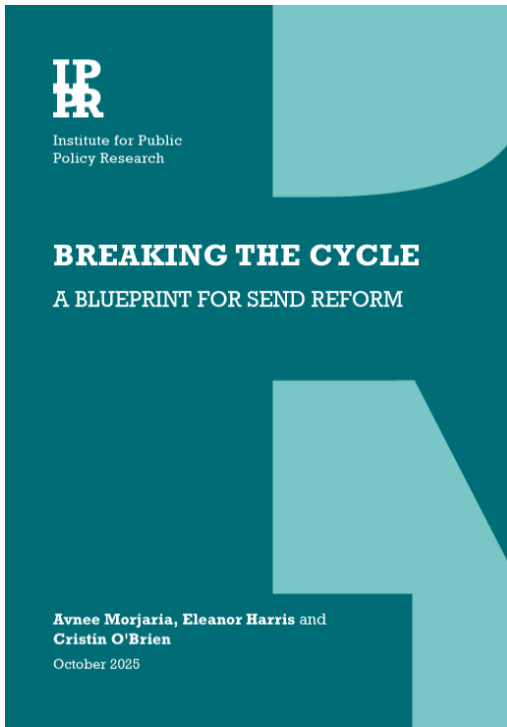
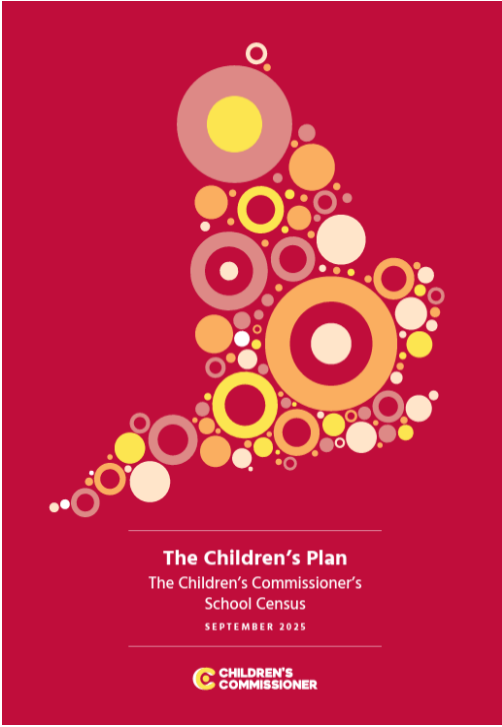
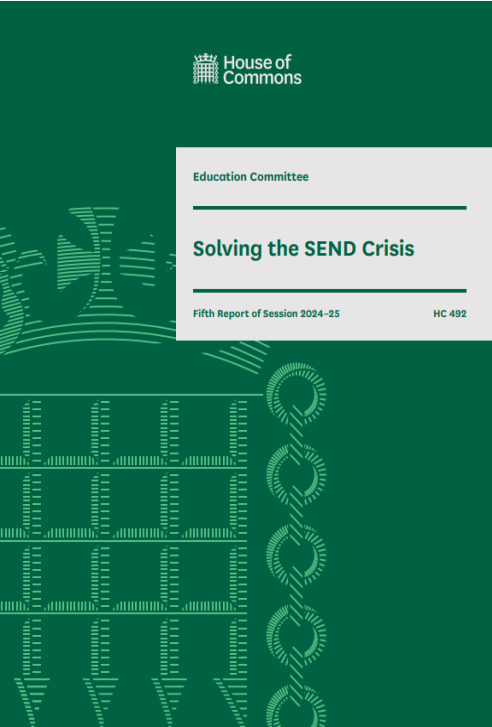


# SCHOOLS WHITE PAPER DELAYED

- Likely to be published 'early in the new year'
- More time to get the SEND reforms right



# TAKING THE TIME TO CONSIDER ...



# SHAPING SEND POLICY

Five principles underpinning the SEND reforms:

- 1. Early** – receive support as soon as possible
- 2. Local** – learn at a school close to their home, alongside their peers
- 3. Fair** – every school resourced to meet common and predictable needs
- 4. Effective** – reforms grounded in evidence
- 5. Shared** – working together to deliver better experiences and outcomes

# CURRICULUM & ASSESSMENT REVIEW

- Will set out how every child and young person, including those with SEND, receives a high-quality education supported by a curriculum that gives them the knowledge and skills they need to thrive and adapt in the future



# A RENEWED APPROACH TO INSPECTION

Ofsted  
raising standards  
improving lives

Guidance  
**School inspection operating guide for inspectors: for use from November 2025**  
Published 9 September 2025

Applies to England

Contents  
About this page  
Conduct

**!** For use on inspections from 10 November 2025.

Ofsted  
raising standards  
improving lives

Guidance  
**Inspection information for state-funded schools: for use from November 2025**  
Published 9 September 2025

Applies to England

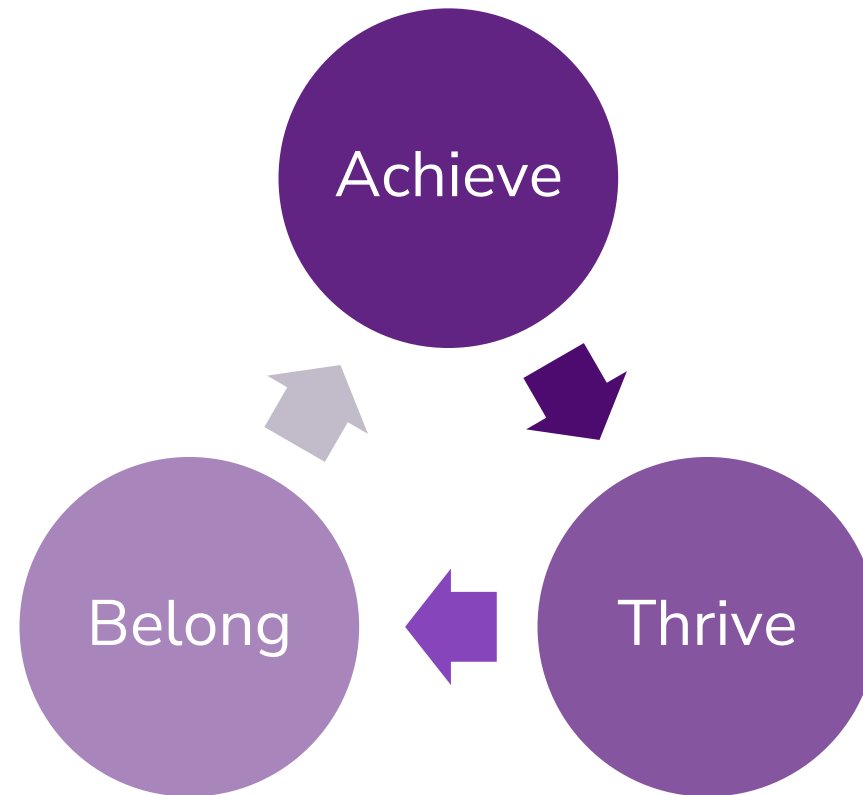
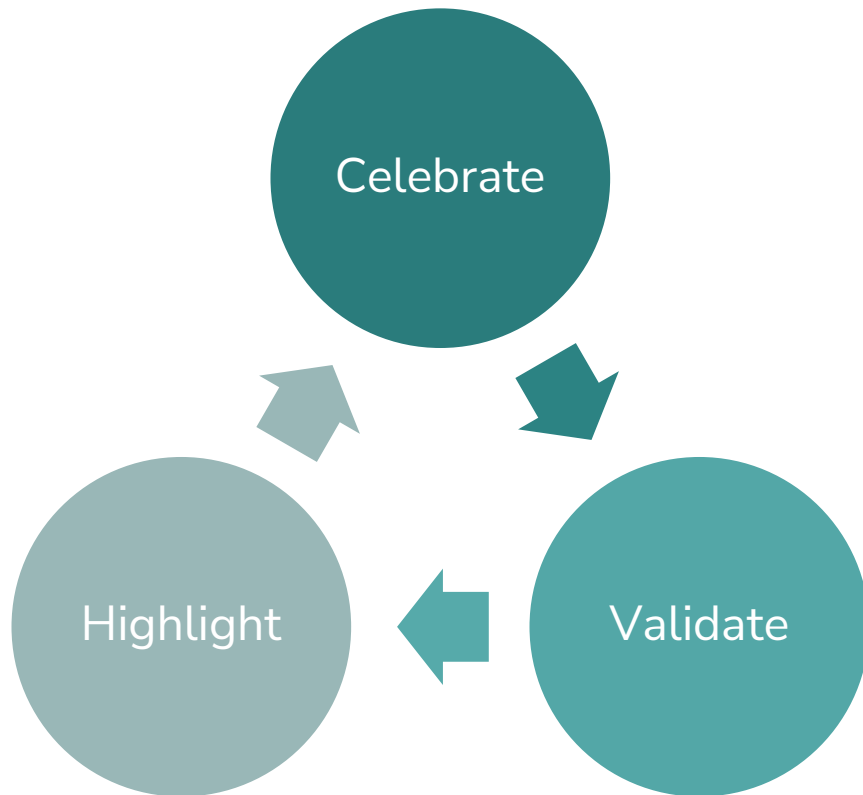
Ofsted  
raising standards  
improving lives

**State-funded school inspection toolkit**

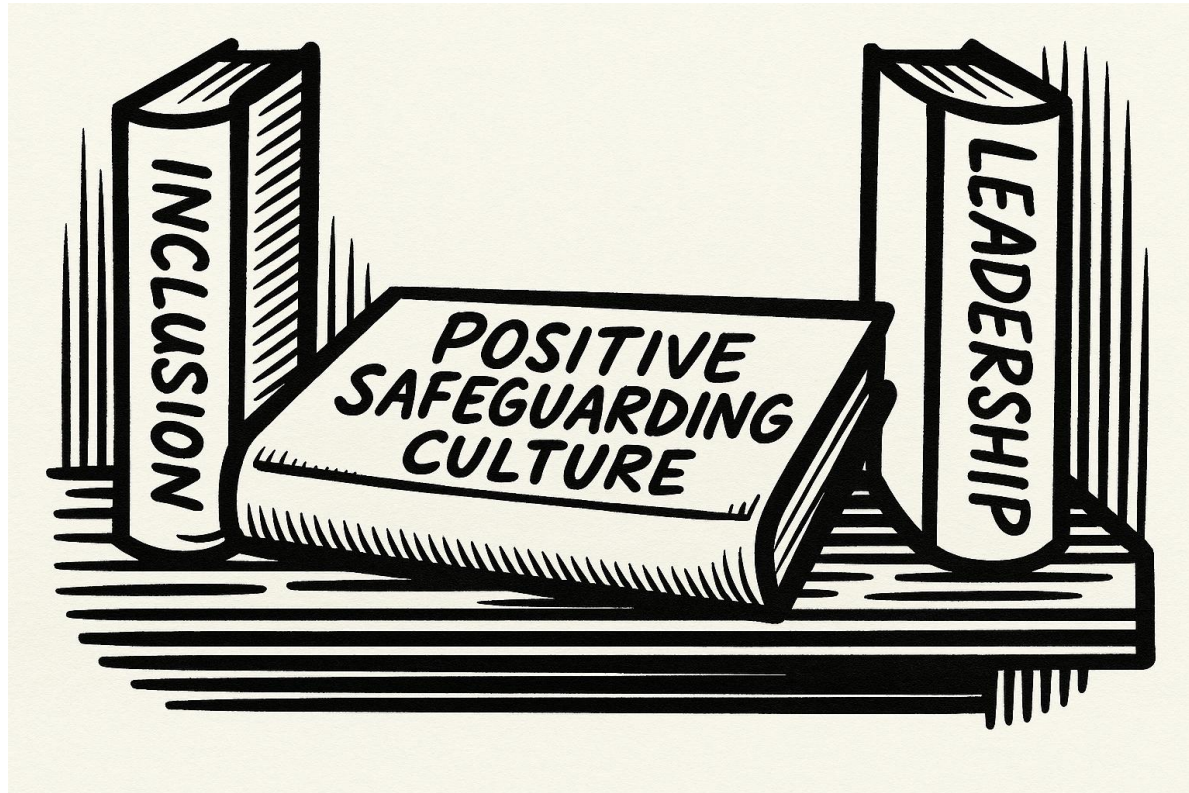
This toolkit sets out the areas that will be evaluated and graded on inspections of state-funded schools under sections 5 and 8 of the Education Act 2005. It can also be used by leaders to support self-evaluation and continuous improvement.



# KEY PRINCIPLE 1

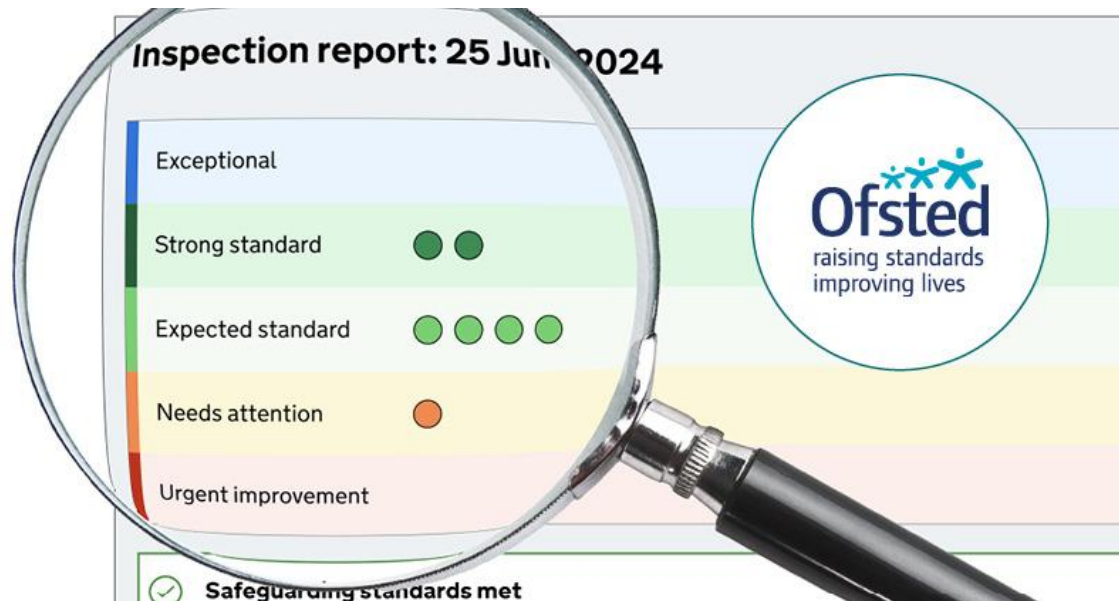


## KEY PRINCIPLE 2

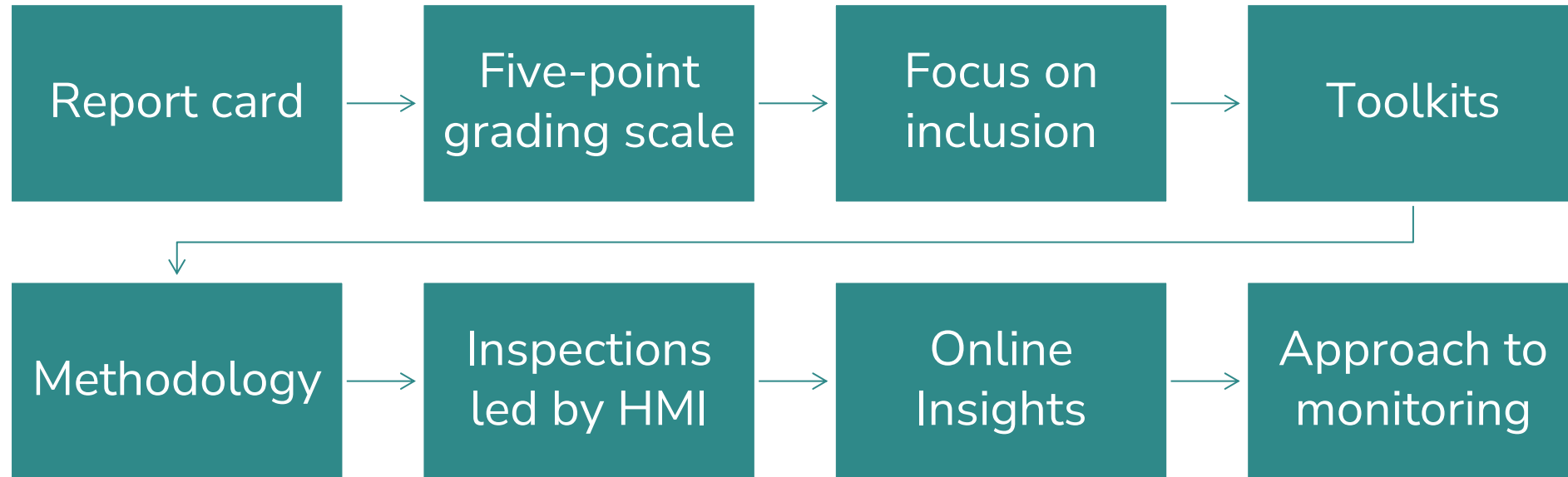


# KEY PRINCIPLE 3

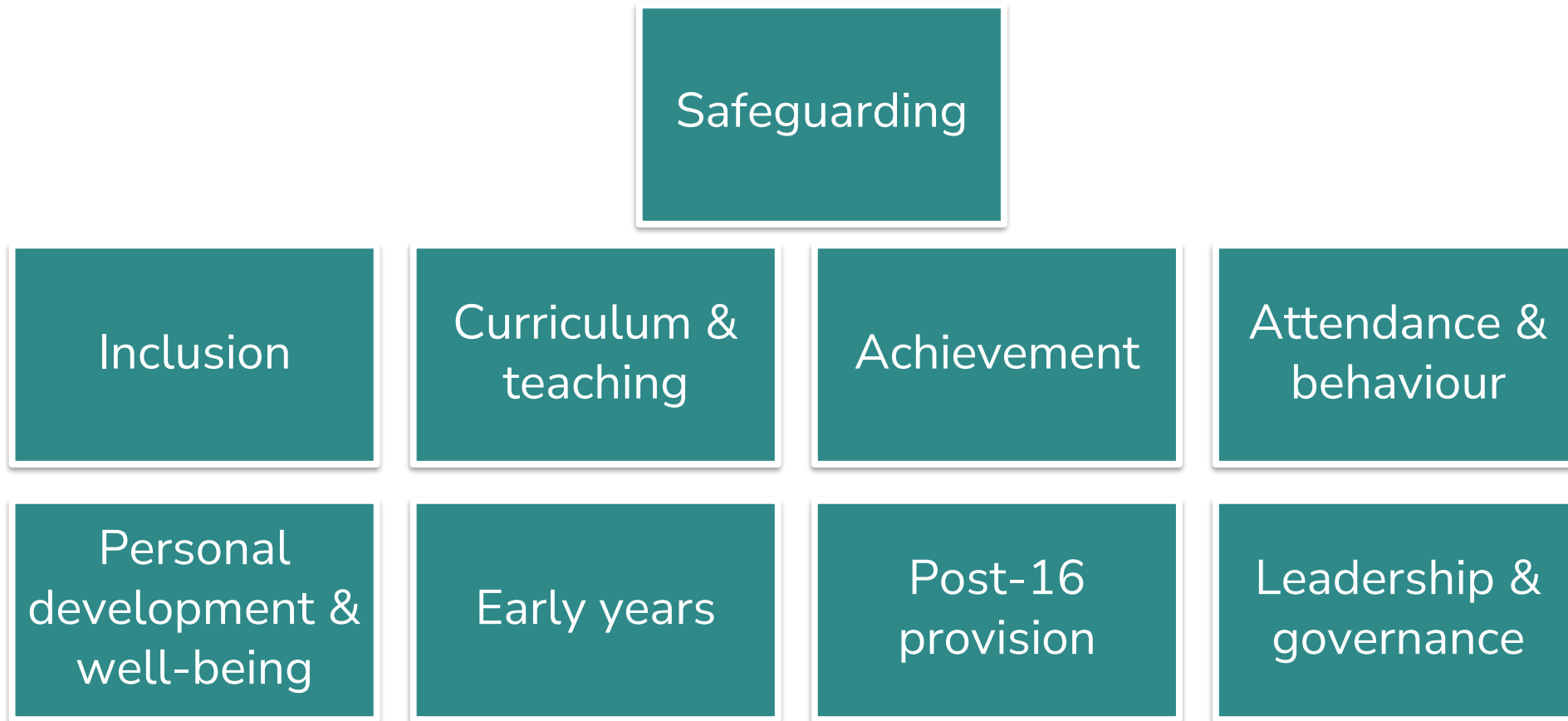
- The ‘expected standard’ is the starting point for planning the inspection activities.



# OFSTED KEY CHANGES



# THE EVALUATION AREAS



# ALL THE TIME AND EVERYWHERE



## State-funded school inspection toolkit

This toolkit sets out the areas that will be evaluated and graded on inspections of state-funded schools under sections 5 and 8 of the Education Act 2005. It can also be used by leaders to support self-evaluation and continuous improvement.

Updated: 9 September 2025

### Grading inclusion

Needs attention	Expected standard	Strong standard
<p>Inclusion is likely to be graded 'needs attention' when the 'expected standard' has not been met.</p> <p><b>This may include when one or more of the following applies:</b></p> <ul style="list-style-type: none"> <li>Leaders have only recently started to take appropriate action to identify and assess pupils' needs or reduce barriers to pupils' learning and/or well-being.</li> <li>Weaknesses or inconsistencies in practice have a negative impact on a particular group of pupils.</li> <li>Leaders' use of alternative provision has limited positive impact on pupils' learning and/or well-being.</li> </ul>	<p>Inclusion meets the 'expected standard' when all the following apply:</p> <p>Leaders identify pupils' needs quickly and accurately, including any emerging or changing needs. This includes the needs of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.</p> <p>Leaders have high expectations for these pupils. Typically, the support they provide (following specialist advice if needed) reduces barriers to their learning and/or well-being.</p> <p>Leaders take a graduated approach (as explained earlier), which means pupils' needs are generally met. Staff receive suitable training and support to implement this approach.</p> <p>Leaders have a secure understanding of these pupils' needs and the progress they make. They use appropriate evidence to inform their pupil premium strategy, including when selecting approaches to take. The strategy and approaches are generally understood and implemented by staff.</p>	<p>Inclusion meets the 'strong standard' when the 'expected standard' has been met and all the following apply:</p> <p>Leaders and staff establish strategies that consistently enhance the opportunities and experiences of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.</p> <p>Leaders and staff rigorously monitor the progress of these pupils and consistently ensure that any barriers to success are swiftly and effectively addressed. Strategies are systematically and skilfully adjusted as needed, so that they make a sustained difference to pupils' opportunities and experiences. Well-analysed, quantitative and qualitative data underpins leaders' decisions.</p> <p>Leaders ensure that the pupil premium strategy is implemented and monitored effectively, including through ongoing, high-quality training and support for staff.</p>



# A STRENGTHENED FOCUS ON INCLUSION

This evaluation area considers how leaders and staff identify and support:

- socioeconomically disadvantaged pupils (those eligible for the pupil premium)
- pupils with SEND; this means pupils receiving SEN support, and those with an EHCP
- pupils who are known (or previously known) to children's social care, such as children in need and looked-after children
- pupils who may face other barriers to their learning and/or well-being, which may include pupils who share a protected characteristic

# STRENGTHENED FOCUS ON INCLUSION

Inspectors focus on gathering evidence relating to the factors that statutory and non-statutory guidance, research and inspection evidence indicate contribute most strongly to inclusion. This includes:

- Speaking with leaders about how pupils' needs are identified and met.
- Using discussions and IDSR information to understand the school's context.
- Case sampling to evaluate how support works in practice
- Learning walks to evaluate inclusion in action
- Looking at lessons



# SEND... Ready for Ofsted?

Home › Shop Products › SEND... Ready for Ofsted?

Go to shop

Go to shopping basket

## About this course

This fully updated course gives SENCOs an opportunity to explore what Ofsted's Chief Inspector meant when he said: "If you get it right for the most disadvantaged and vulnerable - including those with SEND - you get it right for everyone" through careful consideration of their own school context. During this essential one-day course, participants will explore the new Education Inspection Framework and reflect on how SEND and inclusion are at the heart of the inspection toolkits and integral to the entire process. We will consider, in detail, how SENCOs can use their school's day-to-day monitoring and self-evaluation approaches to evidence secure inclusive practice

## Learning outcomes

Delegates will:

- be introduced to the new Education Inspection Framework and inspection toolkits and explore how the grading scale will be used throughout the evaluation areas in the new report card
- reflect on their setting's self-evaluation and monitoring processes and consider how information can be used to evidence the impact of day-to-day good practice on outcomes.

## Additional information

Not suitable for PVI's

PVI settings may find this course more useful: [Ready for Ofsted - a practitioner guide](#)

SENCOs wishing to attend this training may be eligible for a 15% discount if a member of staff has booked onto the [Using the Ofsted toolkits to prepare for your next inspection](#). To check if you are eligible or if you need assistance please email [training@hfleducation.org](mailto:training@hfleducation.org).

**Venue: Hertfordshire Development Centre, Stevenage**

Event Type:

Training: In-person



Price:	£196.00
VAT (20%)	£39.20

09:30 - 16:00 26/01/2026

0 +

09:30 - 16:00 27/04/2026

0 +

<b>Total:</b>	<b>£235.20</b>
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**UPDATED**

HFL




Department  
for Education

- Published July 2025
- Best Start Family Hubs
- Making inclusive practice standard practice in EYFS Reception
- Early identification of SEND
- Previews more detail in the schools white paper



# SPRING SCHOOL CENSUS 2026

 Menu Q

[Home](#)

## Complete the school census

From: [Department for Education](#)  
Published 30 July 2019  
Updated: 7 October 2025 - [See all updates](#)

Search this manual Q

Census date: Thursday 15 January 2026  
Return deadline date: Wednesday 11 February 2026





Guidance

# 2026 optional key stage 1 tests access arrangements guidance

Updated 13 October 2025

This guidance provides information about the access arrangements which schools can consider if they choose to administer the optional end of KS1 tests.



Guidance

# 2026 key stage 2 access arrangements guidance

Updated 13 October 2025

Pupils with specific needs may require additional arrangements so that they can take part in the KS2 tests. Headteachers and teachers must decide whether any of their pupils will need access arrangements before they administer the tests.



# Joint Council for Qualifications <sup>CIC</sup>



- Supervised rest breaks
- Evidence of normal way of working
- Evidence for 25% extra time
- Concentration difficulties
- Reading pen
- Coloured paper





Department  
for Education

# SEND UNITS & RESOURCED PROVISION NETWORKS

SEN unit/resourced provision for autism network - expression of interest form

Sign up are now closed for these networks for this academic year, but please fill in this form to express interest in participating next year. If spaces open up before this point we will let you know. Please direct any questions to [support.surpnetworks@education.gov.uk](mailto:support.surpnetworks@education.gov.uk)

When you submit this form, it will not automatically collect your details like name and email address unless you provide it yourself.

1. What is the name of your school?

Enter your answer

2. Does your school currently have a SEN unit/resourced provision, its own provision for autism (i.e. not LA commissioned), or are you considering setting one up?

We are considering setting up our own provision for autism

We currently have a SEN unit/resourced provision with an autism specialism

We are considering setting up a SEN unit/resourced provision with an autism specialism

We currently have our own provision for autism

3. Is your school a primary, secondary, post-16 college or all-through school?

Primary (including infant and junior schools)

Secondary

Post-16 college

All through

Other

4. If you would like to express interest in participating in a network for SEN units or resourced provisions with an autism specialism when more spaces are available, please share your email address below so that we can contact you with more details and invite you to the half-termly meetings. **NB: we will add you to the reserve list for the primary school or secondary school network based on your previous response. If you are an all through school, please specify if you would like to be on the reserve list for the primary school network, secondary school network, or both.**

Please enter an email

Submit

Never give out your password. [Report abuse](#)

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Privacy and cookies | Terms of use

Benefits of signing up include:

- collaborative problem-solving and action learning with experienced peers
- access to high-quality resources and sessions led by sector experts
- focused discussions on a range of relevant topics
- opportunity to connect with peers and build professional relationships

Please direct any questions to [support.SURPNETWORKS@education.gov.uk](mailto:support.SURPNETWORKS@education.gov.uk)

## Introducing our updated SEND pages: Explore our resources for supporting high-quality teaching for pupils with SEND

Explore our resources for supporting high-quality teaching for pupils with SEND

Two new webpages designed to support leaders using the SEN in Mainstream Schools guidance - bringing together practical resources for school leaders, including SENCOs, and teachers supporting pupils with SEND.

## Teaching and Learning Toolkit

An accessible summary of education evidence

[Watch the Toolkit explainer](#)[Read our guide to using the Toolkit](#)

Nine strands of the Teaching and Learning Toolkit, including **reading comprehension** have been updated. Alongside this, **eight further strands** have been updated to reflect the most recent research, making findings clear and actionable for schools.



## The EEF Guide to the Pupil Premium

Published 9 September, 2025

- The new and updated pupil premium guide includes updated information, case studies, and school leader videos, to support leaders to deploy their pupil premium strategy effectively
- Has links embedded within the document to DfE documents, including [Using pupil premium: guidance for school leaders \(March 2025\)](#)



## The EEF Guide to the Early Years Pupil Premium

Published 3 March, 2025

### What is included in this guide?



1. Introducing the balanced approach



2. Develop quality practice



3. Tailor personalised support



4. Lead, plan and sustain



5. Early Years Pupil Premium myth-busting



6. Resources and tools







# Hertfordshire County Council SEND Updates

SEND briefings autumn 2025



# HCC INCLUSION & SKILLS AND EDUCATION CONTACTS



**Hero Slinn**  
Director of Inclusion and Skills  
[Hero.Slinn@hertfordshire.gov.uk](mailto:Hero.Slinn@hertfordshire.gov.uk)

*We're focussed on championing and enabling our most vulnerable children to succeed in education. We're a leadership team making good progress towards a more defined and inclusive system for all.*

*The focus for the Education Team is to ensure all Hertfordshire children go to a great school where they are nurtured and supported to achieve their full potential.*



**Tony Fitzpatrick**  
Director of Education  
[Tony.Fitzpatrick@hertfordshire.gov.uk](mailto:Tony.Fitzpatrick@hertfordshire.gov.uk)



**Sally Glossop**  
County Lead for SEND Implementation and Statutory Assessment

[askSALI@hertfordshire.gov.uk](mailto:askSALI@hertfordshire.gov.uk)  
Call our Ask SALI advice line: 01438 843310

We support schools to meet the needs of their pupils with SEND as early as possible, and in the most appropriate way, through our Ask SALI advice line and SEND Implementation Officers. We also oversee the Education, Health and Care needs assessment process.



**Melany Flay and Naina Cowell**  
Principal Educational Psychologist and Strategic Leads

East Herts, Broxbourne, Welwyn and Hatfield:  
[EHBROX.ISLTEAM@hertfordshire.gov.uk](mailto:EHBROX.ISLTEAM@hertfordshire.gov.uk)

North Herts and Stevenage:  
[NHSTEV.ISLTEAM@hertfordshire.gov.uk](mailto:NHSTEV.ISLTEAM@hertfordshire.gov.uk)

St Albans and Dacorum:  
[STADAC.ISLTEAM@hertfordshire.gov.uk](mailto:STADAC.ISLTEAM@hertfordshire.gov.uk)

Watford, Three Rivers and Hertsmere:  
[WAT3RIV.ISLTEAM@hertfordshire.gov.uk](mailto:WAT3RIV.ISLTEAM@hertfordshire.gov.uk)

We provide psychological assessment for Education, Health and Care Needs assessments and other statutory work. We also deliver training and support for interventions, and will support schools following a crisis.



**Marietta Harrow**  
Head of Achievement (Virtual School)

[virtualschool@hertfordshire.gov.uk](mailto:virtualschool@hertfordshire.gov.uk)  
Call: 01992 556956

We promote the best educational outcomes for all Hertfordshire Children Looked After, Previously Looked After and in Kinship Care.



**Alistair Hines**  
Head of School Age Statutory SEND

[SchoolAgeStatutorySendEast@hertfordshire.gov.uk](mailto:SchoolAgeStatutorySendEast@hertfordshire.gov.uk)  
[SchoolAgeStatutorySendWest@hertfordshire.gov.uk](mailto:SchoolAgeStatutorySendWest@hertfordshire.gov.uk)

We oversee the majority of children with an Education, Health and Care Plan (EHCP) who are between NCY1 and NCY 11 – 14, who are in school. This involves overseeing annual reviews, co-ordinating phase transfers, and holding Keep in Touch meetings with schools.



**Peter Hosier**  
Head of Services for Young People

[sfyp@hertfordshire.gov.uk](mailto:sfyp@hertfordshire.gov.uk)  
Call: 0300 1237538

We "enable young people to succeed" by reengaging young people aged 16+ not in education, employment or training (NEET). We run youth work projects, support young people with EHCPs to move into further education, and provide a traded offer to schools for careers information, advice and guidance.



**Samantha Rostom**  
Head of Improvement and Transformation

[Samantha.Rostom@hertfordshire.gov.uk](mailto:Samantha.Rostom@hertfordshire.gov.uk)

We lead the development and delivery of strategic planning, improvement and transformation programmes and projects across the directorate. The service also develop and manage the Local Offer website content, lead the Voices of Hertfordshire programme, provide the data and insight functions to support improvement and coordinate the SEND Local Area Partnership improvement agenda.



**Fiona Nnanyere**  
Head of SEND Provision

[sendstrategy@hertfordshire.gov.uk](mailto:sendstrategy@hertfordshire.gov.uk)

Ensuring the sufficiency of specialist provision within Hertfordshire, by overseeing the planning, development, and implementation of strategies and additional specialist provision to meet the diverse needs of children and young people with the most significant special educational needs and disabilities (SEND) across the county.



**Glenda Hardy**  
Head of Admissions and Transport  
[Glenda.Hardy@hertfordshire.gov.uk](mailto:Glenda.Hardy@hertfordshire.gov.uk)

We look after In Year Admission, Primary and Secondary Transfers Admissions, Home to School Transport and SENDIASS.



**Kate Leahy**  
Head of School Planning  
[Kate.Leahy@hertfordshire.gov.uk](mailto:Kate.Leahy@hertfordshire.gov.uk)

We plan and commission new school places, planning for capacity and producing pupil place forecasts.



**Tania Rawle**  
Head of Standards and Accountability  
[Tania.Rawle@hertfordshire.gov.uk](mailto:Tania.Rawle@hertfordshire.gov.uk)

Our service has three main functions: oversight of countywide standards and performance in schools; support, challenge and intervention for schools; and schools strategic financial management.



**Richard Woodard**  
Head of Access to Education and Alternative Provision Services  
[Richard.Woodard@hertfordshire.gov.uk](mailto:Richard.Woodard@hertfordshire.gov.uk)

We have four teams who fulfil statutory duties and work directly with children, families and their schools to improve pupils' participation in education. These are: Statutory School Attendance Team; Access Team; Statutory School Exclusion Team; and Interim Provision EHCP Team.



**Patricia Walker**  
County Lead for SEND Specialist Advice and Support Service

[Patricia.Walker@hertfordshire.gov.uk](mailto:Patricia.Walker@hertfordshire.gov.uk)  
SEND SAS is made up of teachers and support staff who work with schools when pupils need extra support for their learning. They cover a range of needs.



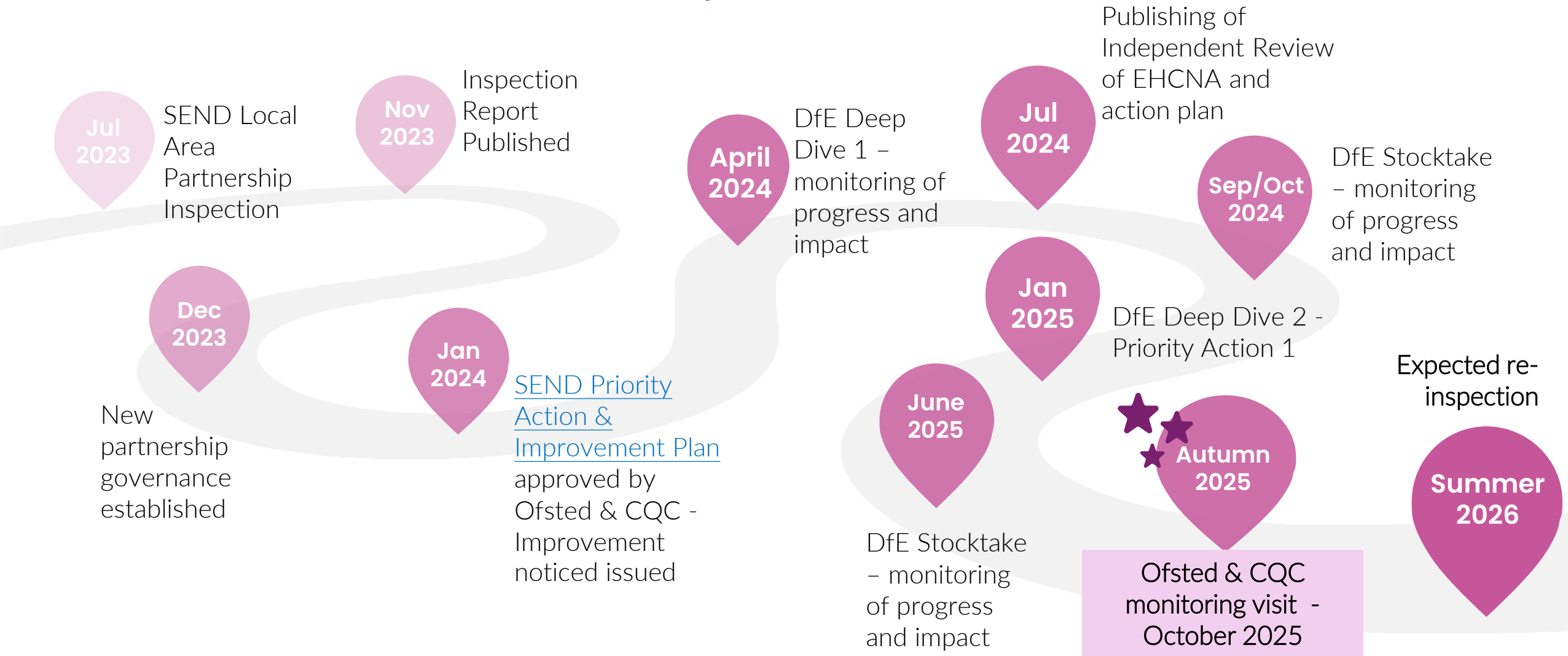
**Sue Sheffield**  
DSPL Strategic Lead  
[Sue.Sheffield@hertfordshire.gov.uk](mailto:Sue.Sheffield@hertfordshire.gov.uk)

There are nine DSPL areas, which provide the right SEND support for their locality, according to needs in the area. DSPLs provide support to schools and families.



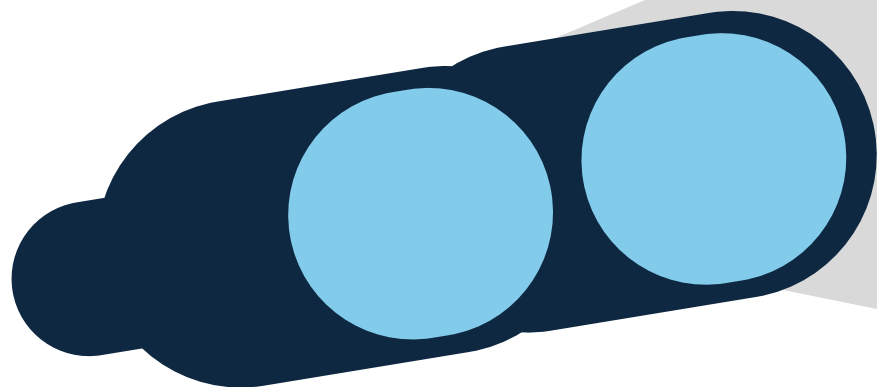
# Hertfordshire's Local Area SEND Improvement Programme

## Our Improvement Timeline



# Ofsted and CQC Monitoring Inspection – October 2025

“The purpose of the monitoring inspection is to assess the extent to which the local area partnership is taking effective action to address the Areas for Priority Action set out in the inspection report”.



[Area SEND inspections: framework and handbook - GOV.UK](#)



## Priority Action 1

Leaders should act with urgency to accelerate their data dashboard work so that they have a shared, accurate understanding of the exact provision for SEND in Hertfordshire, and of its quality, so that they can target coherent activity where it is needed most



## Priority Action 2

Leaders should work more collaboratively and in partnership across all of SEND provision, with secure governance and quality assurance arrangements in place, and with a particular urgent focus on addressing the areas leaders have identified in their strategy for SEND

We will receive the formal outcome 30 days following inspection.

A huge **THANK YOU** from the Partnership for those involved in the inspection, as well as to all of you for the role you play in improving outcomes for children and young people with SEND.

# SEND Summit:

The new administration of the Council have made SEND one of their top priorities, and in their first 100 days they committed to hosting a SEND Summit.

## Objectives:

### **1. Signalling a refreshed approach to working in partnership**

Bring together key stakeholders and new political leaders to spark a 'cultural reset' for the SEND system

### **2. Meaningful engagement to inform new SEND strategy**

Recognising that despite engagement activity there are still too many people that don't feel engaged and involved. It will focus on listening and understanding the challenges faced by partners and parents, while setting a shared direction for improvement and a clear recognition of the need for shared system-wide responsibility.

### **3. Sharing progress whilst recognising there is much more to do**

Alongside recognising the need for change and current and emerging work, the event will generate fresh ideas and momentum for long-term progress, as part of developing and refining the SEND Strategy 2026-2029.

# Hertfordshire SEND Summit – Summer of Listening

A focus on a ‘Summer of Listening’, enabling a wide range of voices to be heard. Feedback gathered helped to shape the agenda for the SEND Summit and contributed to development of the SEND Strategy.

- County Councillors and Officers spent over 10 hours meeting over 130 parent carers and professionals at community events.
- Over 800 responses to surveys
- The Local Offer Team attended 23 community events and engaged with 77 people
- Key themes identified and used to shape agenda for the SEND summit.
- **Over 1000 voices were heard across July – August 2025.**

## Key Themes:

1. Accessing the right learning environment
2. Ensuring timely and effective EHCP delivery
3. Enhancing communication and collaboration
4. Building workforce capacity in education, health and care services
5. Improving equitable access to health services across the county
6. Strengthening transitions and post-16 support



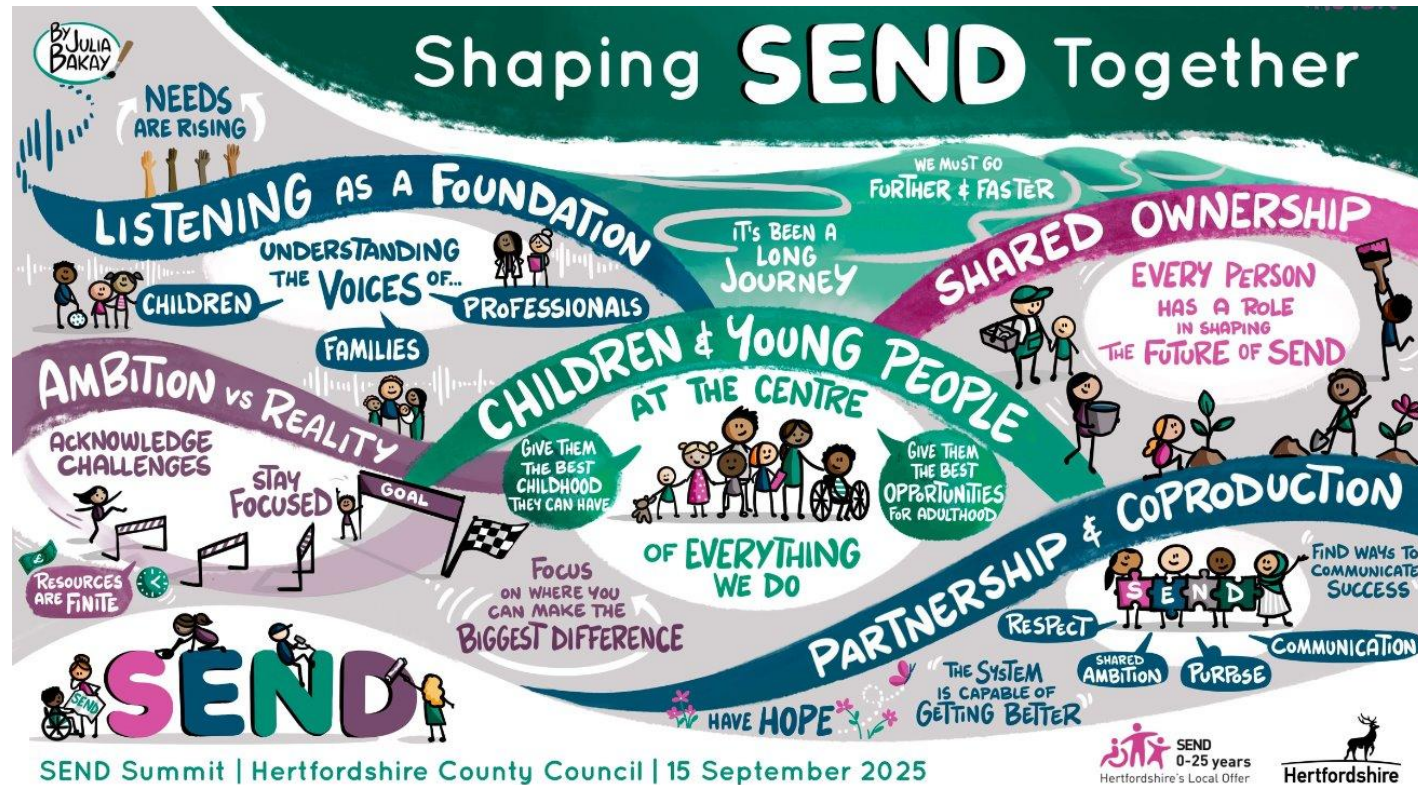
**Join a county councillor  
at a SEND listening event**

- **Friday 11 July**, 9-10.30am, **Hobbs Hill Wood School**, Peascroft Road, Hemel Hempstead, HP3 8ER
- **Tuesday 15 July**, 1.15-2.45pm, **Amwell View School**, Station Road, Stansted Abbots, Ware, SG12 8EH
- **Wednesday 16 July**, 9.30-11am, **South Oxhey Young People's Centre**, Gosforth Lane, Watford, WD19 7AX
- **Thursday 17 July**, 9.30-11am, **The Icknield Centre**, Icknield Way, Letchworth Garden City, SG6 1EF
- **Thursday 17 July**, 1-2.30pm, **Breaks Manor Youth Centre**, Link Drive, Hatfield, AL10 8TP



# Hertfordshire SEND Summit – 15<sup>th</sup> September 2025

- Attended by **124** in person.
- Over **100** joined us live online.
- [Recordings](#) made available for all keynote speeches and Q&A session.
- Afternoon workshops shaped around themes identified as part of the pre-Summit listening activity.



Supporting pupils with SEND in schools and settings

Working together – improving communication between services and families/settings

Helping children and families get support for SEND at an earlier stage

Transitions (moving between phases)

Invisible disabilities – led by our Experts by Experience

# Shaping SEND Together

## Summit headlines

- Parents, young people and professionals alike, valued being heard.
- Reaffirmed the partnership's understanding of the key challenges and priorities for focus.
- Outputs from workshops will be taken forward into the new SEND Strategy.
- The learning will inform how we can continue to listen and engage with families and professionals.

# SEND Strategy:

Has been developed based on feedback gathered through our listening activity, alongside all the other ways we hear from people about what our priorities should be. We have also completed an analysis of progress against our current strategy and priority action and improvement plan. The SEND Strategy 2026-2029 will be underpinned by a Continuous Improvement Plan.



# SEND Strategy – Next Steps

Currently going through internal governance structure.

Will be made **publicly available prior to Education, SEND & Inclusion Cabinet Panel on November 6th** where we seek approval to consult on a new SEND Strategy.

**A 12-week public consultation will begin on 14<sup>th</sup> November.** We will use a range of ways to gather feedback – surveys; community events; through our Voices of Hertfordshire Model to gather the children and young people's views. The Strategy will be made in an easy-read version for accessibility purposes so that everyone can have their say.

We will be asking:

- Do the six ambitions reflect what matters most to children and young people with SEND and their families?
- Are there any parts of the strategy you feel are missing, unclear, or need strengthening?
- What part of the strategy gives you the most hope or confidence that things will improve for children and young people with SEND in Hertfordshire?

Changes will be made based on feedback gathered February 2026 to be taken back to panel **March 2026.**

**New Strategy to launch April 2026.**

# Early Years Update

## Revised Eys Specialist Development Centre offer

The Early Years Specialist Development Centre (EYSDC) Offer is designed to support families of children aged **0–4 with complex Special Educational Needs and Disabilities (SEND)**. Delivered by the EYSDC Specialist Advisory Teachers (EYSDC SAT) and Early Years Specialist SEND practitioners (EYSSP) in our five SDC's across Hertfordshire.

### Aim:

- Develop communication skills using verbal, non-verbal, and alternative methods.
- Enhance social interaction through play and shared attention.
- Improve focus and attention using structured strategies.
- Support sensory and physical needs through inclusive activities.
- Empower parents, signpost to relevant services, collaborate with professionals.

#### Intervention Sessions: Class based

- Block of termly intervention sessions. Supported by Children's Therapy Services

#### Intervention Sessions: Home visits

- Block of termly home visits: Complex medical

#### Outreach (SDC)

- Half termly intensive support within EY settings

#### Family support sessions

- Termly family support sessions, in collaboration with Children's Therapy Services

Refer via the HCC  
[Service Request form-](#)  
EYS SEND Team



**EARLY YEARS SERVICE**  
Best Start Here

### Early Years Specialist Development Centre

**Specialist SEND Intervention support for children (0-4 years)**

We offer termly blocks of **targeted intervention sessions** across five Specialist Development Centres in Hertfordshire, designed to **support families of young children, with complex Special Educational Needs and Disabilities (SEND)**.

These **bespoke small group teaching sessions**, attended by both parent/carer and child, are delivered by **Specialist Advisory Teachers and Early Years Specialist SEND Practitioners**, in collaboration with **Children's Therapy Services (Speech and Language Therapy, Physiotherapy and Occupational Therapy)**. Each block is carefully designed to provide **specialist input, accurate assessments, practical strategies and tailored support** to help children make progress and achieve their individual outcomes.

Our aim is to **empower families and professionals** to confidently support each child's unique needs. Sessions foster a sense of **community** within class-based environments, while also building **strong links with other agencies** to ensure families are fully supported and prepared for their child's educational journey.

For families unable to attend centre-based sessions due to complex needs, we offer a block of **home visits**.

To refer a child, please complete a **Service Request Form** available on the **Hertfordshire SEND Local Offer website**

For more information contact the **Early Years SEND Advice Line**  
**01442 453920**  
(Weds 9-12:30, Thurs 1:30-4pm, Term time only)



# Specialist Development Centre: New Outreach Offer

Outreach support is designed to provide targeted, practical support for children with complex SEND needs in mainstream PVI's/Nurseries and Reception classes. **The emphasis will be on hands on teaching, modelling and embedding EHCP strategies and interventions throughout the child's day, supporting progress towards individual outcomes.** This approach also aims to build staff confidence and capacity by offering real-time, hands-on guidance tailored to the needs of both the child and the setting.

## Criteria?

- Have an EHCP levelled at Specialist+
- Agreed as appropriate for Specialist provision

## How long?

- 2 hours, once a week, half termly review (maximum 1 term)

## Where? When?

- Within the Early Years settings/school, roll out from October 2025

## By whom?

- EY SDC Specialist Advisory Teachers/ Eys Specialist Practitioners, Setting Staff

## How?

- No referral required- LA will allocate and make contact with settings.
- Delivered within a small group, through all interactions and child-initiated learning.



## Early Intervention:



If you're not sure, call **Ask Sali**  
**01438 843310**  
[asksali@hertfordshire.gov.uk](mailto:asksali@hertfordshire.gov.uk)

# Statutory School Age SEND Team Update

NEW

**Alistair Hines**

Head of School Age Statutory SEND Team

**Anthony Giles**

Service Manager School Age Stat  
SEND East

**Rupinder Ahluwalia**

Service Manager School Age Stat  
SEND West



**Reminder:**

We have extended the Phase Transfer Consultation deadline to **17<sup>th</sup> November.**

## School Planner 25-26

Guidance for schools, educational settings, professionals, parent carers, and young people aged 16 and over.

### Timescales

### What will happen at each stage

Within 6 weeks	A decision will be made on whether to proceed with an assessment
within 12 weeks	Once a decision is made, professionals, including EPs, are requested to provide advice within 6 weeks. This process cannot be delayed over the school holidays
Within 16 weeks	If a decision is made not to issue an EHCP, parent carers or the young person will be notified. Further information can be found on Hertfordshire Local Offer
Consultation period	If a decision is made to issue an EHCP, schools, parent carers or the young person will each be given 15 calendar days to provide responses. If a response is not received during this time, a decision must still be made. For example, this may be about where a child will go to school.
Within 20 weeks	The whole EHCNA process is completed. This process does not stop during school holidays

The timeframe for the EHCNA process is set out in the Government's [SEND code of practice: 0 to 25 years - GOV.UK](#).

While a request for an EHCNA can be made at any time, it is important to consider the date you make the request as this can have an impact, including:

- Schools, parent carers and young people may not be available for meetings
- Professionals (including Educational Psychologists) may not be able to observe and assess the child or young person in school or talk to school staff
- Schools, parent carers and young people may not receive correspondence. This could result in decisions being made without hearing their views. For example, a school may be named in an Education, Health and Care Plan (EHCP) without having the opportunity to be consulted.
- There may not be time to provide transition planning and support if a change of school is required.

The timing of requests is particularly important for pupils in phase transition years and for those who may move to a different school or setting. Requests should be made by the end of the autumn term in the year of transition for an EHCP to be finalised and allow transition support to take place. Hertfordshire's [Ordinarily-Available-Provision-guidance](#) helps early years settings, schools, and colleges strengthen inclusive support for all children, including those with SEND. It offers practical examples of everyday adaptations and reasonable adjustments.

## School Planner 25-26

## Guidance for schools, educational settings, professionals, parent carers, and young people aged 16 and over.

The calendar is designed to help you consider the impacts of when you request an EHCNA. To allow Hertfordshire County Council to provide the best possible assessment and outcomes the timing of a request is crucial. Potential impacts of making a request in April 2026 for example is that consultations are likely to be sent to schools over the summer holidays. If a request is made in June or July, the six-week assessment period will take place during school summer holidays which means professionals (including EPs) will be unable to visit pupils in school settings. We encourage parent carers and young people to collaborate with their school when submitting a request. Further information about EHCNA can be found on Hertfordshire's Local Offer.

Sep 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Oct 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Nov 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Dec 2025						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Jan 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Feb 2026						
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1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

## School Planner 25-26

Guidance for schools, educational settings, professionals, parent carers, and young people aged 16 and over.

Mar 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Apr 2026						
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
S	M	T	W	T	F	S
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Jun 2026						
S	M	T	W	T	F	S
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14	15	16	17	18	19	20
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28	29	30				

Jul 2026						
S	M	T	W	T	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Aug 2026						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

- Professionals (including Educational Psychologists, EPs) may not be able to observe and assess the child or young person in school or talk to school staff.
- Impact on consultation for school placement. For example, a consultation is likely to be sent during the school holidays
- No impact

# SEND SAS: SLCA Team

- Shorter reports launched, with a focus on carrying out review visits, enabling the team to spend more time in schools providing support and providing updated advice to ensure that strategies are effective.
- Demand for ADHD training is high, and we currently have a waiting list, but have increased capacity to deliver this.
- The newly developed ADHD and Girls workshop launches in January 2026.
- Working to provide improved support for children with needs related to SLCA who are CME in order to support their return to school.
- Improving links with Services for Young People, Step 2 and other services
- PINS project is in its second year and is supporting more schools in developing their inclusive practice

# Hertfordshire Autism Training

## Level 1

### Introduction to Autism eLearning

[Autism elearning form \(hertfordshire.gov.uk\)](https://www.hertfordshire.gov.uk)



## Level 2

### Autism in Schools

*Primary*

1 day training

### Autism in Schools

*Secondary*

1 day training

### Autism in

**P16**

1 day training

### Workshops A:

*Autism & Anxiety*

*Autism & Girls*

*Autism & Sensory*

*Autism & Pupil Voice*

*Autism & Brick Skills*

## Level 3

### Level 3 Award

*Supporting Autistic Learners*



### Workshops B:

*Autism, Puberty & Vulnerability*

*Autism & Demand Avoidance*

*Autism & Understanding Behaviour*

*Autism & EBNA*

*Social Stories*

### Autism 'Lite Bites'

30-minute session on:

*Structured Teaching*

*Sensory Circuits*

*Intensive Interaction*

*Anticipation & People Games*

SLCA

Speech,  
Language,  
Communication  
& Autism

## *Supporting Autistic Children and Young People*

An exciting opportunity for those working with autistic children and young people in our Hertfordshire nurseries, schools and colleges to undertake a qualification in autism which builds on the knowledge and skills gained through other elements of the Hertfordshire Autism Training.

The course is supported and facilitated by Hertfordshire's very own Autism and SLCN Specialist Advisory Teachers through monthly online sessions who will support you through each step.

Register your interest for our next cohort by following the link below:

[Level 3 Award in Supporting Children & Young People with Autism — Eastern Partnership UK \(SEND\)](#)

Or for more information contact [charley.crowe@hertfordshire.gov.uk](mailto:charley.crowe@hertfordshire.gov.uk)



# SEND SAS: Sensory and PNI Teams

**Mainstream Inclusion**

**Supporting children at Targeted Plus and Specialist levels through bespoke casework**

**Partnership working with health and social care**

# SEND SAS: Cognition & Learning Team Traded Offer

- Training to upskill schools with assessment and interventions to support children with persistent literacy and numeracy difficulties
- Collaborative working with Statutory Exclusions Team as part of early intervention to support children with SEMH and C&L needs
- Supporting CME through direct teaching in homes / venues

## **New courses under development including:**

- Development of Secondary Age Reading Intervention (SARI) for planned Spring 2026 rollout
- Whole school to support inclusive practice for children with persistent literacy and numeracy difficulties

# Voices of Hertfordshire Update:



New Participation Lead  
– **Sam Franklin**

[sam.franklin@hertfordshire.gov.uk](mailto:sam.franklin@hertfordshire.gov.uk)

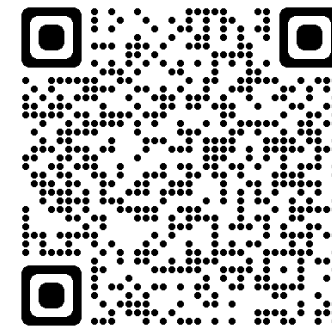


Experts by Experience led a workshop on Hidden Disabilities at the SEND Summit.

They challenged assumptions, ran thought provoking activities and all in the room committed to action.



# SENCO online feedback group



Quick and easy ways to influence decision making and improvements in SEND

## *What will I be signing up to?*

We send you emails every so often requesting your help/advice through different methods. It's all **optional** – do as little or as much as you want, no pressure.

Activities we send include:

- short surveys and online activities (5 – 10 mins)
- invitations to online focus groups and workshops
- invitations to meetings or working groups with SEND services (health, social care etc)
- invitations for 1-1 chats to help us understand the challenges of your role

## *How will it benefit me and my school?*

- Influence decision-making in the council and shape SEND services
- Hear from and discuss topics with SENCOs from different settings and different parts of the county
- We use the shared learning to make improvements to how we communicate with you and work in partnership with you to support pupils

\*\*You can unsubscribe from the group at any time.

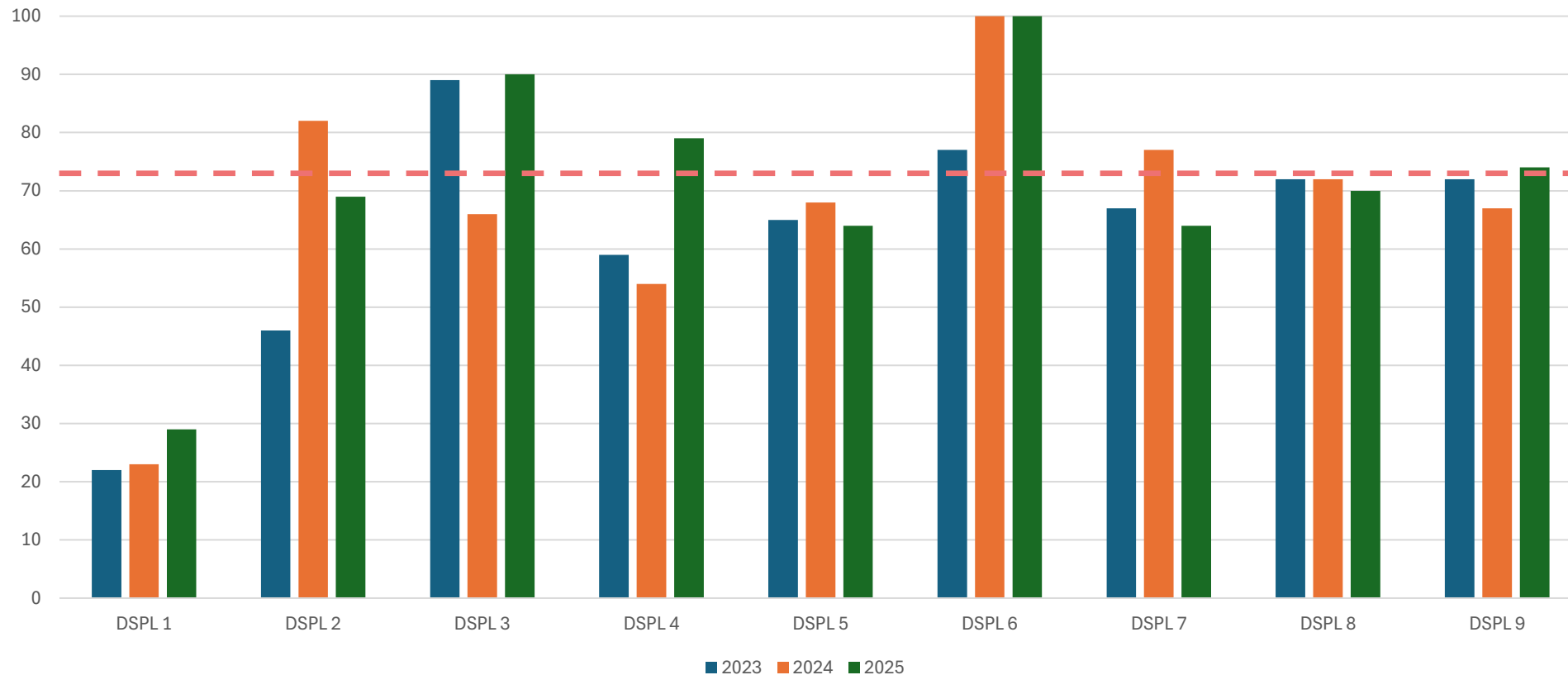
178 SENCOs are already members!

[Sign up to the SENCO online feedback group](#)

# SEND BENCHMARK & PLANNING TOOL 2025 IS OUR BEST YEAR YET!



# LEVEL OF ENGAGEMENT BY DSPL AREA



# 2025 OVERALL STRENGTHS



Working proactively and collaboratively with professionals from education, health and social care to improve provision for learners with SEND (99%).



Including learners with SEND and their families in the life of the school, including extra-curricular activities (99%).



Understanding the heightened risk for learners with SEND and using this knowledge to effectively safeguard children (98%)



Actively engaging parents during the identification of SEN process (98%)

# 2025 OVERALL AREAS FOR DEVELOPMENT



Provision mapping and management processes (78%)



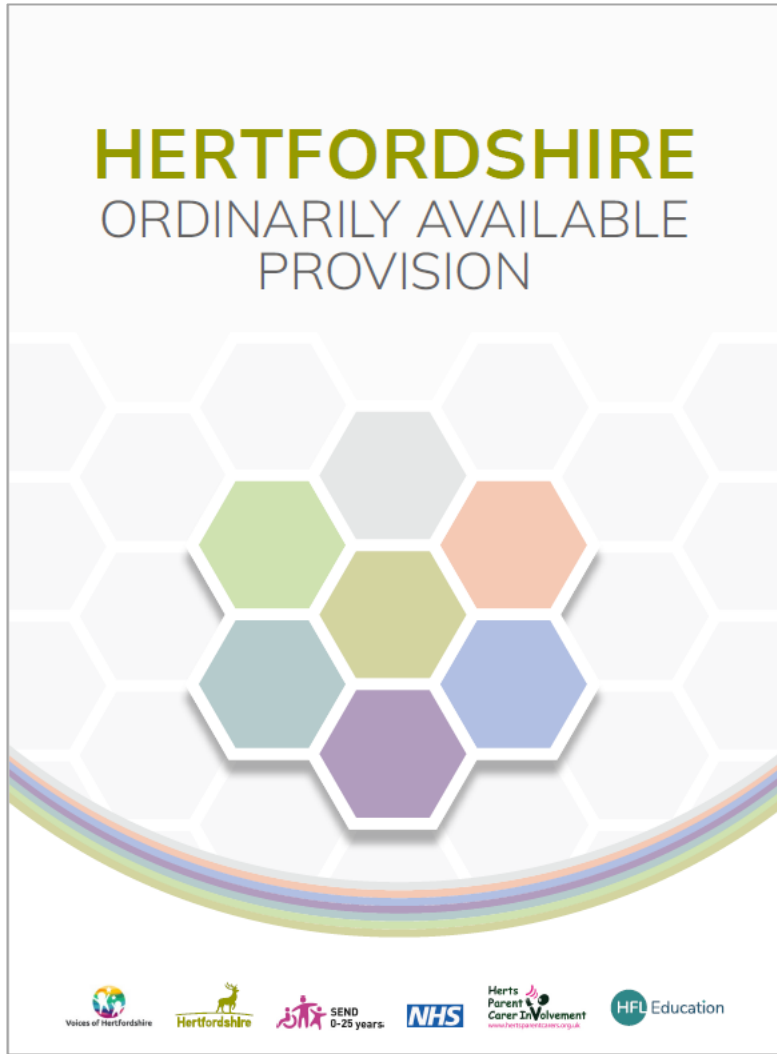
Provision mapping and management processes (81%)



Exploring and capturing the level of parental confidence in the school's SEN provision (82%)



Professional development for staff working with children with SEND (10) (85%)



# CONTENTS

## INTRODUCTION:

- Page 1 What is ordinarily available provision?
- Page 2 The Hertfordshire context
- Page 4 Principles and statutory requirements

## SECTION 1:

- Page 6 Providing high quality provision
- Page 8 Improving outcomes
- Page 10 Communicating with parent/carers and children and young people
- Page 11 Managing resources
- Page 12 Collaborating with others

## SECTION 2:

- Page 14 Cognition and learning
- Page 16 Communication and interaction
- Page 18 Social, emotional, and mental health
- Page 20 Sensory and/or physical



Hertfordshire Ordinarily Available Provision, September 2025



# WHAT IS IT?

## Level 1: Ordinarily Available Provision

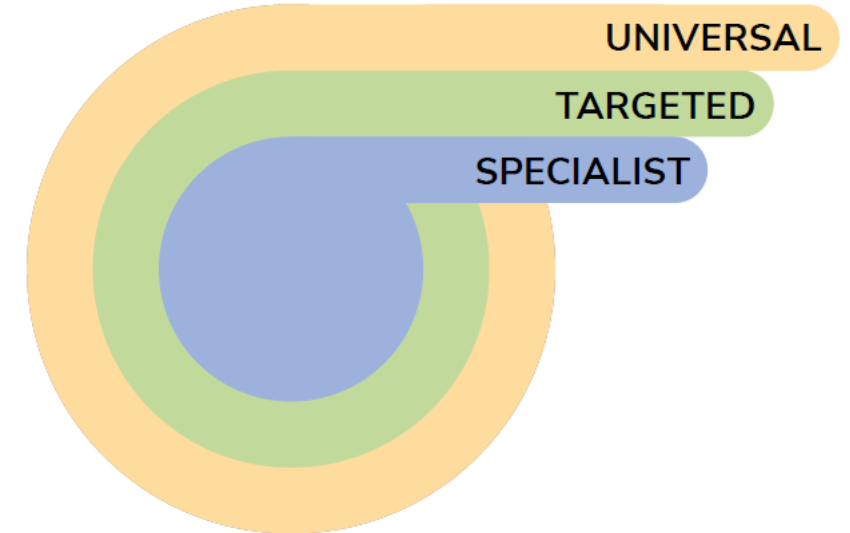
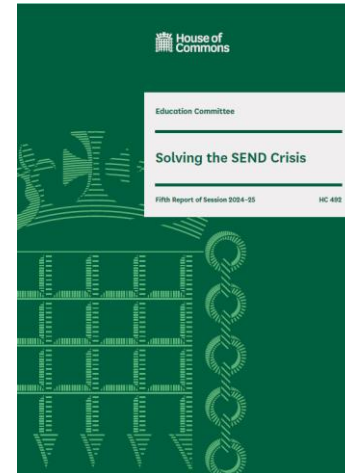
Ordinarily available provision refers to the inclusive, high-quality teaching and everyday adjustments that all schools and settings are expected to provide for all pupils, including those with mild or emerging SEND. This is provided by class teachers and teaching assistants and does not require any formal identification of SEND.

## Level 2: SEN support

SEN support is for children who need additional help beyond ordinarily available provision. This includes more targeted interventions and individualised support. Delivery of SEN support often involves the school’s SENCO and can involve external specialists such as speech and language therapists and educational psychologists.

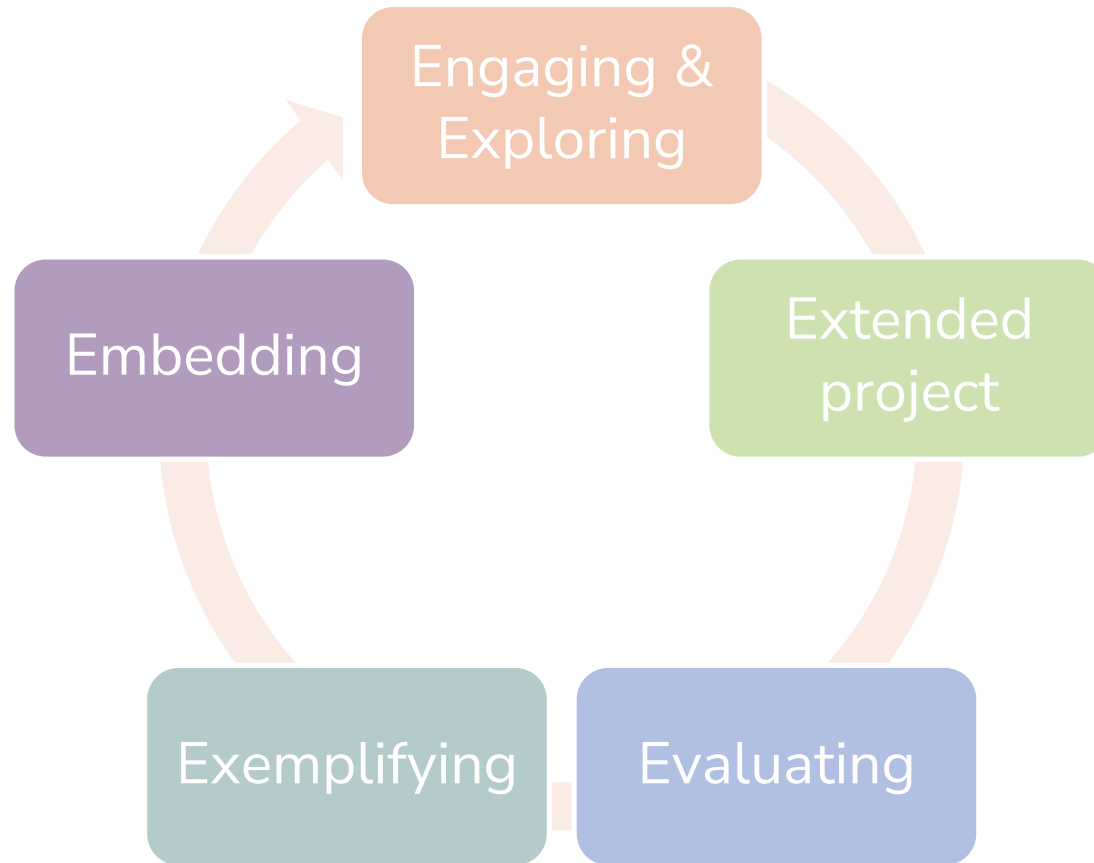
## Level 3: EHC plan

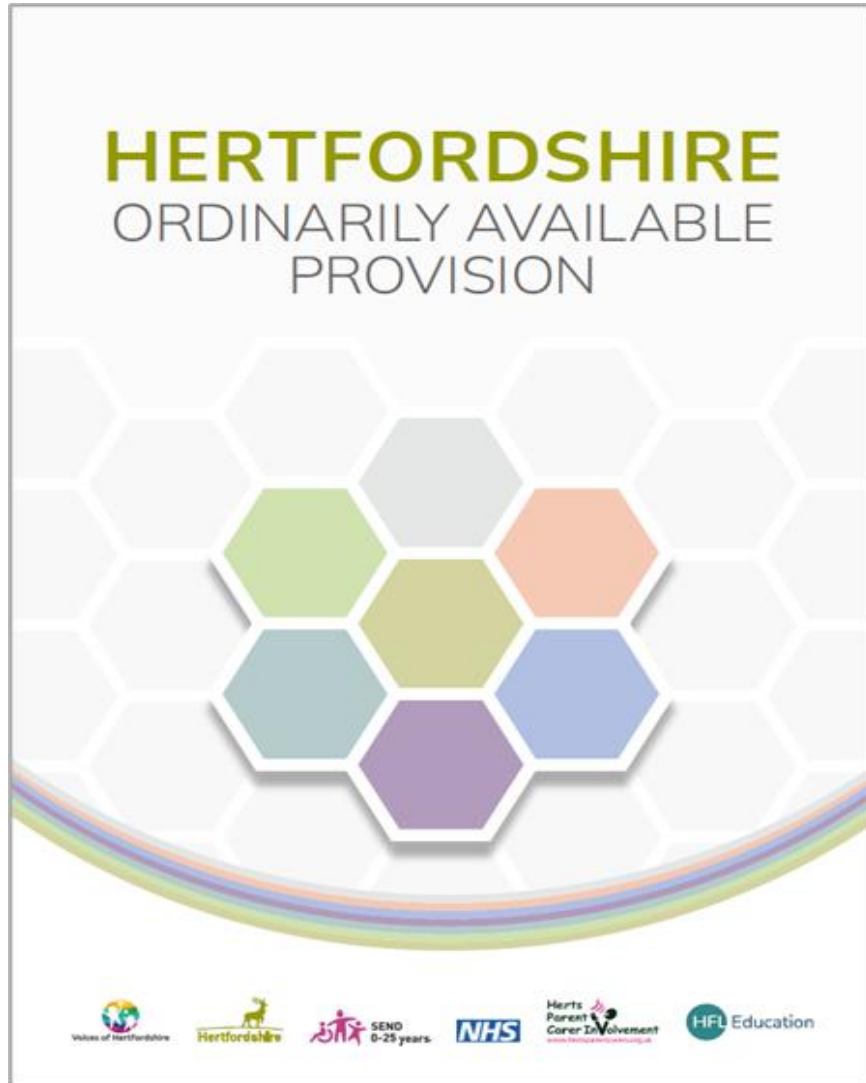
An EHC plan is a legal document issued by the local authority for children and young people (aged 0–25) with complex and long-term needs that cannot be met through SEN Support alone. The local authority coordinates the plan, with input from professionals, the setting, the family, and the child or young person. The purpose of the plan is to ensure coordinated, legally enforceable support across education, health, and care services.





# IMPLEMENTATION PLAN 2025-26





Please share this slide so everyone can download their own copy of the September 2025 guidance from [The Grid](#)



# THE ORDINARILY AVAILABLE PROVISION INITIATIVE: PART 2

**Aim:** to explore how the strategies, approaches to teaching, and adaptations to the learning environment described in the Ordinarily Available Provision guidance can be implemented effectively

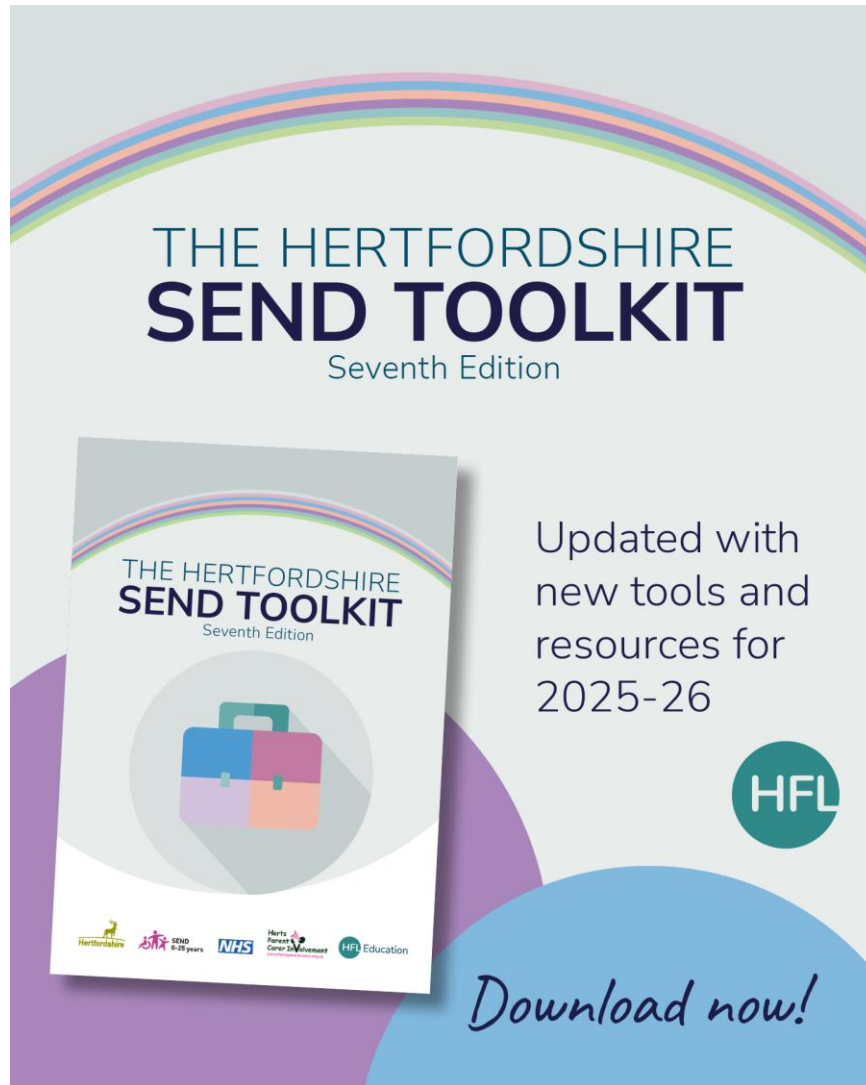
**Delivery:** spring/summer 2026

**Online/in-person:** extended programme details tbc

**Audience:** senior leaders/SENCOs/subject leaders

**Cost:** fully funded through HCC contract





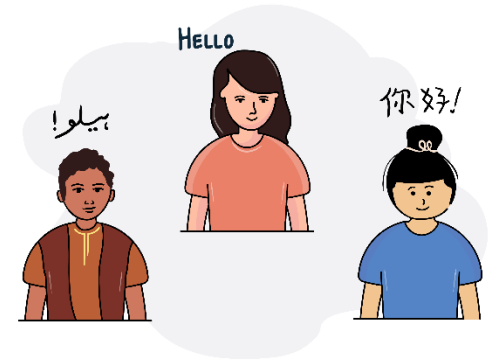
‘In a time where inclusion, equity, and skills development are more important than ever.

This is a vital resource for every school across Hertfordshire.’

Tony Fitzpatrick, Director of Education  
Hero Slinn, Director of Inclusion and Skills

**UPDATED**





HFL Education is a Licensed Practitioner for The Bell Foundation.

We can offer you:

- EAL provision: whole school evaluation
- INSET and staff meetings for your school
- Online live training events – just £39 per person before VAT

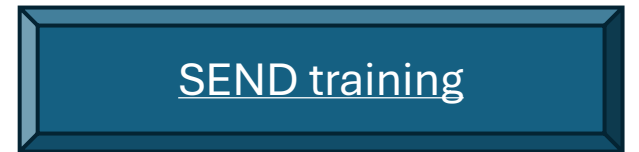


Contact: [EAL@hfleducation.org](mailto:EAL@hfleducation.org) to find out more about our EAL offer

# SEND training information on the Grid

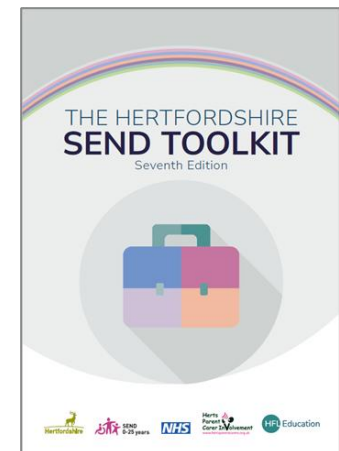


SENCOs told us that they needed clearer information on where they can find training on SEND and how they can keep up to date with what's on offer. We created a webpage letting you know where different sources of training can be found.



## Information is broken down by:

- Let the information come to you – how to stay up to date
- Training for new SENCOS
- Training for TAs
- Further SEND training according to areas of need



# SEND CONFERENCE 2026

## Illuminating Inclusion:

*Schools as a lighthouse for learners with SEND*

Thursday 12th February 2026

9:30am - 4:00pm

In-person at the Fielder Centre,  
Hatfield, AL10 9TP

£195 +VAT until Friday 24th October 2025

Full price £233.50 +VAT



*Scan to find out more!*

<https://hfl.mobi/PPT-SENDConf2026>

Book  
now for our  
Early Bird  
price



# THE HERTFORDSHIRE SENCO INDUCTION PROGRAMME

*“Great to understand how I will be supported to complete my role. I feel more confident that I have people around me to talk to and ask questions.”*



*In collaboration with...*



- [Hertfordshire SENCO induction programme \(New to role\) Spring 2026](#)
- [Hertfordshire SENCO induction programme \(New to Herts\) Spring 2026](#)
- [Hertfordshire SENCO induction programme \(New to a DSPL area\) Spring 2026](#)



# DIGITAL RECORDINGS - Top Tips for TAs: A treasure trove of ideas for every inclusive classroom.

Home › Shop Products › DIGITAL RECORDINGS - Top Tips for TAs: A treasure trove of ideas for every inclusive classroom

- Thank you for supporting this fully funded event!
- Recordings available to use in school CPD sessions until July 2026
- Click [here](#) if you haven't already signed up yet or wish to register new members of staff

**HFL** **TOP TIPS FOR TAs: INCLUSIVE CLASSROOMS**

- Ask open questions and allow thinking time**  
Ask open-ended questions when reading texts and give learners time to process information before asking them to respond.
- Use and teach dictation tools for writing**  
Use technology tools to assist writing, and teach learners how to use them.
- Teach vocabulary with scaffolds and models**  
Explicitly teach the meaning of unfamiliar words and boost speaking skills with scaffolds such as speaking frames..
- Create a calm, safe and purposeful environment**  
Use a relational approach to build, maintain and repair relationships.
- Build relationships through quality interactions**  
Build relationships with learners by engaging in high quality interactions.
- Foster independence with minimal help first**  
Provide opportunities to practice and develop independence by giving learners the least amount of help first.
- Use fun, low-stakes maths games for practice**  
Increase learner engagement, practice numbers skills and build confidence by using fun, low-stake maths games.
- Support learning with written and visual scaffolds**  
Provide written scaffolds such as sentence frames or word banks. Display key vocabulary with visuals.

To find out more about these adaptations and reasonable adjustments, please see the treasure trove of ideas for every inclusive classroom and [Hertfordshire's Ordinarily Available Provision guidance](#).

**HFL** Education

# TA TRAINING DIRECTORY



Training to support:

- high quality teaching
- four broad areas of need and targeted interventions
- career development

**HERTFORDSHIRE TEACHING ASSISTANT TRAINING DIRECTORY**

Enabling schools to identify and plan CPD priorities for Teaching Assistants, this online training directory provides an overview of training sessions, webinars, and e-learning resources available across Hertfordshire. Many of these can be accessed for free (fully funded) by Hertfordshire schools.

**Key to symbols**

Hertfordshire services: HFL, HFL Education, DOP, event, document, e-learning, all age phases, early years, primary

**1: Training to support high-quality teaching**

What	Resources
Hertfordshire - guidance available provision guidance	[Icon]
English: Inclusive strategies to support learners with SEND	[Icon]
Maths: Inclusive strategies to support learners with SEND	[Icon]
Phonics - Inclusive strategies to support learners with SEND	[Icon]
Primary Science	[Icon]
Secondary Science	[Icon]
Top Tips for TAs: a treasure trove of ideas for inclusive classrooms	[Icon]

**2: Training for the four broad areas**

What	Resources Type
Hertfordshire - guidance available provision guidance	[Icon]
The TA Academy	[Icon]
SEND Academy	[Icon]
Speech and Language, Occupational Therapy, Sensory processing service, Physiotherapy	[Icon]

**3: Career Development**

What	Resources Type	Description/Info
Level 3 and Level 4 Accredited Programmes	[Icon]	Level 3 and Level 4 accredited courses for TAs working across all age phases. Designed to give participants the skills and confidence to deliver effective support for children and young people with SEND.
Teach in Herts Careers Guidance section	[Icon]	This includes up to date information about a number of training routes to becoming a TA and also progressing into other roles - including video case studies and links to courses.
TES Institute "Straight to Teaching"	[Icon]	If you're a graduate and are working as a TA, Straight to Teaching can help you to become a qualified teacher without leaving your current school.
Information about apprenticeships	[Icon]	This provides information and links to apprenticeship routes available within Hertfordshire.
ONUK Level 3 Paediatric First Aid (PFA)	[Icon]	This course meets the needs of Ofsted and the requirements of the Statutory Framework for the Early Years' Foundation Stage (EYFS).

For more information about deploying and supporting TAs, please refer to the Hertfordshire SEND Toolkit.  
If you would like help with TA recruitment and retention strategies, contact [teachinherts@hertfordshire.gov.uk](mailto:teachinherts@hertfordshire.gov.uk)  
If you provide a service or resource that you would like included in future editions of this Directory or have any feedback, then please email: [hfl\\_send@hertfordshire.gov.uk](mailto:hfl_send@hertfordshire.gov.uk)  
Last updated and weblinks checked on: 11/09/2025

HFL Education

Time well spent: How to support effective Teacher and Teaching... | EEF

# THE INCLUSIVE CLASSROOM SERIES

eLearning training resources designed to help schools embed inclusive strategies from [Hertfordshire's Ordinarily Available Provision Guidance](#).

Build staff confidence and understanding in using evidence-based strategies to support inclusive teaching across English, maths, phonics, primary and secondary science.

Contents directories can be found in the [Hertfordshire SEND toolkit](#).

Access the training [here](#).

Format: Online

Cost: Fully funded for Hertfordshire schools

(Science is partially funded. Cost: £29)



USE THIS QR CODE TO FIND OUT MORE  
ABOUT HFL'S SEND TRAINING EVENTS ...



TRAINING & EVENTS.





Owned and managed by HFL Education, **Teach in Herts** offers an affordable and effective recruitment service for Hertfordshire educational settings.



[www.teachinherts.com](http://www.teachinherts.com)  
*Not just for teachers*

Over **60,000** users each month, and **10,000** vacancies per year in teaching, professional & support, leadership and early years.





# TES INSTITUTE STRAIGHT TO TEACHING

Straight to Teaching is a CPD course for existing school staff who want to gain qualified teacher status (QTS).

Straight to Teaching allows staff to develop skills and build evidence against the Teachers' Standards while continuing to work as a TA, HLTA or unqualified teacher in your setting.



Flexible start dates

Every half a term

1.5 - 5 terms duration

To support 2 years and  
2 school experiences

Particularly suited to  
those working with SEND  
and in special schools

- Online and in-school
  - Flexible learning, subject knowledge, pedagogy and research

- All age ranges
  - EYFS/KS1 3-7
  - Primary 5-11, 7-11
  - Secondary 11-16, 14-19

5% discount with code  
HFL5



**Over 3,000 teachers have gained qualified teacher status (QTS) with Tes Institute**



# DATES FOR YOUR DIARIES

**TES Institute virtual open day:**

Sunday 1<sup>st</sup> February 2026

Full programme available here:



Get in touch to find out more - 01438 544468 [teachinherts@hfleducation.org](mailto:teachinherts@hfleducation.org)

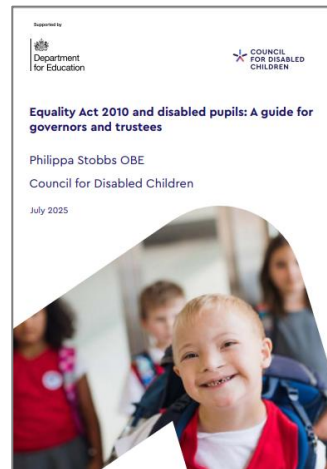
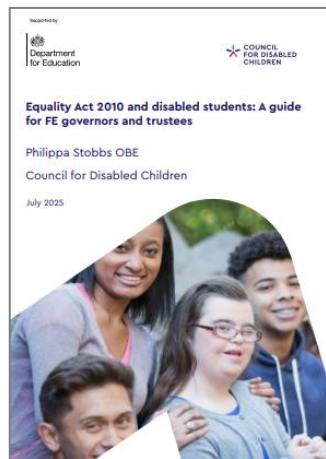
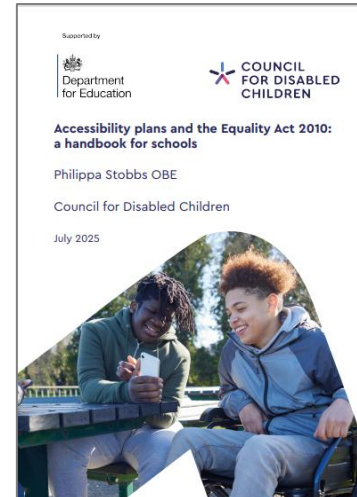
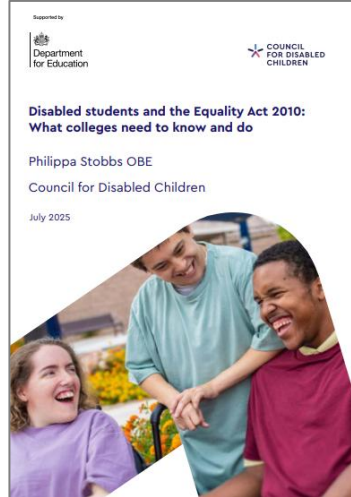
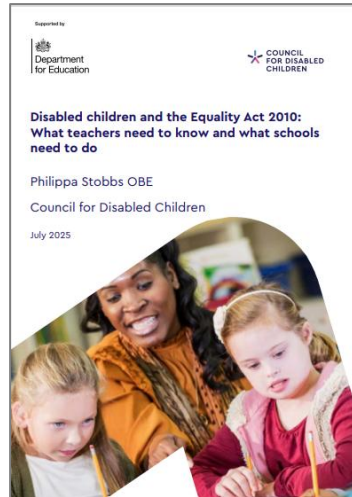


# OUR ROUNDUP OF USEFUL READING & RESOURCES





# COUNCIL FOR DISABLED CHILDREN





**[Reading for wellbeing: professional development support resource for primary teaching assistants](#) →**

Skills and training 4 to 9 years

This resource for primary school teaching assistants focuses on the role reading plays in children's wellbeing.



**[Reading for speech and language development: professional development support resource for primary teaching assistants](#) →**

Skills and training 4 to 9 years

This resource for primary school teaching assistants focuses on reading and its role in speech and language development in the early years and Key Stage 1.



**[Overcoming barriers to reading: professional development support resource for primary teaching assistants](#) →**

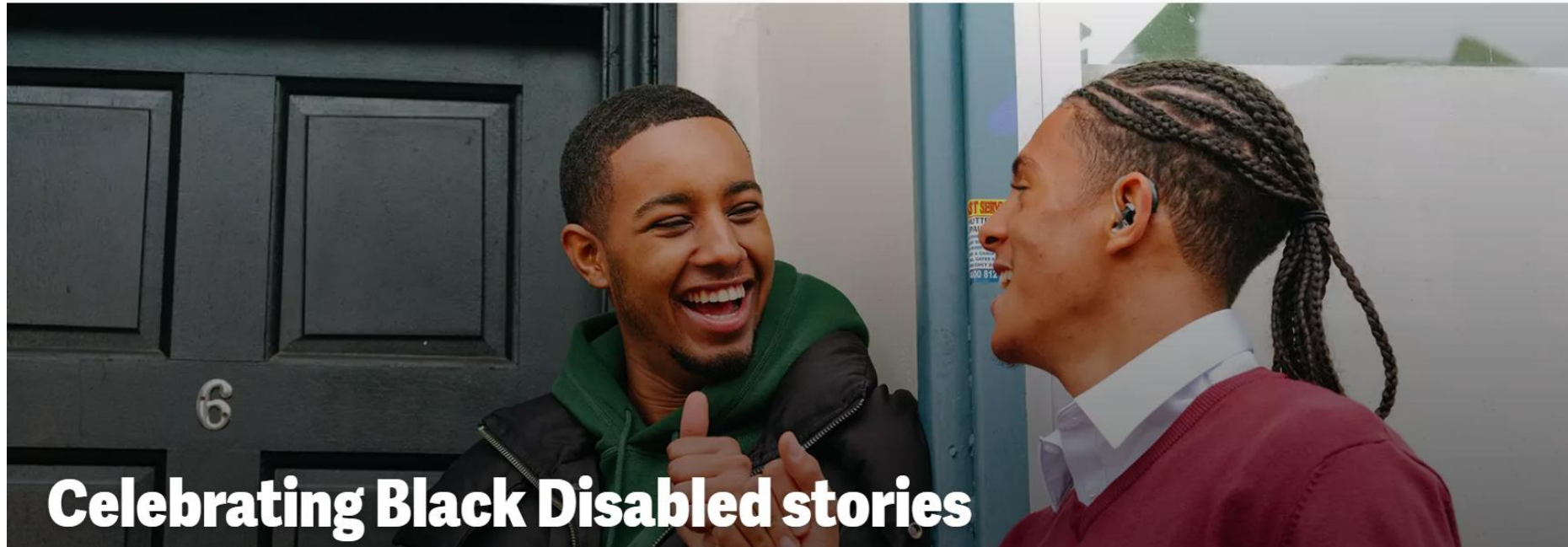
Skills and training 4 to 9 years

This resource for primary school teaching assistants focuses on recognising and responding to potential barriers to reading in the early years and Key Stage 1.

- Resources designed to support TAs in developing best practice for reading in the early years and KS1
- Each module offers strategies and practical techniques designed to encourage the love of reading, and support with early literacy skills

# YOUNGMINDS

## YOUNGMINDS



**Celebrating Black Disabled stories**



# Ambitious about Autism

## Where to start?

We have created a [self-audit and glossary](#), which may help you to decide where you would like to begin with the CEF.

## Choose the guide best suited to you



### Guide one: from specialist education to employment

This guide is for careers leaders supporting autistic young people accessing a specialist education setting.

[Read more](#)



### Guide two: from mainstream education to employment

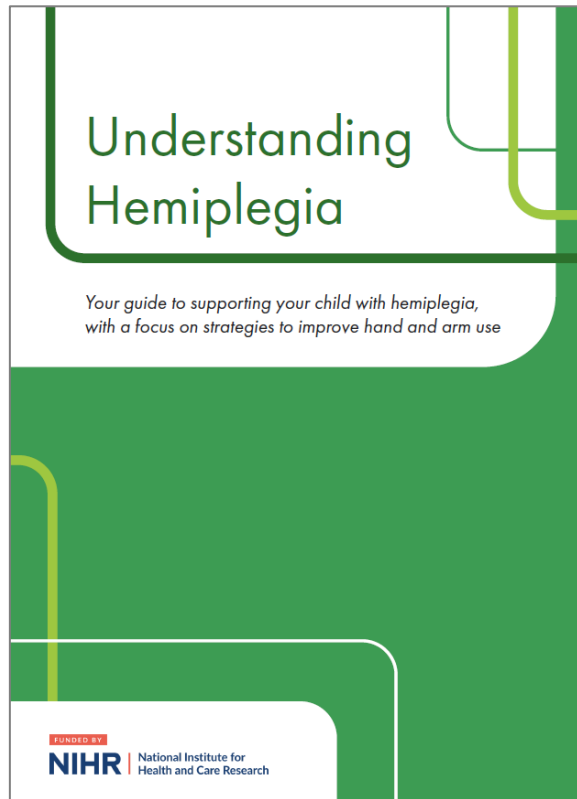
This guide is for careers leaders supporting autistic young people accessing a mainstream curriculum.

[Read more](#)

**UPDATED**

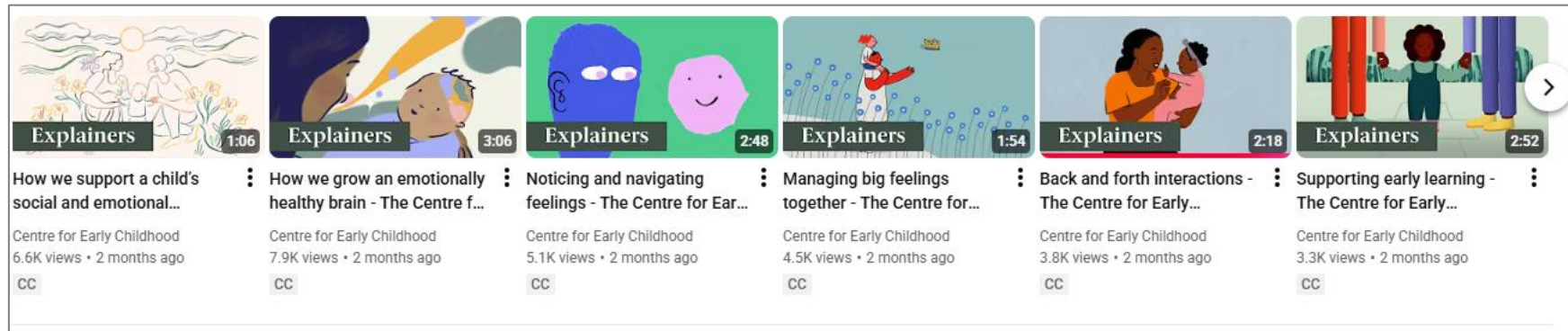


# HEMIPOWER



- This booklet is mostly aimed at parents of children who are just receiving a diagnosis but is also likely to be helpful to professionals supporting children with hemiplegia and their families.
- The booklet focuses on strategies to improve arm and hand use.

# NEW ANIMATIONS



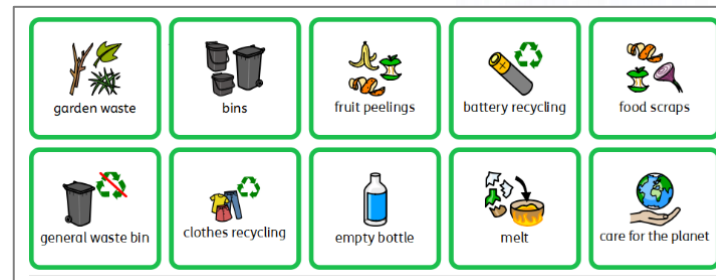
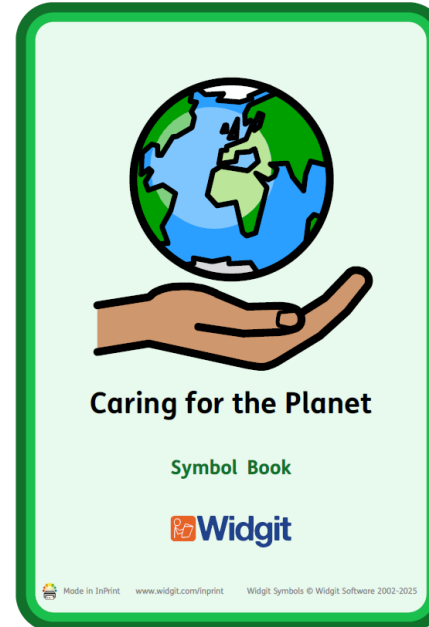
Explainers are designed to help adults recognise how simple, everyday interactions can support babies and young children's social and emotional development - a useful tool in encouraging nurturing adult-child interactions.

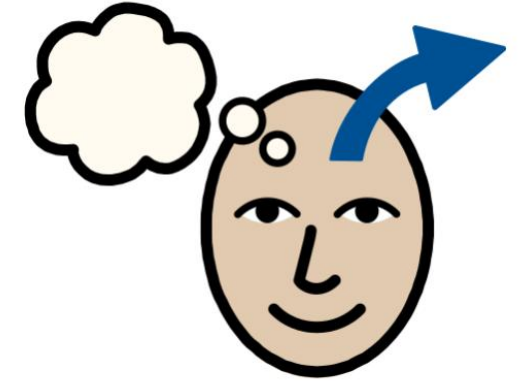


## Widgit Symbols now built into Clicker & Clicker Writer



# Free resources





## HFL Education is a Widgit Centre!

- 10% discount for Widgit Online or InPrint4: Standard/Plus/Pro
- Contact [info@widgit.com](mailto:info@widgit.com) for a quote (include the HFL discount code)

**HFL discount code: WC138**

*(Note: the Widgit online shop does not accept discount codes)*

Are you looking for support on using Widgit?

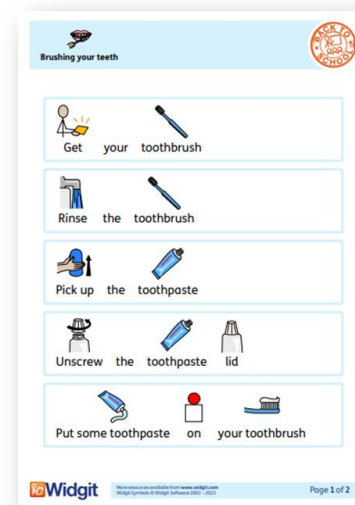
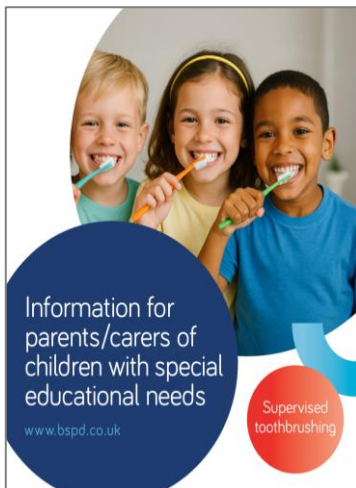
Contact: [HFL.SEND@hfleducation.org](mailto:HFL.SEND@hfleducation.org)



Home > Health and wellbeing > Supervised toothbrushing

# Supervised toothbrushing

How to run a supervised toothbrushing scheme in your early years setting.



**NSPCC**

# **Speak out Stay safe SEND Resources**

**Karen Johnson – Dedicated SEND Schools Coordinator East Region**

**[Karen.Johnson@NSPCC.org.uk](mailto:Karen.Johnson@NSPCC.org.uk)**

**07920 040 438 / 0203 772 9268**

**EVERY CHILDHOOD IS WORTH FIGHTING FOR**

# SOSS SEND/ASN/ALN



## Aims to help pupils to:

- improve their self-awareness and self-esteem
- learn about their emotions
- know how to build and maintain safe and appropriate relationships
- understand how to speak out about their worries
- identify safe adults
- learn about and recognise different types of abuse.

## The programme helps schools:

- support teachers to address safeguarding with their pupils
- supports social & emotional aspects of the curriculum
- to access a creative bank of activities and resources.

**UPDATED**

[Register via this link: Schools SEND form | NSPCC Learning](#)

## Online Safety support for parents



[nspcc.org.uk](https://www.nspcc.org.uk)



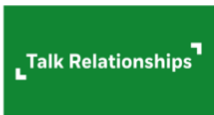
<https://www.nspcc.org.uk/keeping-children-safe/online-safety/online-safety-families-children-with-send/>

## Talk PANTS SEND

Lesson plan for children with SEND  
Lesson plan, slides, and resources for children with special educational needs and disabilities (SEND) aged 4-11 to help them understand Talk PANTS. The lesson is tailored for use with children who have SEND, moderate learning difficulties, additional learning needs and/or autism.

[Download Lesson and resources for children with SEND \(ZIP\)](#)

## Talk Relationships SEND 11- 16



### Different kinds of relationship



friend



boyfriend or girlfriend

### There are 6 key lessons:

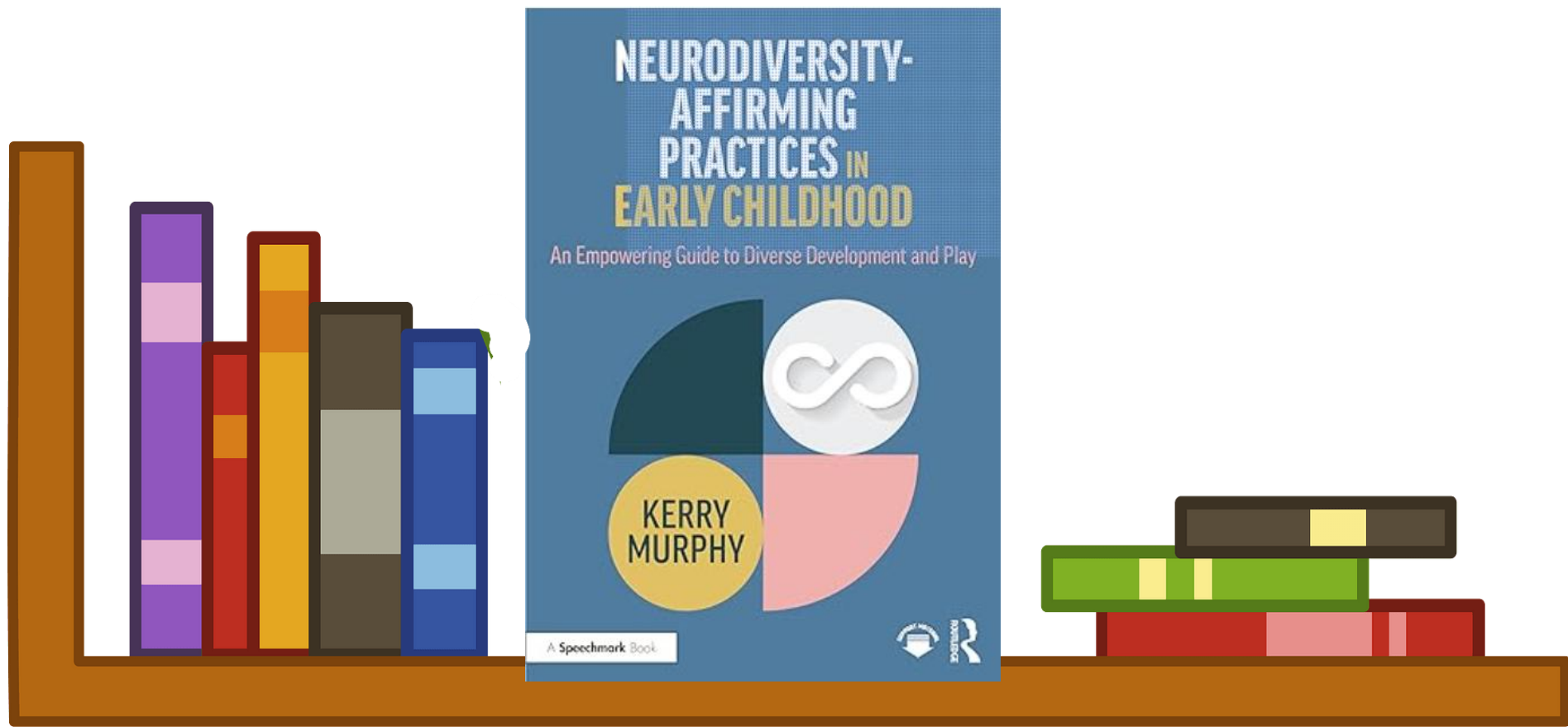
1. Positive relationships (including friendships)
2. Communicating online
3. Personal space
4. Consent
5. Public and private
6. Sharing nudes

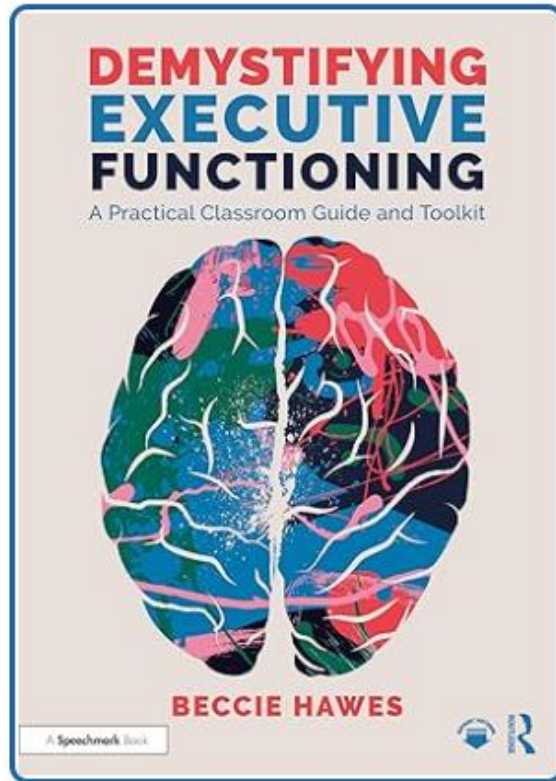
[Talk Relationships: resources to deliver sex and relationships education | NSPCC Learning](https://www.nspcc.org.uk/learning-and-resources/relationships-education/)

## Love life

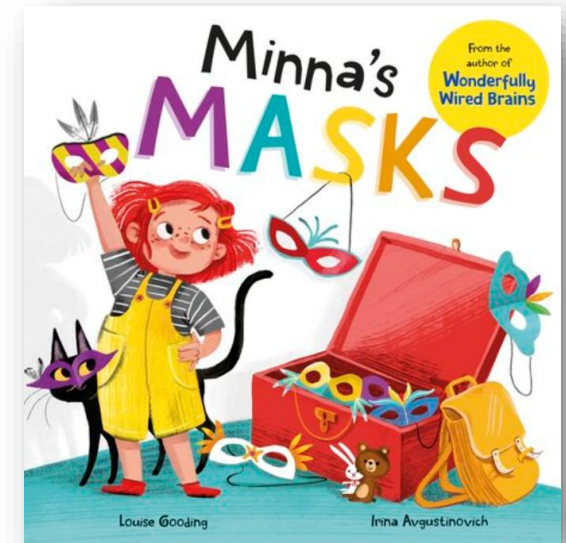
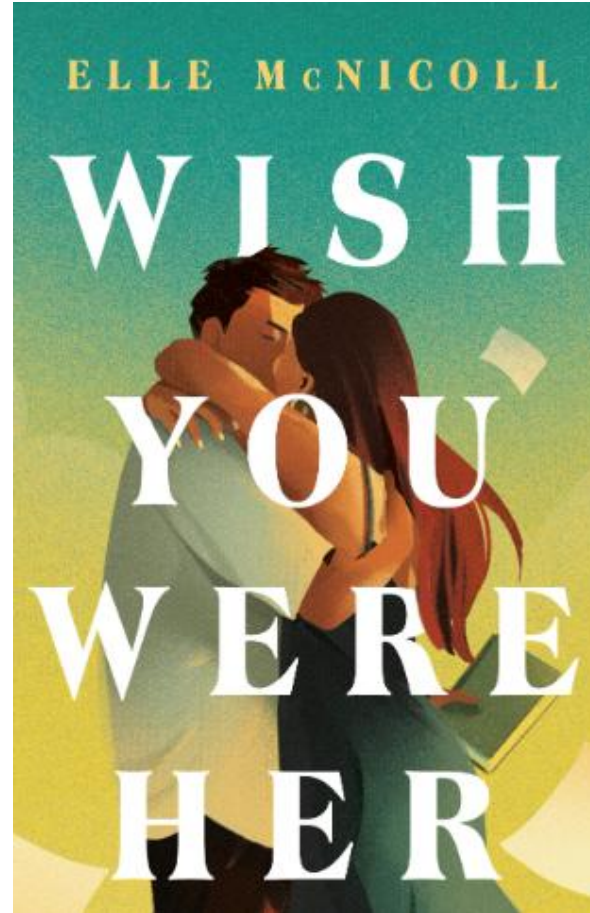
- A resource designed to help young people with learning difficulties explore topics such as emotions, relationships and identity.
- Aimed at **11-25yrs.**
- Includes 3 short films along with teacher guidance & follow up activities.
- **Learning.NSPCC.org.uk**







This practical and accessible guide and toolkit explores the executive functioning difficulties that learners may face which can pose as barriers to learning in the classroom.





- **10% for orders under £150**
- **15% discount on orders over £150**
- They will help you curate lists for your budget and if you have a focused theme

Contact them via: [nextpagebooks@outlook.com](mailto:nextpagebooks@outlook.com)

SEND  
NEWSLETTER.



- Did you receive our HFL SEND newsletter earlier this term?
- Sent directly to your SENCO inbox – look out for it in the second week of every term.



*If you missed out, please let us know so we can keep our mailing list up to date: [hfl.send@hfleducation.org](mailto:hfl.send@hfleducation.org)*

# HAVE YOU SEEN THESE HFL BLOGS?



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**The Bell Foundation's  
Language for Results:  
strengthening support for  
multilingual learners in  
every classroom**

**Published:** 04 September 2025

Equipping schools to support learners using English as an Additional Language (EAL) through the practical approaches of The Bell Foundation's Language for Results programme



**Year 1 phonics check 2025:  
impact analysis for inclusive  
next steps**

**Published:** 16 September 2025

A phonics screening check 2025 analysis tool and 10 top tips for phoneme frame use.

[Read more](#) →



# FEEDBACK FORM

We welcome all feedback and would be grateful if you can complete this short form to help us better understand how we are doing.

You will need the following information about your course:

**Course title:** SEND Briefing Autumn 2025

**Course Code:** SEN-A-25-011

**Date:** 10/11/25

**Start time:** 1:30

Feedback on our Training Events



Thank you for joining  
HFL's autumn SEND briefing

We look forward to working  
with you again in 2026

