



# SEND **SPRING** BRIEFING

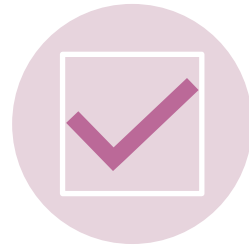
**2026**

Louise Barrell, Natalie Fogden,  
Becky Rothwell, Angela Scott

# SESSION OUTLINE



Welcome and introductions



National news

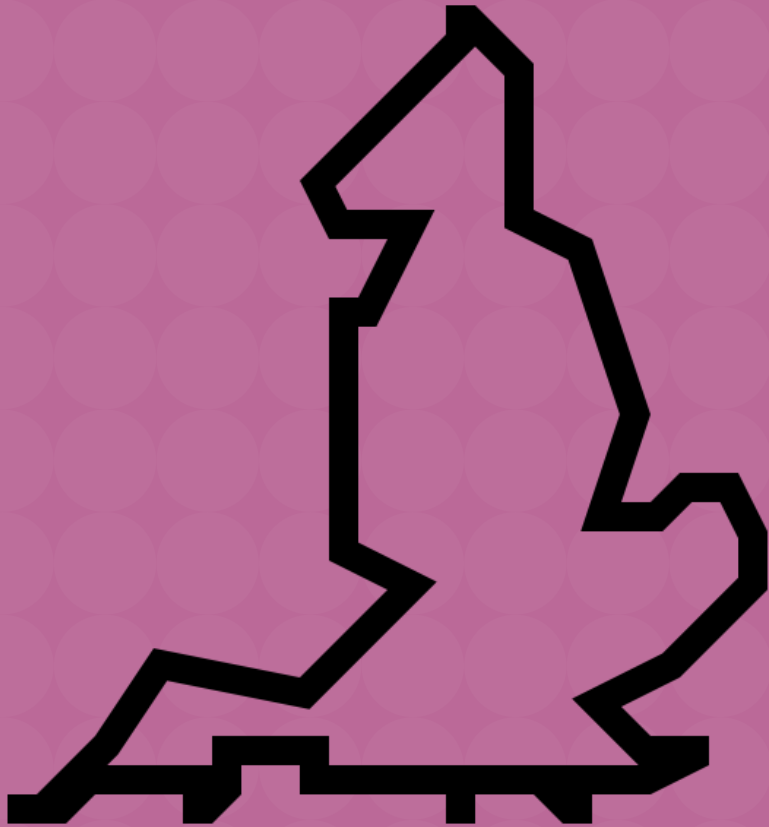


Local updates



Our roundup of useful reading and resources

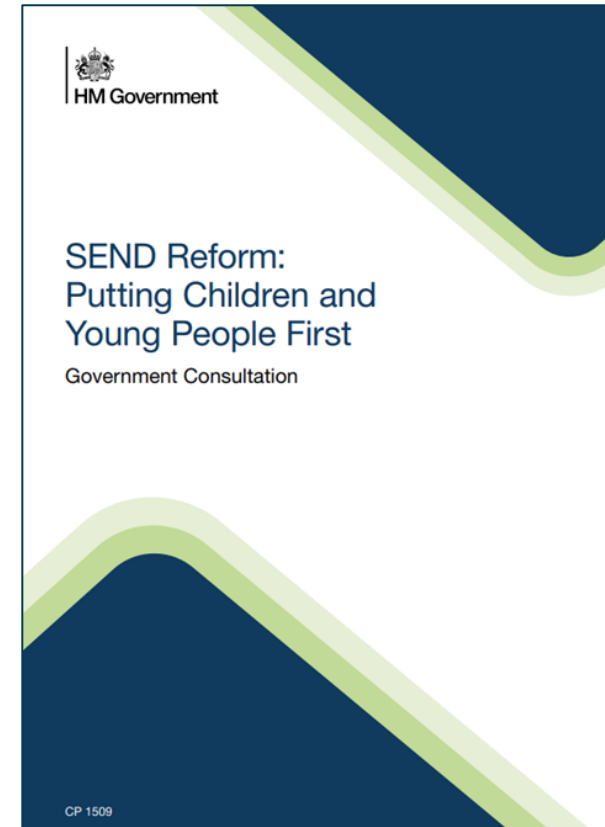
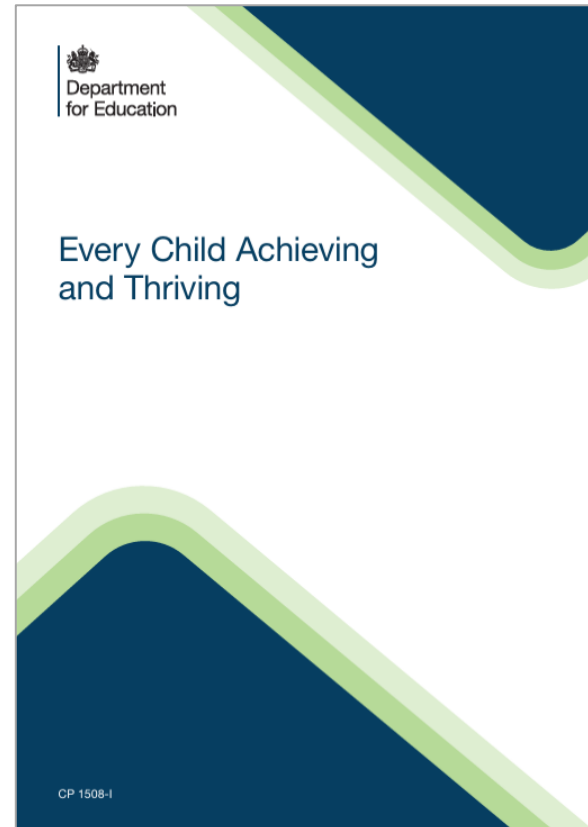
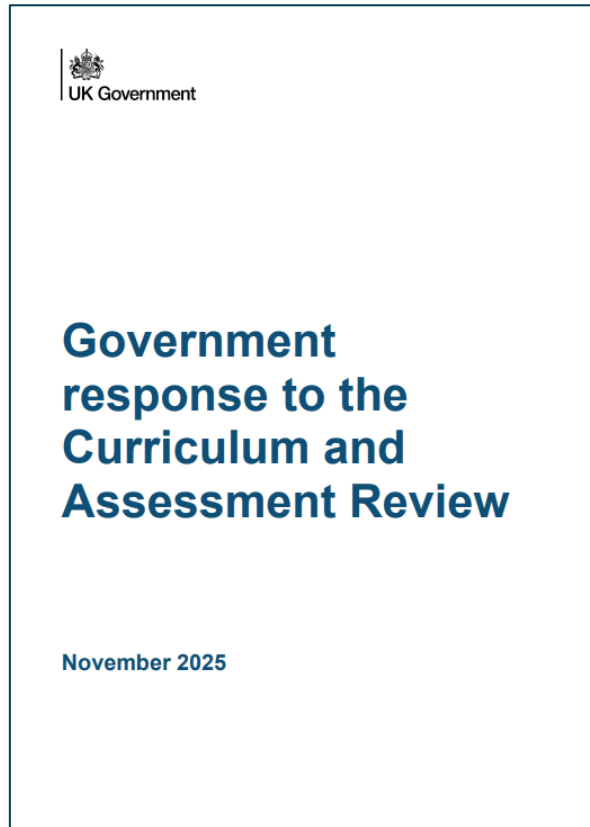
# NATIONAL NEWS



Created by Hea Poh Lin  
from Noun Project



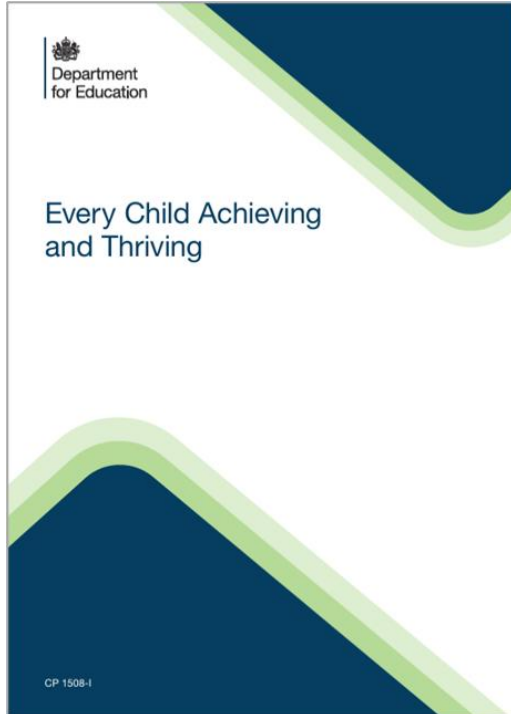
# SINCE WE LAST MET...



## Government response to the Curriculum and Assessment Review

November 2025

- Revised national curriculum published in spring 2027, with implementation from September 2028
- Ambition for **every** child
- Preparation for a changing world, including digital literacy
- Citizenship becoming a subject at primary
- New Oracy Framework
- Importance of enrichment activities and life-skills development



- **Narrow to broad:**
  - revised national curriculum
  - improved transitions
  - enrichment entitlement for every child
- **Sidelined to included**
  - targeting deprivation
  - SEND reforms
- **Withdrawn to engaging**
  - new pupil engagement framework
  - improving behaviour and attendance
  - Minimum expectations for home-to-school partnerships

# A SHIFT IN APPROACH

We are committed to creating a more inclusive mainstream school system where **more children can be educated in a local mainstream school, as part of their local community, with flexible, timely and accessible support.** That means considering the evolving needs of children and proactively working to remove barriers to engagement and attainment for every child. It means strengthening partnerships between local mainstream and specialist provision so children who need further help are supported, and staff are equipped to meet need.

This shift in approach is central to improving outcomes, especially for children with SEND, but also for their peers.

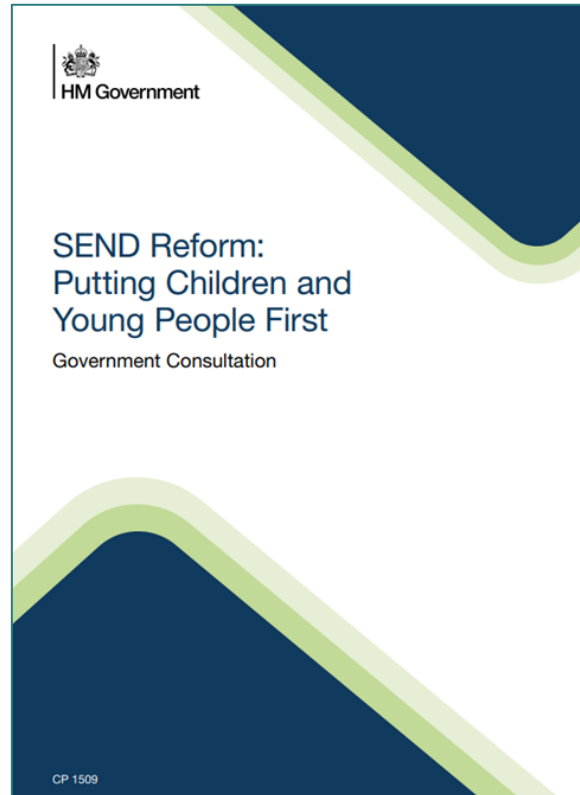
*Every Child Achieving and Thriving, DfE February 2026*

# A DECADE-LONG PROGRAMME WITH IMPROVEMENTS FROM THE START



- **Investing more money** and changing the way funding is distributed
- **Supporting the system** with changes through new guidance, working with local services and parents and changing the law
- **Phasing reforms** so that investment is made in developing an inclusive education system before other changes are made

# REFORM 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.

**REVISED**

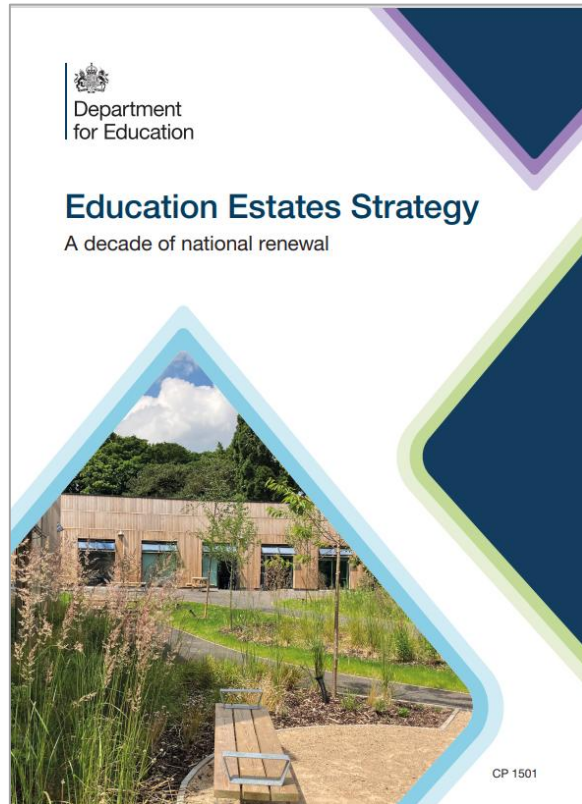
12-week consultation open between 23rd February and 18th May 2026

# A UNIVERSAL OFFER OF HIGH-HIGH QUALITY TEACHING

## AND SUPPORT FOR ALL FROM EARLY YEARS TO AGE 25.

- £1.6 billion investment to make the mainstream system more inclusive - commonly occurring needs that every school should be familiar with can be consistently met in mainstream education
- From September 2026, all staff will benefit from new **national SEND training**
- New **National Inclusion Standards** introduced by 2028
- Schools will be required to proactively plan support through a new duty to produce an **Inclusion Strategy**
- Schools will receive more direct funding and additional funding through an **Inclusive Mainstream Fund**

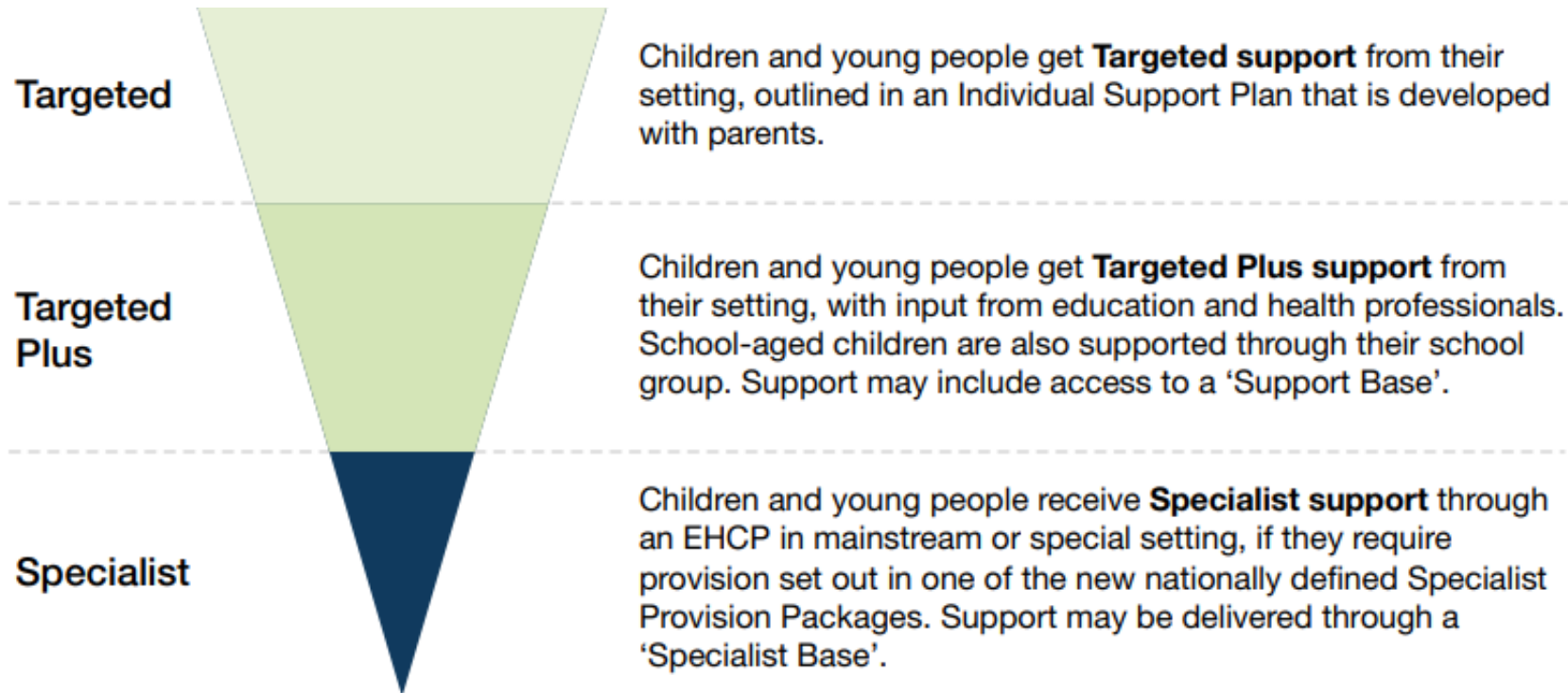
# SCHOOLS TO BE INCLUSIVE BY DESIGN



As part of the strategy :

- The terms SEN unit and resourced provision will be retired and replaced with ‘inclusion base’
- Every secondary and many primary schools in time, will have an ‘inclusion base’
- Additional information and guidance on how schools are expected to implement accessibility adaptations will be published after the consultation.

# TWO ADDITIONAL LAYERS OF SUPPORT



The full breadth of support from the Targeted, Targeted Plus, and Specialist layers will be in place from 2029/30

# TARGETED SUPPORT

- For children who have ongoing and commonly occurring needs that every mainstream setting should be familiar with and able to reasonably respond to – needs which cannot typically be met by the **Universal** offer.
- Provides structured intervention in mainstream settings- predominantly in the classroom but where appropriate in the school's **Support Base**.
- Each child will have their needs and day-to-day provision captured in a digital '**Individual Support Plan**' (**ISP**) reviewed regularly with them and their parent/carer - a statutory duty.

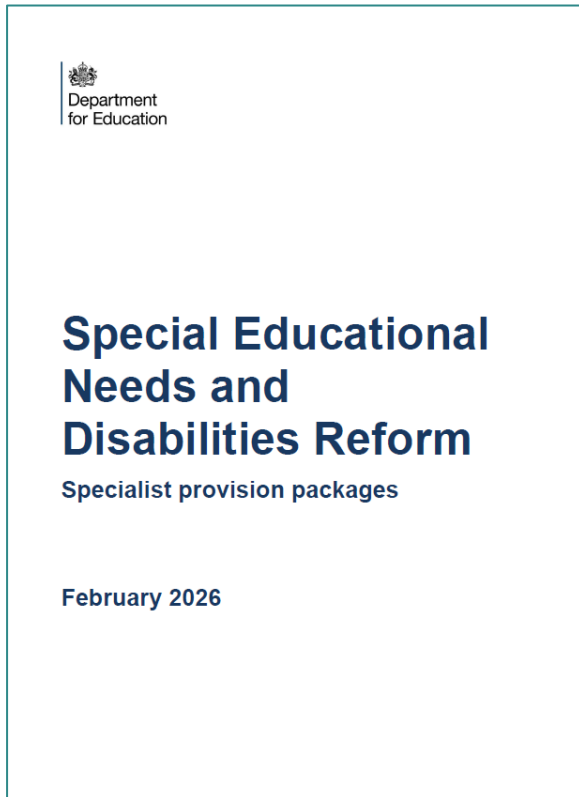
# TARGETED PLUS SUPPORT

- Available for children with less commonly occurring needs that require mainstream settings to work with local authority and health partners to draw on the expertise of education and health professionals
- The new **'Experts at Hand'** service will ensure settings can access support from education and health professionals and outreach from AP or specialist settings.
- Access to an **'Inclusion Base'**, where required, within their mainstream setting to provide a learning environment to meet need.
- Each child will have their needs and day-to-day provision captured in a digital **'Individual Support Plan' (ISP)** reviewed regularly with them and their parent/carer - a statutory duty.

# SPECIALIST SUPPORT

- A higher level of provision for children with complex needs in specialist or mainstream settings, including mainstream settings with specialist inclusion bases.
- New nationally defined '**Specialist Provision Packages**' will set out what support a child is entitled to.
- In the future, only children who need the overall package of support detailed in a **Specialist Provision Package** will be entitled to an EHCP.
- Each child will have their needs and day-to-day provision captured in a digital '**Individual Support Plan**' (ISP) reviewed regularly with them and their parent/carer - a statutory duty.

# PROPOSED SPECIALIST PROVISION PACKAGES



- Provide evidence-based packages of support for children with the most complex needs
- Developed and reviewed by an independent expert panel
- Guide provision and eligibility for EHCPs across mainstream and specialist settings
- Be linked to a nationally set costing framework to ensure consistency
- Anticipating approximately 7 Packages

# EDUCATION, HEALTH AND CARE PLANS

- New improved EHCPs - digital and standardised format across the country.
- EHCPs will continue to set out the statutory entitlement to support for children and young people with their day-to-day educational provision set out in a digital '**Individual Support Plan**' (**ISP**) reviewed regularly with the child and their parent/carer - a statutory duty.

**NOTE:** All children currently in Y3 and above will retain their existing EHCP until at least the end of secondary school. Younger children will be reassessed at transition between primary and secondary from 2029 onwards. No changes will be made to the support they receive through an EHCP until September 2030.

# UPDATING THE SEND CODE OF PRACTICE

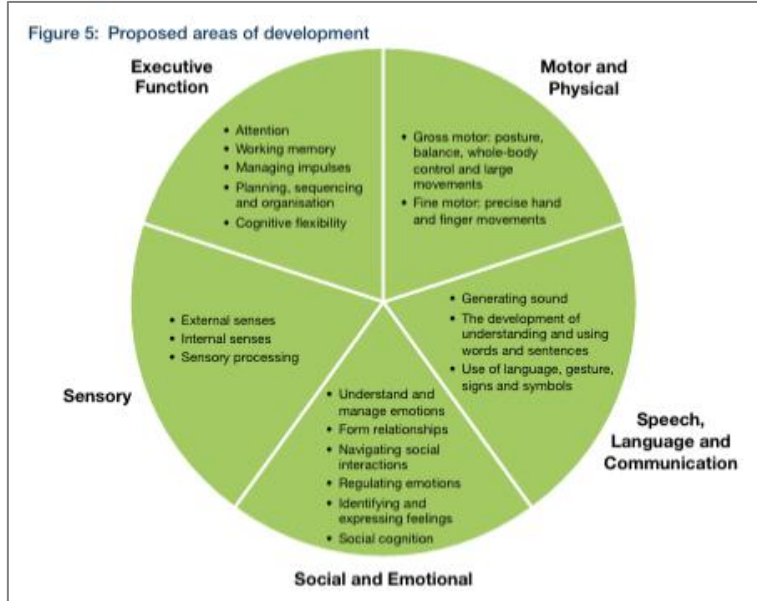


- Clarify responsibilities
- Five new ‘**areas of development**’ replacing the current four broad areas of need
- Make the guidance easier to use and navigate

*A separate full public consultation on the proposed changes will take place after this consultation.*

# PROPOSED AREAS OF DEVELOPMENT

## Appendix D: Summary of proposed areas of development



Area of development	What this area includes
<b>Executive function</b>	<ul style="list-style-type: none"> <li>Attention</li> <li>Working memory</li> <li>Managing impulses</li> <li>Planning and sequencing and organisation</li> <li>Cognitive flexibility</li> </ul>
<b>Motor and physical</b>	<ul style="list-style-type: none"> <li>Gross motor: posture, balance, whole-body control and large movements</li> <li>Fine motor: precise hand and finger movements</li> <li>Interaction of fine and gross motor to produce purposeful movement</li> </ul>
<b>Sensory development</b>	<ul style="list-style-type: none"> <li>External senses: vision, hearing, touch, taste, smell</li> <li>Internal senses: proprioception, interoception and the vestibular sense</li> <li>Sensory processing</li> </ul>
<b>Social and emotional</b>	<ul style="list-style-type: none"> <li>Understand and manage emotions</li> <li>Form relationships</li> <li>Navigating social interactions</li> <li>Regulating emotions</li> <li>Identifying and expressing feelings</li> <li>Social cognition</li> </ul>
<b>Speech, language and communication</b>	<ul style="list-style-type: none"> <li>Speech: generating sounds which make up spoken words</li> <li>Language: the development of understanding and using words and sentences with increasing complexity for a range of purposes</li> <li>Communication: a range of ways in which children communicate, including language, gesture, signs and symbols</li> </ul>

# OTHER PROPOSALS ...

- The new curriculum will include teaching resources to support curriculum adaptation and flexibility for mainstream
- Stronger transitions, supported by National Inclusion Standards
- A consistent high-quality offer from special schools including outreach to mainstream settings
- Three levels of support from AP including outreach, short-term placements and longer-term placements when needed
- Children and families remain at the centre of the system
- Improved complaints and mediation processes
- Increased accountability measures



# Confederation of School Trusts



"We're going to be here with you."

"We're going to go through this together. We'll be with you every step of the way."

# Parliamentary Bills

 House of Commons

[UK Parliament](#) > [Business](#) > [Legislation](#) > [Parliamentary Bills](#) > Children's Wellbeing and Schools Bill

 [Bill feed](#)

## Children's Wellbeing and Schools Bill






Government Bill

Originated in the House of Commons, Session 2024-26








[See full passage](#)



### Bill started in the House of Commons

-  1st reading
-  2nd reading
-  Committee stage
-  Report stage
-  3rd reading

### Bill in the House of Lords

-  1st reading
-  2nd reading
-  Committee stage
-  Report stage
-  3rd reading

### Final stages

-  [Consideration of amendments](#)
-  Royal Assent

**Key**



Complete



In progress

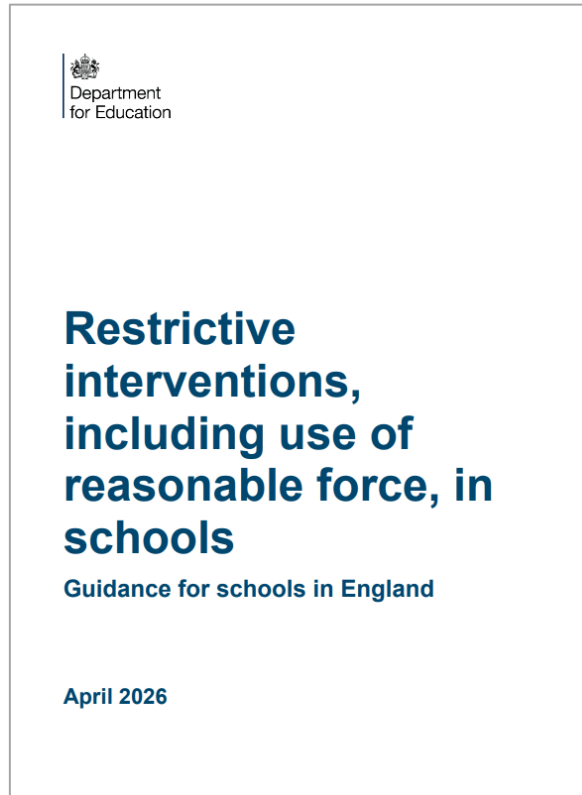


Not applicable



Not yet reached

# NEW GUIDANCE FROM APRIL 2026



- Aims to help schools minimise the need to use restrictive interventions through early support, prevention and de-escalation strategies, and when necessary, to help school staff feel more confident in knowing how to use these interventions safely, appropriately and lawfully.
- Offers guidance on what needs to be considered for pupils with SEND

## Guidance

# Key stage 2 tests: making adaptations to modified large print test materials

This guidance is for schools that need to access the adaptable key stage 2 (KS2) modified large print (MLP) test materials to make further adaptations for their pupils.

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From: [Standards and Testing Agency](#)

Published 29 September 2025

Last updated 9 February 2026 — [See all updates](#)



## Guidance

# Mobile phones in schools

Updated 19 January 2026

- Revised guidance on mobile phones in schools in January 2026. Schools to start using this guidance from April 2026
- Provides guidance on how to implement a policy that prohibits the use of mobile phones throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime.
- Includes advice and examples on making adaptations and reasonable adjustments

**Blog post**

What the government's updated guidance on mobile phones means for school inspections



## FROM 1 APRIL 2026 ...

Inspectors will:

- discuss with leaders what their policy is on mobile phones and how this is communicated to parents and to pupils
- evaluate whether staff and pupils understand the expectations around mobile phones
- determine how consistently the school's mobile phone policy is being followed and its impact on pupils' learning, behaviour and wellbeing

# 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).

Venues:

26th January and 27th April : Hertfordshire Development Centre, Stevenage

25th February: Rothamsted Conference Centre, Harpenden



Research and analysis

# Beyond the classroom: the experiences of children with SEND who are not in school

Published 11 December 2025

Despite the challenges, this report highlights multiple examples of what can work well. Enabling factors include:

- Effective use of Alternative Provision (AP)
- Well-planned transition
- Coordinated multi-agency working
- Small yet impactful classroom adaptations (Ordinarily Available Provision)
- Early identification with access to appropriate services

# LOCAL UPDATES



**Created by Ary Prasetyo  
from the Noun Project**

**HFL**

# ORDINARILY AVAILABLE PROVISION GUIDANCE

Evaluation, impact and  
next steps

# IMPLEMENTATION HEADLINES - NOVEMBER 2025

- Autumn term 2025 - guidance was downloaded **1160** times from The Grid
- In-person launch events were delivered by HFL across the local area in October 2025:
  - **256 schools attended**
  - **457 delegates** mainly headteachers, senior leaders, and SENCOs
- After attending a launch event **99.5%** said **they felt confident** in taking the guidance forward in their working practice



# IMPLEMENTATION HEADLINES - NOVEMBER 2025

The new guidance is clear and supportive for our school. I have left this event with actions that I hope will have significant impact for our pupils.

I really think this guidance is going to make a difference to SEND provision!

I found this event really useful. It clarified my questions around the document and how to implement this at my school.



# HOW DO YOU INTEND TO BEGIN TO EMBED THE APPROACHES?

- Updating their SEN information report and other school policies to reference and reflect the guidance
- Using with senior leaders to support school development planning and to evaluate progress towards inclusive classroom practice
- Providing guidance for staff and governors to exemplify what to look for during monitoring activities such as learning walks
- Supporting staff training on inclusive classroom practice
- Using in meetings to identify new or different strategies to support individuals or groups of learners



## WHAT ARE YOU EXPECTING TO SEE AS A RESULT?

- Teachers recognising the wide range of strategies that they are already using to support children and young people
- Teachers feeling empowered and more confident to try a wider range of adaptations within the classroom
- Teachers identifying emerging needs and planning next steps to address barriers to learning more confidently
- A greater awareness and consistency of delivery of ordinarily available provision between schools
- The message that 'SEND is everyone's business' reinforced



## NEXT STEPS ...

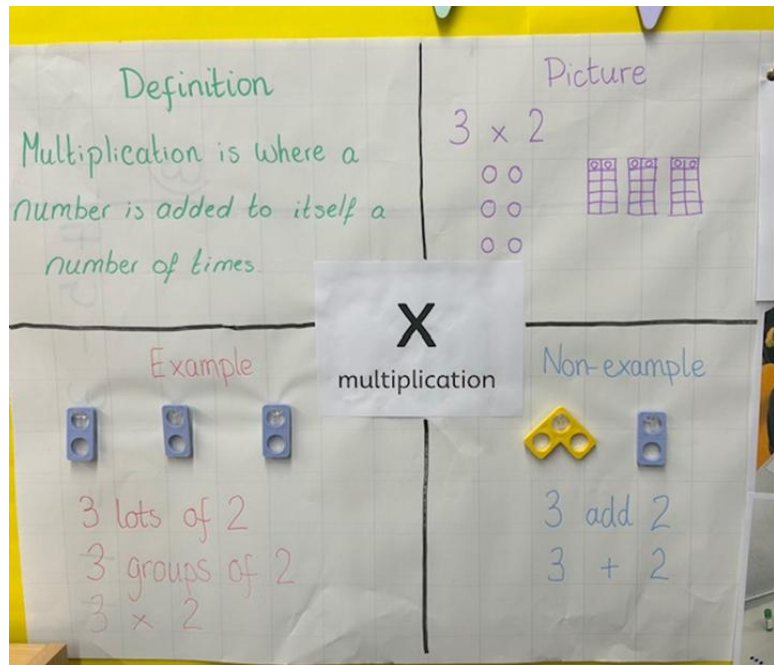
- Invitation sent to schools interested in taking part in a small-scale project in summer or autumn 2026
- Additional online 'launch' event delivered in spring 2026
- Health professionals engaged; with training for GPs and other frontline staff being planned
- Call to share what's working well in your school with HFL



# PROVIDING HIGH QUALITY PROVISION

Using evidence-based approaches to adapt teaching to meet the needs of all children and young people, and promote independence. This could include:

- explicitly teaching the **meaning of unfamiliar words**, pre-teaching or using objects of reference if appropriate and displaying key vocabulary with visuals



The class teacher told us the children keep going up to it and touching it! She said she has used it as a repeated teaching tool during lessons so is keen to explore the use of the Frayer model elsewhere.

# KEY TERMS GLOSSARY AND SUPPORT

**Anaerobic** takes place when oxygen is not present

**In other words ...**  
a process that happens without using oxygen


**Example**  
When you exercise very hard, your muscles increase the rate of anaerobic respiration, which can make them sore due to the build up of lactic acid

**Say it**  
Ana-rob-ic

**Break it down**  
An (without), aerobic (relating to oxygen)

**Don't confuse with ...**  
not breathing. Anaerobic doesn't mean 'no breathing' – it just means the reaction doesn't use oxygen

**Other contexts**  
'Aerobics' is a term often used to describe physical exercises



**1. What does the word 'anaerobic' mean to you?**  
Where have you come across this word (or parts of this word) before?

**2. Break down the word 'anaerobic':**  
an-  
The prefix **a-** or before a vowel **an-** means 'not' or 'without'.  
-aer-  
From classical Latin *āēr*, meaning 'air'  
-bic  
From 'bio' indicating or involving life or living organisms  
**anaerobic**  
*A process in living organisms that occurs without air.*

**3. Write down what you think 'anaerobic' means (below is the definition from the key terms list).**  
*Takes place when oxygen is not present.*  
Encourage learners to compare their attempted definition with this one.

**4. Which equation represents an anaerobic reaction?**  
Equation 1:  $C_6H_{12}O_6 + 6O_2 \rightarrow 6CO_2 + 6H_2O$   
Equation 2:  $C_6H_{12}O_6 \rightarrow 2C_2H_5OH + 2CO_2$   
*Equation 2 because oxygen is not a reactant.*

**anaerobic**

Give your students the tools to tackle key chemistry vocabulary. Each pack includes a key terms list, accessible glossary, Frayer models, an unscrambling definitions worksheet and all the support you need to help every learner access key topics

# Wellbeing.

Training to support OAP



Five fully funded 90minute online modules designed to strengthen inclusive practice and enhance the quality of Ordinarily Available Provision across Hertfordshire schools.

FUNDED  
for Herts  
schools

1

## Universal Mental Health & Wellbeing (incl. PSHE/RSHE)

*Creating calm, safe and inclusive learning environments*

Tuesday 19th May 2026

2

## Behaviour as Communication (incl. ADHD)

*Understanding need, improving engagement and regulation*

Thursday 4th June 2026

3

## Using the Graduated Approach Well

*Applying APDR effectively for behaviour and wellbeing*

Tuesday 9th June 2026

4

## Working with Parents & Pupil Voice

*Building strong partnerships and shared understanding*

Thursday 11th June 2026

5

## Attachment-Aware & Trauma-Informed Practice

*Relational strategies that promote safety and belonging*

Friday 26th June 2026



# Hertfordshire County Council SEND Updates

SEND Briefing

Spring 2026



# Area SEND monitoring inspection to Hertfordshire Local Area Partnership

## Background

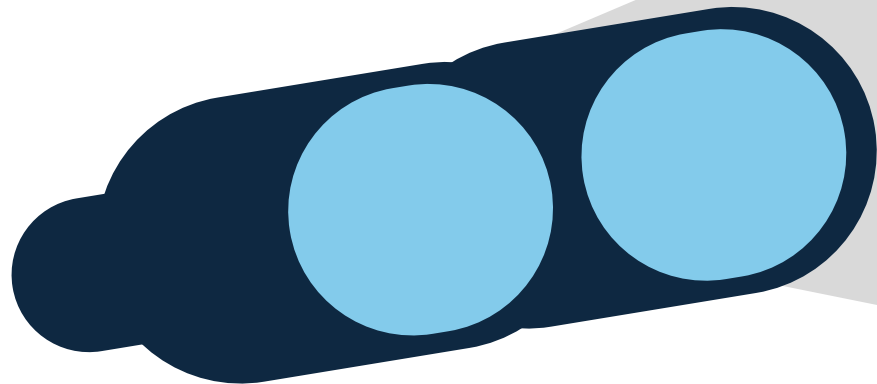
The purpose of the monitoring inspection was to **assess the extent to which the local area partnership is taking effective action** to address the Areas for Priority Action set out in the inspection report.

Inspectors considered the **steps leaders have taken** to address priority actions, the evidence demonstrating how leaders assured themselves that these actions are being implemented, any **self-evaluation**, and the **perspectives of children, young people, and parents**.

There were **two possible outcomes**: effective action or ineffective action. An effective action outcome indicates progress but does not mean the priority area is no longer a concern, nor that the local area can stop working to address it. Conversely, an ineffective action outcome means the priority area remains a significant concern.

# Area SEND monitoring inspection to Hertfordshire Local Area Partnership – December 2025

Judgement – **Effective Action** taken in both areas



## 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

# Area SEND monitoring inspection to Hertfordshire Local Area Partnership

## Next Steps

Effective action does not mean that the area for priority action is no longer a concern or that the local area can stop taking action to address it.

Areas for priority action that receive an effective action outcome may still be identified as areas for priority action in future inspections. This can happen if the local area does not continue to take action and/or the action has not continued to have a positive impact on the experiences and outcomes for children and young people with SEND.

Ofsted and CQC ask the local area partnership to continue to deliver their updated priority action and continuous improvement plan (area SEND) as a result of this inspection

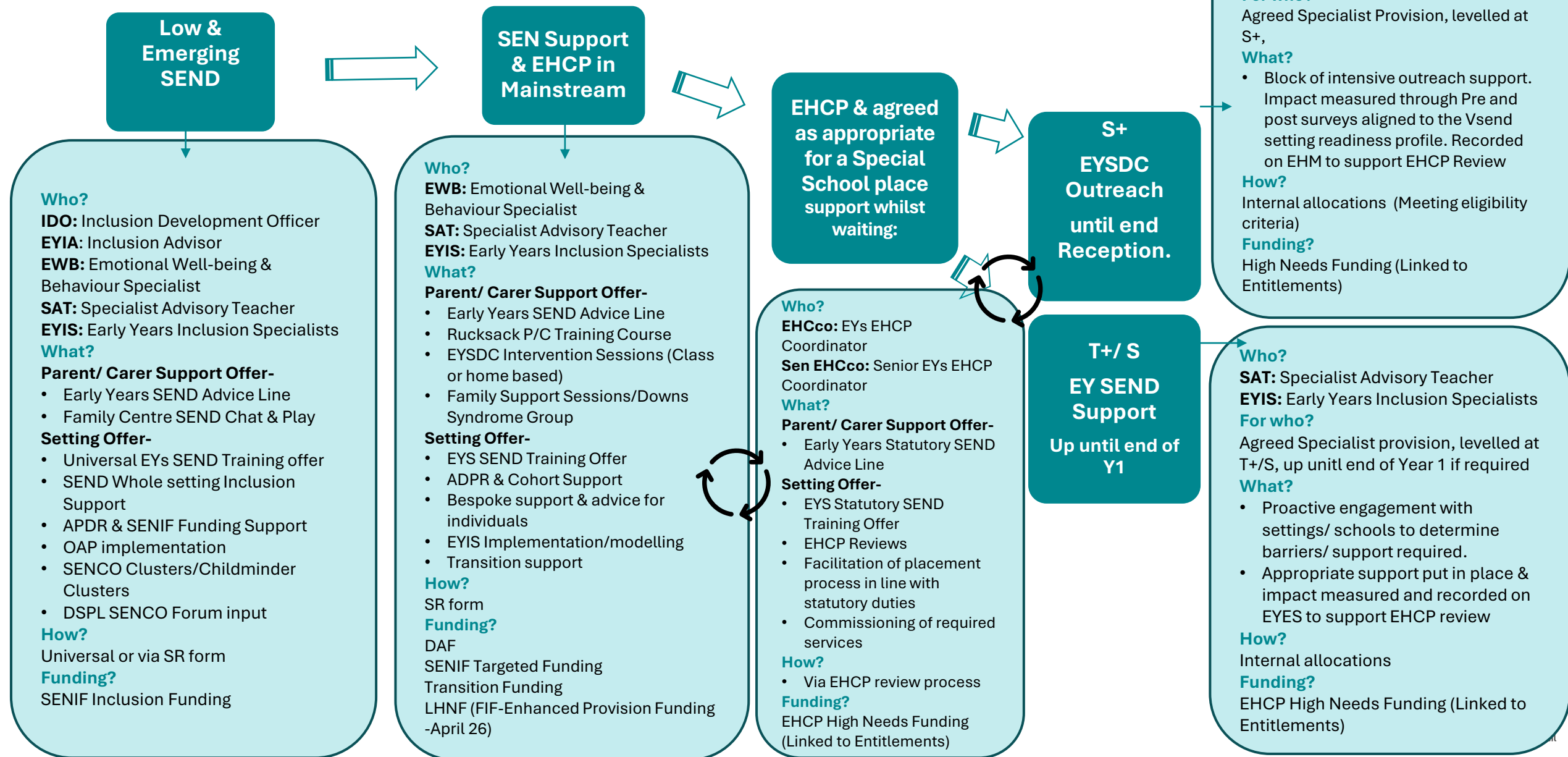
Full re-inspection within 3 years of previous (July 2023). We anticipate second half of 2026.



# Early Years



# The Early Years SEND Support Offer



# Early Years SEND Training & Support

- **Whole setting support**

- Introduction course to Early Years Emotional Wellbeing and Behaviour
- Early Years Autism Training for settings
- Childminder SEND Information Clusters
- Key Person training Introduction to SENCO/ SENCO Clusters
- CERTSEY- L3 Certificate for SENCOs in EYs

- **Focused Support**

- Down Syndrome Training
- Transition Webinars for parents and practitioners
- Therapeutic Approaches to Behaviour (TAB)
- Early Years Bundles Training
- Statutory SEND training

- **Parent & Carer Support**

- Down Syndrome Parent Group
- Transition Workshops
- Rucksack Parent Programme (for children on Autism Pathway, with or without diagnosis)
- Early Years Specialist Development Centres-Intervention Sessions and Multi Agency Family support sessions

## Where to find information and request support:

[Early Years service | Hertfordshire County Council](#)  
[Early years SEND team](#)

## Early Years Statutory SEND

**Local Offer:** [Who should I contact about my child's EHCP?](#)

- STAY CONNECTED -

**SENDING YOUR ANNUAL REVIEW  
TO THE CORRECT ADDRESS?**

EarlyYearsStatutorySend@hertfordshire.gov.uk  
Duty Line: 01442 453300

We **R**ISE to the challenge

# The Early Years SEND Support Offer

## Contacts

County Lead for Early Years SEND

Lara Windsor - [Lara.Windsor@hertfordshire.gov.uk](mailto:Lara.Windsor@hertfordshire.gov.uk)

Service Manager for Early Years SEND

*For enquiries about the Early Years Specialist Development Centres & EYs Statutory SEND*

Faye Den Heijer- [faye.denheijer@hertfordshire.gov.uk](mailto:faye.denheijer@hertfordshire.gov.uk)

## Lead Teachers

North Herts and Stevenage; Laura Wilson- [Laura.Wilson@hertfordshire.gov.uk](mailto:Laura.Wilson@hertfordshire.gov.uk)

East Herts, Broxbourne, Welwyn and Hatfield; Katie Dean - [Katie.Dean@hertfordshire.gov.uk](mailto:Katie.Dean@hertfordshire.gov.uk)

St Albans and Decorum - Eilish Foley- [Eilish.foley@hertfordshire.gov.uk](mailto:Eilish.foley@hertfordshire.gov.uk)

Watford, Three Rivers and Hertsmere; Debbi Watson - [Debbi.Watson@hertfordshire.gov.uk](mailto:Debbi.Watson@hertfordshire.gov.uk)

To book on Training courses please speak to your link SAT/Area Lead Teacher, email:

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

Keep an eye on [Send Academy | Hertfordshire County Council](#) for upcoming training courses



# Educational Psychology



# Educational Psychology Team

Recruitment strategy mean 5 new starters this year – 2 this term and 3 in September

Ongoing Training Offer e.g. Emotion Coaching and ELSA

Crisis support for schools following a bereavement or critical incidents

Supervision for staff

No Unallocated EHCNA advices!

# Educational Psychology Team

Pilot using Goal Based Outcomes to inform Annual review progress for children awaiting specialist provision.

DSPL 5 pilot involving training and consultations with staff to be reviewed in summer 2026.

Providing reflective spaces as part of well-being support for staff in some special schools

## **Relationships, Sex and Health Education (RSHE/RSE) in SEND and Mainstream settings**

These fully funded sessions, facilitated by the Hertfordshire County Council Educational Psychology Service, focuses on RSHE and is for PSHE/ RSHE leads, SENCOs, teaching staff and members of the senior leadership team in primary and secondary mainstream and SEND schools.

Monday 23rd March 9.45am – 3.30pm Watford Young People's Centre

Monday 29th June 9.45am – 3.30pm South Oxhey Young People's Centre



# Local Offer



# New to SEND? Here is your starting point

Visit New to SEND

- Get advice from parent carers and families
- Find out where to begin with education and health services
- Get support for you and your family

You don't need a diagnosis to get support. You can ask for help as soon as you need it.




# School anxiety

## If your child is too anxious to go to school

- Why is my child anxious about school?
- What can I do help?
- Who can support me and my family?
- Independent organisations who can help

## If your child is too anxious to go to school

 Some children and young people find school particularly overwhelming, and can struggle to attend regularly due to extreme anxiety. When this happens, it can be exhausting for both the young people, and for the parents and carers who are supporting them.



Why is my child anxious about school? >

What can I do to help? >

Who can support me and my family? >

Independent organisations who can help >

### Emotionally Based School Non-Attendance (EBSNA)

This guide for schools from the Educational Psychology Team, shares the strategies that schools can use for children who are not attending school due to anxiety. It may be useful for you as a resource also.

**EBSNA guidance**  
(PDF 2.7mb)

Why is my child anxious about school?

# Contacts and advice

## Contacts and Advice Lines

Specialist advicelines and contacts for services

Contact the Statutory SEND Team (for queries about EHCPs) >

Find out who to contact about your child's EHCP, or for queries about the EHCP process

Specialist advice lines >

Get fast and tailored advice from a number of specialists, including advisory teachers with expertise in a range of needs.

0 - 25 Together Service (social care) >

Here's the process for contacting the 0 - 25 Together Service and finding out if they can support you.

General enquiries >

If you're unsure who you need to speak to, you can email us and we'll pass it along to the right team.

## School Age SEND Team

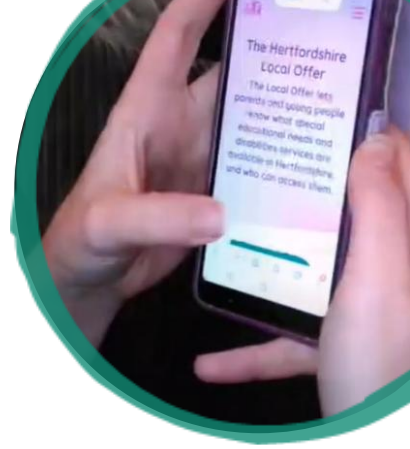
Find out who your EHCCo is

### Find your EHC Coordinator

Search for your school using the search bar below to find who your EHCCo is, and their email address.

Search:

School	Quadrant	Staff	Email
Abbots Hill	Independent	Jade Flint	<a href="mailto:jade.flint@hertfordshire.gov.uk">jade.flint@hertfordshire.gov.uk</a>
Abbots Langley School	Watford 3 Rivers and Hertsmere	Sabrina Hunte	<a href="mailto:sabrina.hunte@hertfordshire.gov.uk">sabrina.hunte@hertfordshire.gov.uk</a>
Abel Smith School	East Herts and Broxbourne	Cansu Alacan	<a href="mailto:cansu.alacan@hertfordshire.gov.uk">cansu.alacan@hertfordshire.gov.uk</a>
Abingdon House School	Independent	Lucy Chandler	<a href="mailto:lucy.chandler@hertfordshire.gov.uk">lucy.chandler@hertfordshire.gov.uk</a>
Aboyne Lodge Junior Mixed and Infant School	St Albans and Dacorum	Laura Courtney	<a href="mailto:laura.courtney@hertfordshire.gov.uk">laura.courtney@hertfordshire.gov.uk</a>
Alban City School	St Albans and Dacorum	Laura Courtney	<a href="mailto:laura.courtney@hertfordshire.gov.uk">laura.courtney@hertfordshire.gov.uk</a>
Alban Wood Primary School and Nursery	Watford 3 Rivers and Hertsmere	Rebecca Johnson	<a href="mailto:rebecca.johnson@hertfordshire.gov.uk">rebecca.johnson@hertfordshire.gov.uk</a>
Albury Church of England Voluntary Aided Primary School	East Herts and Broxbourne	Odessa Ronewicz	<a href="mailto:odessa.ronewicz@hertfordshire.gov.uk">odessa.ronewicz@hertfordshire.gov.uk</a>






# New Hertfordshire Flexi-Schooling Guidance: Key Changes for 2026



# Flexi-Schooling

Core updates from Hertfordshire County Council:

- ❑ Definition of flexi-schooling and distinction from EHE and reduced timetables.
- ❑ Best interest principle: decisions centred on child's needs.
- ❑ Flexi-schooling is voluntary and requires school agreement.

Children's Services	
LOCAL AUTHORITY FLEXI-SCHOOLING GUIDANCE	
PUBLICATION SCHEDULE NUMBER:	CS0616
PUBLICATION DATE:	January 2026 Issue No.1
AUTHORISING OFFICER:	Tony Fitzpatrick, Director of Education
AUTHORISING OFFICER'S SIGNATURE:	
AUTHOR OF PUBLICATION:	Richard Woodard
POST:	Head of Access Inclusion & Alternative Provision
TEAM:	Education Service
REVIEW DATE:	September 2028
TARGET AUDIENCE:	All Schools
PUBLISHED BY	Children's Services

Local Authority Flex-Schooling Guidance CS0616 Page 1 of 17 January 2026 Issue No. 1



## Key Elements of 2026 Guidance

Guidance includes:

- Legal context (Section 7 Education Act 1996) and responsibilities.
- Attendance coding rules and Ofsted expectations.
- Funding implications: fully funded by school; home learning funded by parent.
- EHCP-specific considerations and safeguarding requirements.



## Memorandum of Understanding (MoU): Main Parts

Core parts of the flexi-schooling contract:

- Purpose and scope of the arrangement.
- Roles/responsibilities: school (monitoring, safeguarding) and parents (home learning).
- Attendance expectations and correct coding.
- Review cycle and time-limited nature.
- Communication expectations and safeguarding duties.



# Flexi-Schooling

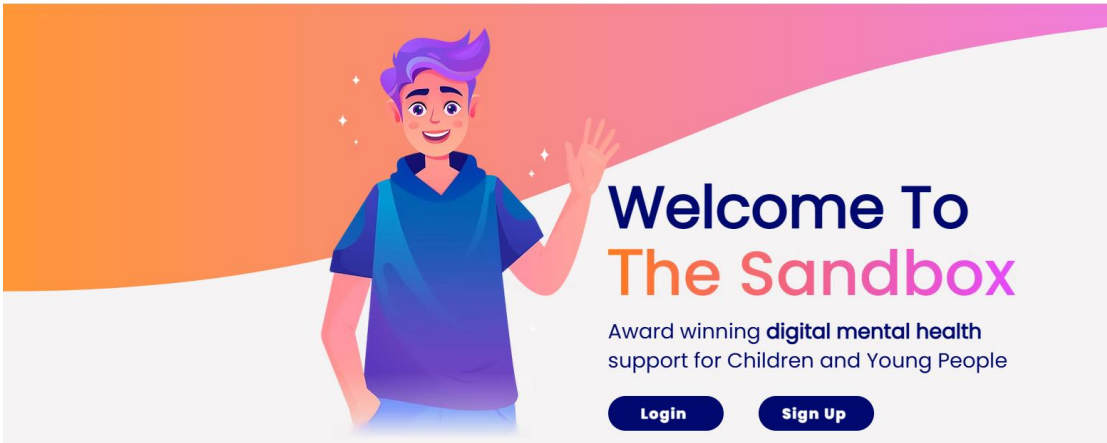
## Required Hertfordshire Documentation

Schools must use:

- MoU (Appendix A).
- Flexi-schooling checklist for parents (Annex B).
- Flexi-schooling checklist for schools (Annex C).
- Planning templates for review and monitoring.

[New Hertfordshire Flexi Schooling guidance - Hertfordshire Grid for Learning](#)





 The Sandbox · Dec 4, 2025



## Social Anxiety 🤔

**Social anxiety** is more common than you might think. It's that **intense worry** about how you look, sound, or come across in **social situations**, even when nothing is actually wrong.

Social anxiety can make things like **speaking up, meeting new people, or hanging out in groups** feel harder than they should.

These resources are here to help you **understand what social anxiety is, why your body reacts** the way that it does, and how those thoughts and feelings can sometimes trap you in **unhelpful patterns**.

You'll also find **simple tools to help you feel calmer**, face social situations at your own pace, and **build confidence** step by step.

Whether you experience social anxiety yourself or want to understand it better, these resources are designed to support and guide you.



# Targeted Toolkit for Social Communication



# Targeted Toolkit for Social Communication



Our online targeted toolkit of resources includes webinars, advice sheets and signposting to websites covering a range of topics linked to social communication (see next slide for details).

It has been designed by our Speech and Language Therapy team for setting staff/parents and carers of children and young people (CYP) aged 0-18 who:

- ★ have social communication and/or interaction differences OR
- ★ are autistic OR
- ★ are waiting for an autism assessment

It is a targeted resource so is only available following guidance from a member of the Speech and Language Therapy team. CYP on the waiting list for speech therapy may also be signposted to the toolkit while they wait, where relevant.

Look inside to find resources, webinars and advice to support the child/young person with...

1. Noticing adults in play and early interaction skills	2. Starting to communicate with others	3. Using more short phrases or echoed phrases to communicate	4. Joining in with simple conversations
5A: Social skills: Understanding neurodivergent communication	5B: Social skills: Perspective taking and understanding social situations	5C: Social skills: Facilitating friendships and peer interactions	5D: Social skills: Learning a new social skill
	6. Emotional regulation	7. Self-advocacy (for those who are non-speaking children or minimally speaking)	8. Self-advocacy (for those who are using language)
	9. Accessing learning and understanding change and transitions	10. Mutism	11. Understanding where to find further support from organisations and other resources

# UPDATE TO LOCAL HIGH NEEDS FUNDING



## Update to Local High Needs Funding

Focused Intervention Funding (FIF) is being implemented at the beginning of the Summer Term following a review of the Local High Needs Funding (LHNF) system. This training will cover the principles of the new system and how it will operate. It will include details of the process, the form and how to complete it as well as the guidance and where to find it.

Sue Sheffield, DSPL Strategic Lead, will be delivering this webinar and there will be an opportunity to ask questions

These sessions will be held online on:

- **Monday 23<sup>rd</sup> February 2026 1.30-3.30pm**
- **Thursday 5<sup>th</sup> March 2026 9.30-11am**

Book your place via the [website](#)

If you are unable to join this session but would like to access the recording (or recordings of previous sessions) please log in to the SEND Academy Members Area using the below details:

Username: SENDAcademy

Password: Herts321



# THE HERTFORDSHIRE SENCO INDUCTION PROGRAMME

FUNDED  
for Herts  
schools

*“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.”* Hertfordshire SENCO

Three pathways:

- New to Role
- New to Herts
- New to DSPL

To register interest contact: [hflsend@hfleducation.org](mailto:hflsend@hfleducation.org)

 HFL Education

*In collaboration with...*



# SEND BENCHMARK & PLANNING TOOL

## 2026 SCHOOL SURVEY

### Hertfordshire Schools' SEND Benchmark and Planning Tool

**School Name:** Click or tap here to enter text.

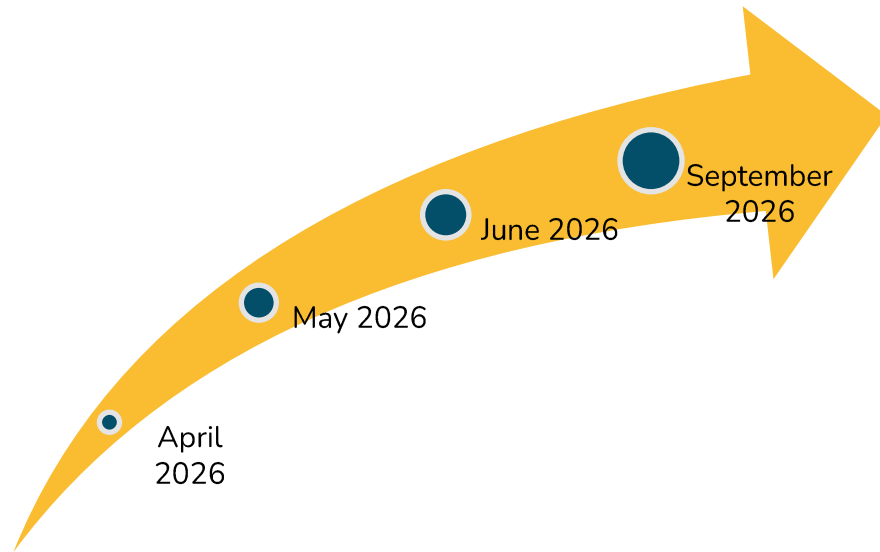
*This innovative tool will provide Hertfordshire schools with a framework for discussion about their policy and provision for SEND within the statutory guidance of the SEN Regulations 2014 and good practice of the SEND Code of Practice 2015. Using a collaborative, solution-focused approach, schools can identify strengths in current practice and plan next steps.*

The Benchmark and Planning Tool has been developed to provide a framework to help schools:

- Work with children and young people, their families and colleagues within and beyond the school to identify current practice using a 'best-fit' mind-set
- Strengthen knowledge and understanding through the use of incremental statements
- Plan manageable next steps towards exemplary practice
- Explore practice within the five outcomes from the Hertfordshire SEND Quality Offer

**Key dates:**

# SEND BENCHMARK & PLANNING TOOL 2026 SCHOOL SURVEY



- **Survey opens: Tuesday 5 May 2026**
- **Survey closes: Friday 26 June 2026**

*Further details to follow from your DSPL manager*

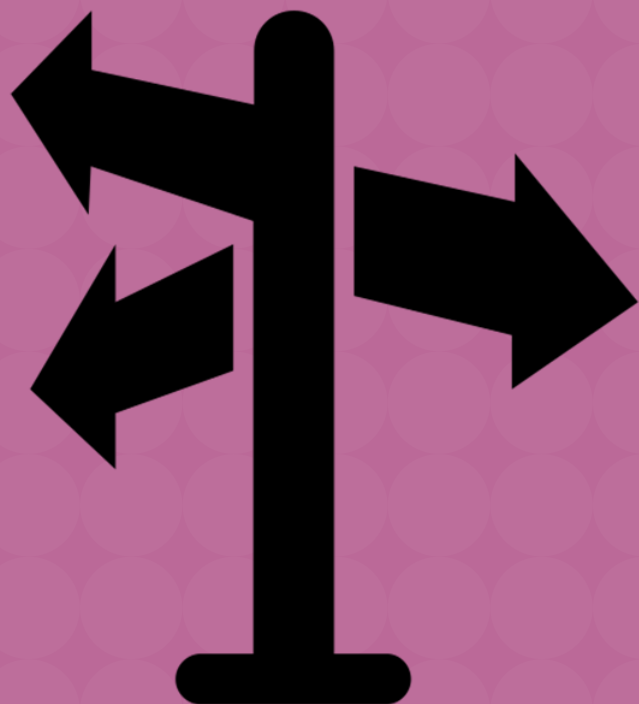
# THANK YOU!



70% completion rate in 2025 - the best year yet !

Can we do even better in 2026?

# OUR ROUNDUP OF USEFUL READING & RESOURCES



Created by parkjisun  
from the Noun Project



# NPQ FOR SENCOS

## AUTUMN 2026 COHORT

The mandatory qualification for new-to-role SENCOs  
More information available June/July 2026.

To register your interest please send an email to [hfl.send@hfleducation.org](mailto:hfl.send@hfleducation.org)



# CERTIFICATE FOR EARLY YEARS SENCOS (CERTSEY)

Level 3 accredited qualification for Early  
Years SENCOs. (PVI-including childminders)

Enabling Early Years SENCOs to have the  
necessary knowledge, skills and confidence  
in relation to their duties as outlined in the  
SEND code of practice.



*Scan the QR Code for more  
information and to register interest*



# LEVEL 3 AWARD IN SUPPORTING CHILDREN AND YOUNG PEOPLE WITH AUTISM

This Level 3 accredited qualification is suitable for staff working directly with children and young people with autism, across all age phases.

Supporting staff to increase their confidence in planning, delivering and reviewing inclusive practice, through practical assessment tasks.



*Scan the QR Code for more information and to register interest*

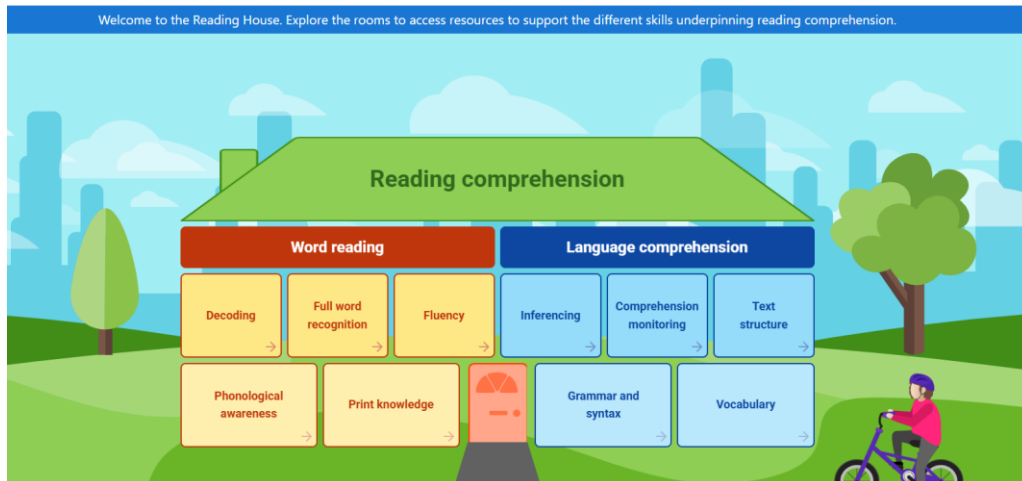


# REVISITING THE READING HOUSE

The reading house breaks down these components of reading, and in doing so, we find a potential tool for guiding diagnostic assessment.

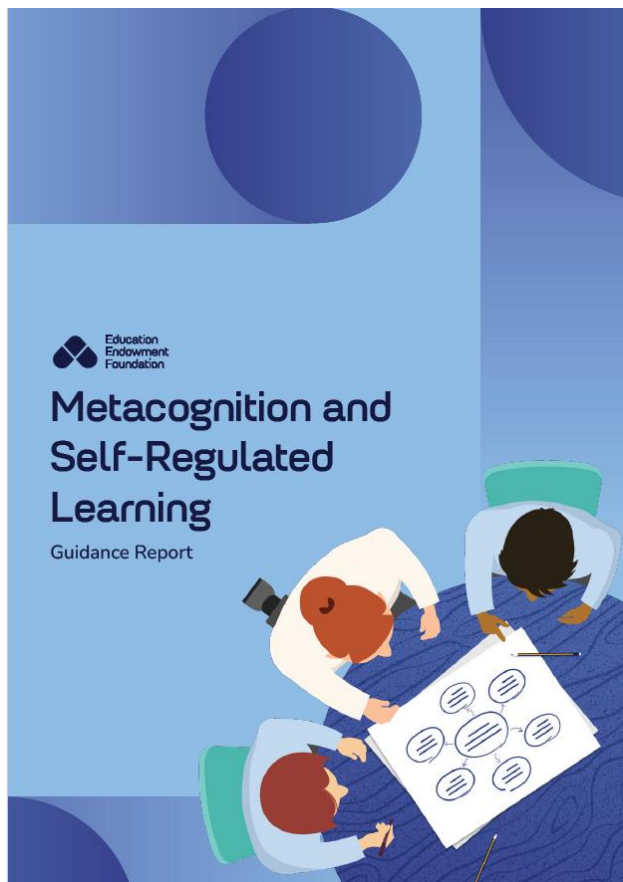
What's new?

- Real insights from teachers and leaders
- Blogs from the Research Schools Network
- Practical tools and ready-to-use resources
- Short videos showing reading instruction in action



[EEF blog: Through the Keyhole of the House of Reading Part 3:...](#) | [EEF](#) A great blog on supporting struggling readers

# UPDATED GUIDANCE



## Metacognition and Self-Regulated Learning Guidance Report

## Metacognitive strategies

Metacognition can significantly improve learning outcomes, but many pupils need support to plan, monitor, and evaluate their learning effectively. Drawing upon the EEF's guidance, this resource outlines examples of effective metacognitive strategies which can be explicitly taught, modelled, and scaffolded to help pupils use them with increasing independence.

Explicit instruction	Modelling	Scaffolding
<p><b>Explicit instruction</b> Explicit instruction of metacognitive strategies for planning, monitoring, and evaluating approaches to learning.</p> <p><b>Goal setting</b> Teach how to set realistic learning goals before working on tasks. This can include different types of goals e.g., relating to the learning process, desired outcomes, and acquisition of skills.</p> <p><b>Activate prior knowledge</b> Teach the importance of recalling strategies that previously helped or hindered learning, and how to apply this knowledge to plan approaches to new tasks.</p> <p><b>Summarisation</b> Teach use of summarisation tools such as graphic organisers (mind maps, storyboards) and mnemonics to aid recall of successful strategies for specific tasks.</p>	<p><b>Modelling</b> Modelling the use of metacognitive strategies to plan, monitor, and evaluate learning, undertaken by both adults and pupils.</p> <p><b>Thinking aloud</b> Verbalise thought processes to model strategies for learning and explain why these were selected. This includes breaking down tasks, discussing mistakes and corrections, or explaining strategies for managing emotions and maintaining focus.</p> <p><b>Worked examples</b> Provide examples of completed tasks to examine the strategies used to approach these, and identify the advantages and challenges involved. This may also include using worked examples to model how to break down tasks into manageable chunks.</p> <p><b>Self-questioning</b> Use self-questioning to model habits of connecting learning to prior knowledge and identifying steps needed to approach a task. Examples include: 'What do I know already?', 'What steps do I need to take?' and 'What is important to remember?'</p>	<p><b>Scaffolding</b> Providing scaffolds to encourage pupils' use of metacognitive strategies to plan, monitor, and evaluate learning.</p> <p><b>Structured reflection</b> Prompt reflections on learning processes and task outcomes, individually or in groups. This can be supported by journals, reflective models, and question prompts. It can also 'feed-forward' to consider how pupils might approach similar tasks in the future.</p> <p><b>Self-explanation</b> Invite pupils to share rationales for approaches, ideas and thinking. Asking probing questions to prompt pupils to extend and elaborate upon initial responses.</p>

### Questions for reflection

How can these strategies be used in different curriculum subjects to meet the needs of your pupils?  
How will you scaffold pupils' use of these strategies to increase independence over time?  
How will you provide feedback to improve pupils' use of these strategies?

## Framework to scaffold pupils' use of metacognitive strategies

This framework offers verbal, visual, and written scaffolds to promote pupils' increasingly independent use of metacognitive strategies over time. It supports educators in using the principle of 'least help first'; prompting, cueing, modelling, or correcting only as necessary, to guide pupils toward self-scaffolding.



Read more  
Metacognition and Self-Regulated Learning  
guidance report

Definition	Visual scaffolds	Verbal scaffolds	Written scaffolds
<p><b>Self-scaffolding</b> The highest level of independence. Adults give pupils time for processing and thinking. Pupils plan their approach to a task, solve-problems, and review their approach.</p> <p><b>Prompting</b> Adults provide prompts when pupils are unable to self-scaffold. Prompts encourage pupils to draw on their own knowledge but refrain from specifying a strategy.</p> <p><b>Cueing</b> Pupils may know helpful strategies (e.g., planning, or recalling prior knowledge) but struggle to use them. Adults use question-based cues to help pupils move forward.</p> <p><b>Modelling</b> Prompts and cues can be ineffective when pupils encounter a task that requires a new skill or strategy. In cases such as this, adults can model while pupils actively watch and listen.</p> <p><b>Correcting</b> Adults give answers and pupils are only required to do a little independent thinking. It can be useful at times but adults should follow the principle of providing least help first to avoid pupils becoming over-reliant on support.</p>	<p><b>Activate prior knowledge</b> Encourage pupils to summarise their knowledge of concepts or tasks, reflecting on their understanding and identifying gaps. <b>Example:</b> mind maps, symbols or codes.</p> <p><b>Summarisation</b> Encourage pupils to summarise their knowledge of concepts or tasks, reflecting on their understanding and identifying gaps. <b>Example:</b> graphic organisers such as mind maps and storyboards.</p> <p><b>Activate prior knowledge</b> Use visual reminders of strategies which have previously helped – or hindered – learning. <b>Example:</b> graphics, images or diagrams of key strategies for planning, monitoring and evaluation.</p> <p><b>Worked examples</b> Provide visual demonstrations of approaches for planning, monitoring or evaluating learning for pupils to use in their own work. <b>Example:</b> live modelling and videos.</p> <p><b>Worked examples</b> Provide visual representations of alternative approaches to learning, without pupils correcting this for themselves. <b>Example:</b> live models to demonstrate more appropriate strategies.</p>	<p><b>Self-questioning</b> Pupils use self-questioning to activate prior knowledge and plan their approach. <b>Example:</b> "What do I already know?", "What steps will I need to take?" and "How will I monitor my progress?"</p> <p><b>Self-explanation</b> Prompt pupils to explain their thinking and share their rationale for chosen approaches. <b>Example:</b> asking probing questions (e.g., "How..." and "Why...") to encourage pupils to extend and elaborate upon their first answers.</p> <p><b>Activate prior knowledge</b> Give verbal reminders of strategies which have previously helped – or hindered – learning. <b>Example:</b> questions or hints to provide cues (e.g., "I remember that when you did this before, you followed the writing frame...")</p> <p><b>Thinking aloud</b> Model planning, monitoring, and evaluating by verbalising thinking. <b>Example:</b> step-by-step talk for a task, talking through deliberate mistakes and corrections.</p> <p><b>Goal setting</b> Correct errors or misconceptions in pupils' understanding of priorities for tasks, outcomes, or learning processes. <b>Example:</b> "I see a mistake here, this task aims to... so your goal should be..."</p>	<p><b>Structured reflection</b> Pupils independently reflect on learning outcomes, processes used, and future improvements. <b>Example:</b> pupils select their own reflective tools (e.g., journals and reflective comments).</p> <p><b>Think aloud protocols</b> Provide written prompts to encourage pupils to verbalise their thinking. <b>Example:</b> sentence starters to support pupils to narrate their thinking.</p> <p><b>Summarisation</b> Teach mnemonics to help pupils recall strategies for components of specific tasks. <b>Example:</b> P.E.E.L. (Introductory paragraph, Points, Examples and elaboration, End, Links, and Language)</p> <p><b>Worked examples</b> Provide written examples of tasks, enabling pupils to examine strategies used, identifying advantages and challenges. <b>Example:</b> written texts, question responses, and notes made during problem solving.</p> <p><b>Exam wrappers</b> Provide written feedback on pupils' evaluation of self, tasks, and strategies. <b>Example:</b> offering alternative priorities and strategies for improvement.</p>

Greater pupil independence

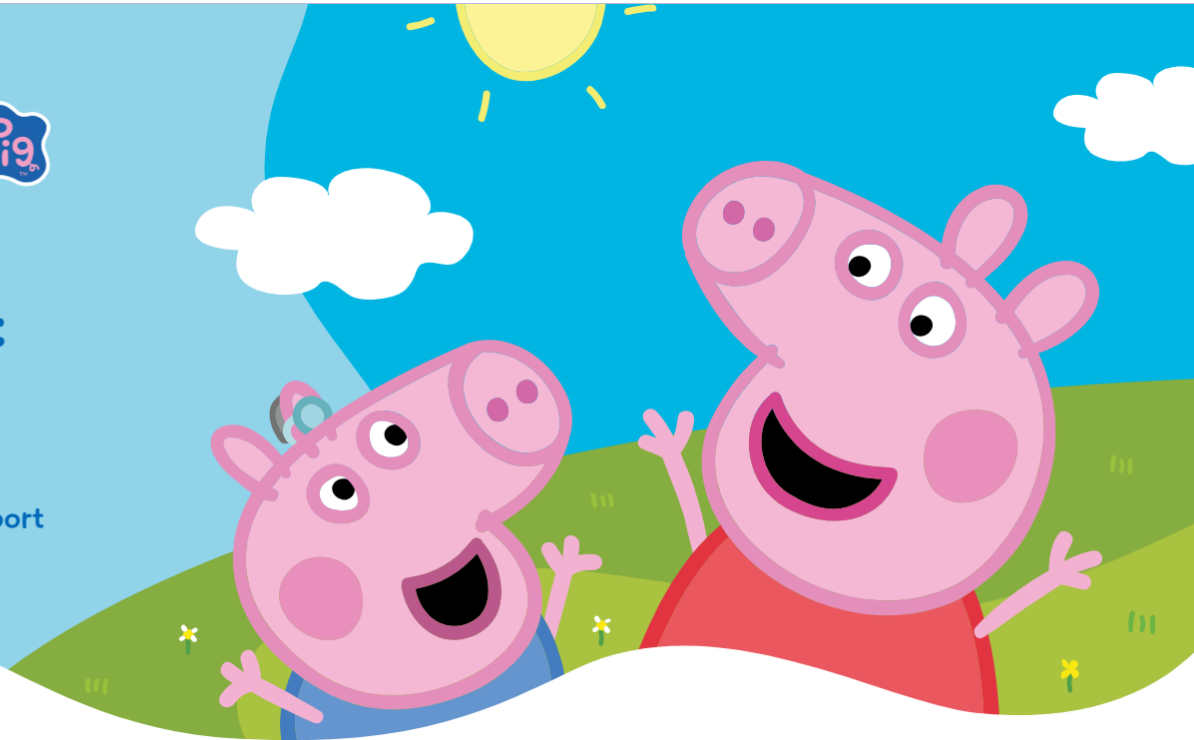


National  
Deaf Children's  
Society











## George is getting his first hearing aid!

Learn more about childhood  
deafness, including ways to support  
deaf children like George.



When the Pig family learn that George has moderate hearing loss in one ear, lots of small things start to make sense – like why it's taking George a bit longer to learn to speak and why he seems to daydream (and get distracted) in noisy places.

# RAISE DEAF AWARENESS IN YOUR SETTING

 <p><b>Signs of deafness and hearing loss</b> How can you tell if a child has hearing loss? Find out about some of the common signs of childhood deafness.</p>	 <p><b>Unilateral deafness</b> Is your child deaf in one ear, like George? See our resources for families of children with unilateral (single-sided) deafness.</p>	 <p><b>Ways we can support you</b> We're here for children with any level or type of deafness, including mild and temporary hearing loss. Learn about the support we can offer.</p>
 <p><b>Deaf awareness</b> Get deaf awareness tips to become more confident communicating with deaf children and young people.</p>	 <p><b>Peppa Pig Sign Language</b> Did you know that Peppa Pig Tales are now available in British Sign Language (BSL)? Visit YouTube to watch online!</p>	 <p><b>Me and my deaf brother or sister</b> Children like Peppa might have lots of questions about having a deaf sibling. Our activity book can help them learn and explore their emotions.</p>
 <p><b>Deaf-friendly teaching</b> Do you teach a child like George? Even mild, moderate and single-sided deafness can have a big impact in the classroom.</p>	 <p><b>My baby has hearing loss</b> If your baby has recently been identified as deaf, you're not alone. Get support from other parents in our new resource.</p>	 <p><b>Deaf awareness quiz</b> Take our quiz to find out more about communicating with deaf children like George.</p>



Peppa Pig co-branded fingerspelling postcards  
**£0.00**



George and Peppa's tips for talking to your deaf friends  
**£0.00**



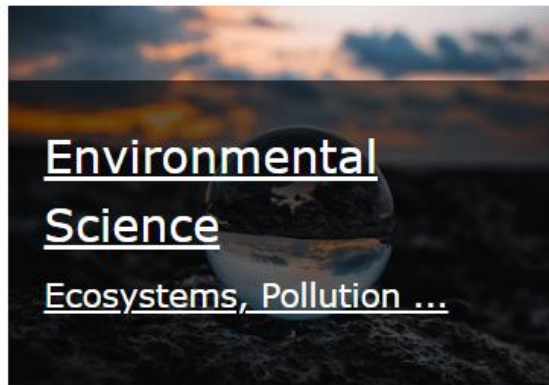
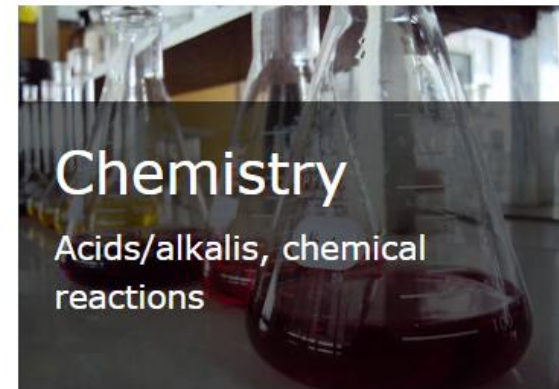
George and Peppa's signs of hearing loss  
**£0.00**



George and Peppa's communication tips for grown-ups  
**£0.00**



# British Sign Language Glossaries of Curriculum Terms





## HFL Education is a Licensed Practitioner for The Bell Foundation.

We can offer in-school support to schools, settings and trusts including:

- a whole school evaluation of EAL provision
- INSET and staff training

Upcoming training:

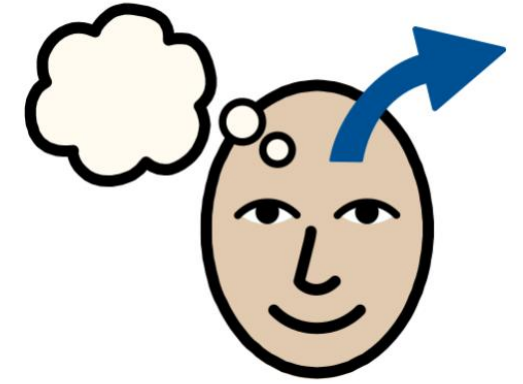
[Leading a Whole School Strategy for EAL: 2 June 2026](#) (online 9.30am-11.30am)

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





**HFL Education is a Widget Centre!**



## 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)

**COMING SOON**

**Widgit**

Widgit's New Learning App






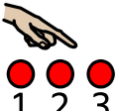
**Symba**







[Register Your Interest for Symba | Widgit](#)


# Free Widgit resources





Birdwatching Flashcards Page 3 of 3



 Goldfinch	 Dunnock
 Long-tailed Tit	 Birds
 look	 Count




My  Birdwatching  Recording Sheet 





Location:  \_\_\_\_\_

Weather: 

What  bird  I  saw:  \_\_\_\_\_

Describe  the bird:  \_\_\_\_\_

What was  the bird  doing?  \_\_\_\_\_

Draw  the bird  you  saw: 



# BELONGING ...



**Place2Be's  
CHILDREN'S  
MENTAL HEALTH  
WEEK** 9-15 FEB 2026

**THIS IS MY PLACE**

**WE'RE TAKING PART IN  
CHILDREN'S MENTAL HEALTH WEEK**

[childrensmentalhealthweek.org.uk](http://childrensmentalhealthweek.org.uk)  
#ChildrensMentalHealthWeek



**BEANO** Place2Be's CHILDREN'S MENTAL HEALTH WEEK

**WHAT IS BELONGING?**  
Belonging means being part of something. It makes you feel good, confident, and tougher when things get tricky.  
Not feeling like you belong can feel rubbish, so for Children's Mental Health Week and using the theme 'THIS IS MY PLACE', we asked Place2Be for help.

**WHERE DO I BELONG?**

- At home. My family know my quirks and still like me. Result.
- Inside yourself. You're already great. Accept it.
- At school. My ideas get heard and teachers believe in me.
- With my friends. They make me laugh and stick around when things go wrong.
- In clubs and activity groups. Some interests = instant connection.

**THINGS THAT HELP US FEEL WE BELONG**

- Playing games with friends.
- Doing stuff we actually enjoy.
- Try make friends!
- If it can be awkward - but it's worth it.
- Having a grown-up to talk to when things aren't great.
- Talking about feelings instead of bottling them up.
- Being kind. Trying new things, meeting new people.
- Hanging out with people you like being with.

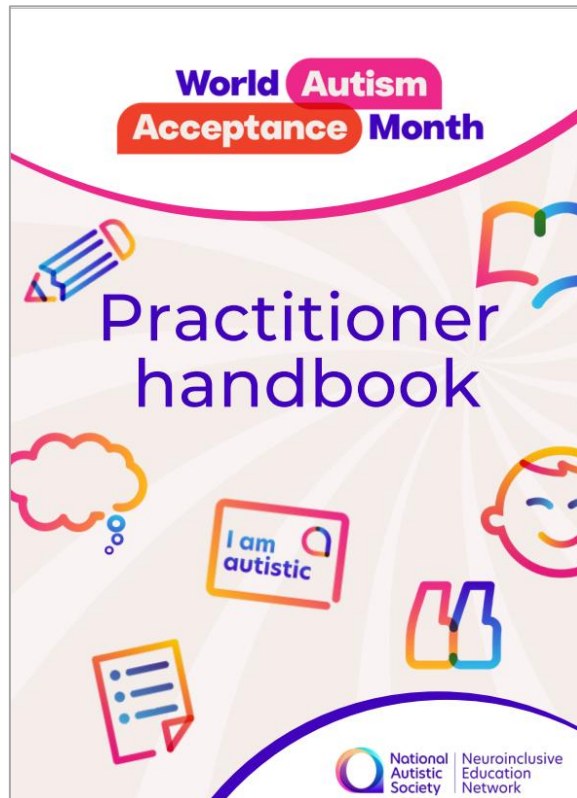
**BELONGING BASICS**

- BE YOURSELF.** Trying to fit in is exhausting. Being you works better.
- LIKE WHAT MAKES YOU DIFFERENT.** Your strengths and quirks are not a problem. They're the point.
- FOLLOW YOUR INTERESTS.** Clubs and groups are where people who like the same things hang out.
- LISTEN TO YOUR FEELINGS.** Feeling lonely? That's your brain asking for more connection. Belonging isn't about changing who you are. It's about finding where you already fit.

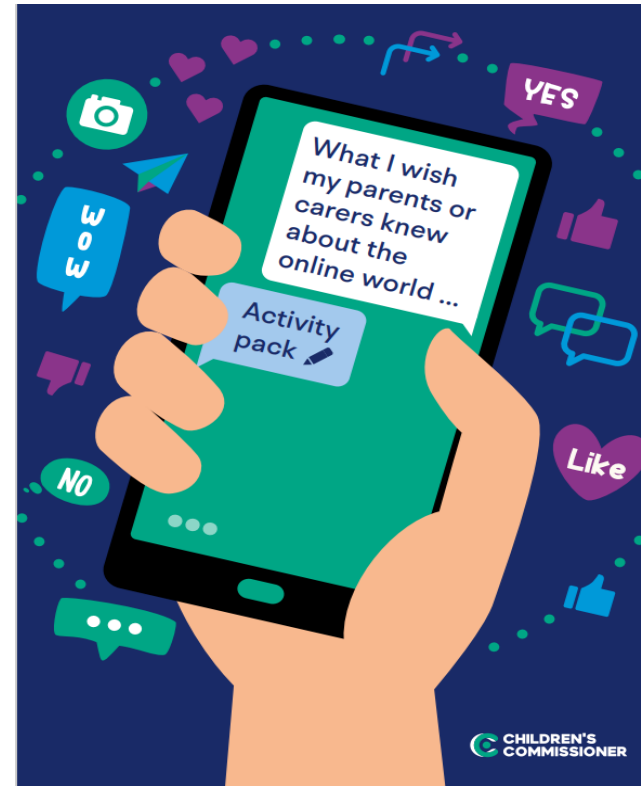




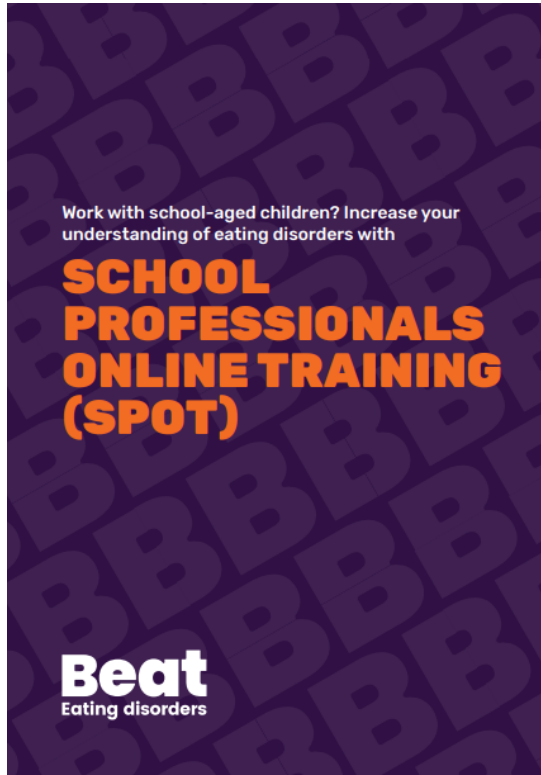
# WORLD AUTISM ACCEPTANCE MONTH



# WHAT I WISH MY PARENT/CARERS KNEW ...



# INCREASE YOUR UNDERSTANDING OF EATING DISORDERS

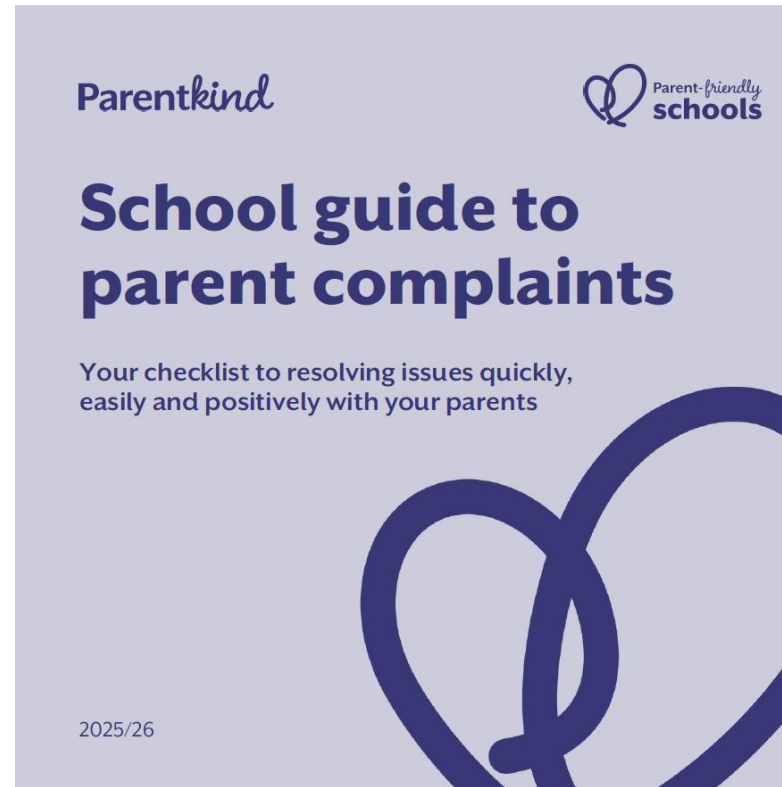


An elearning platform designed to enable school professionals to help pupils into treatment quickly.

Access a range of interactive modules, monthly Q&A sessions and interactive webinars delivered by our expert clinicians.

# SCHOOL COMPLAINTS

These guides are free and designed not to inflame situations or encourage unnecessary escalation.



# NSPCC 'Learning'




**NHS** TOGETHER  
CHILDHOOD

## Humping and Thrusting Behaviour

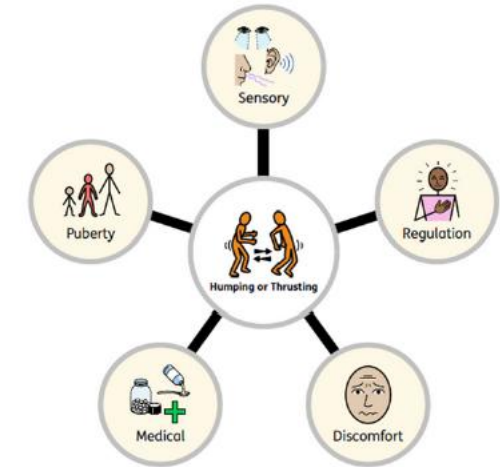
**What is humping?**

Humping (which can also be called thrusting) is when a child repeatedly presses or rubs their pelvic or genital area against objects, furniture, surfaces or people. For many parents and carers, seeing this behaviour can be worrying or confusing. It is important to know that this behaviour is not uncommon for some children who have additional needs and disabilities.



Parents and carers concerns are valid and important. This guide aims to provide reassurance, clear information and practical strategies to help you understand and respond to this behaviour in a supportive, non-shaming and proactive way. It also explains when behaviour might indicate a concern and when further support may be needed.

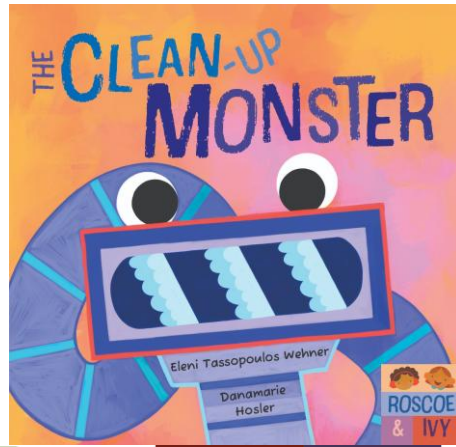
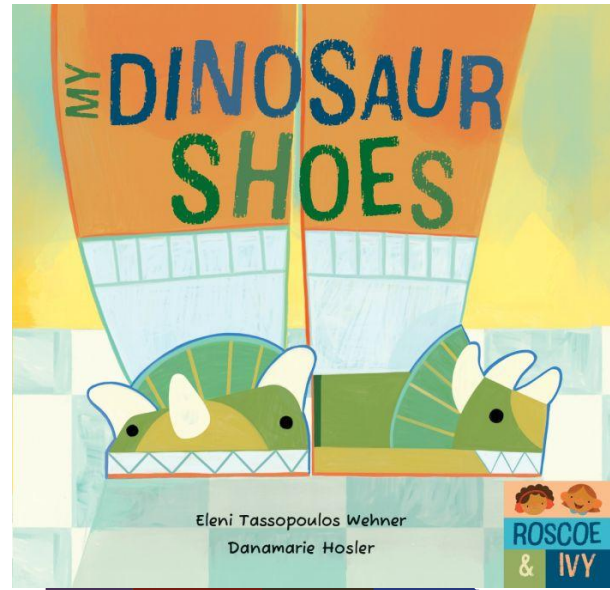
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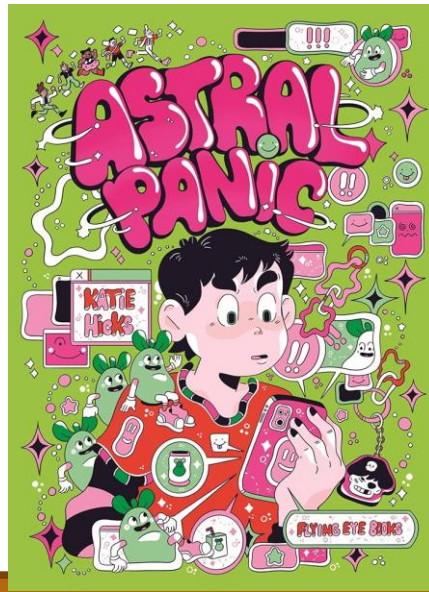
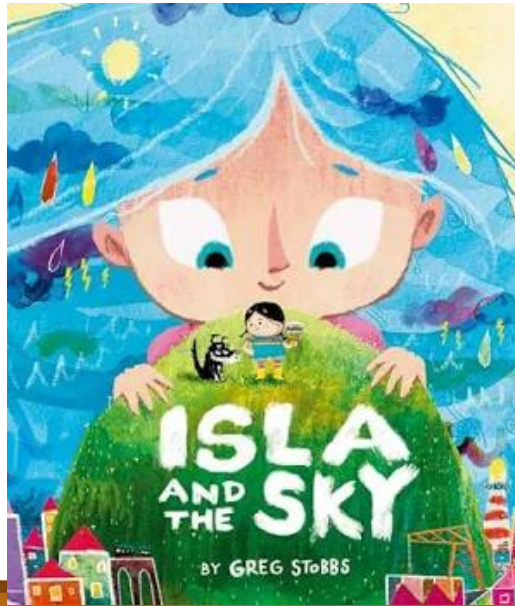


hand massage	weighted blanket	squeezing	messy play
jumping	running	bear hugs	exercise ball or wobble cushion
sensory play	swing or spin	fidget toys	rocking chair

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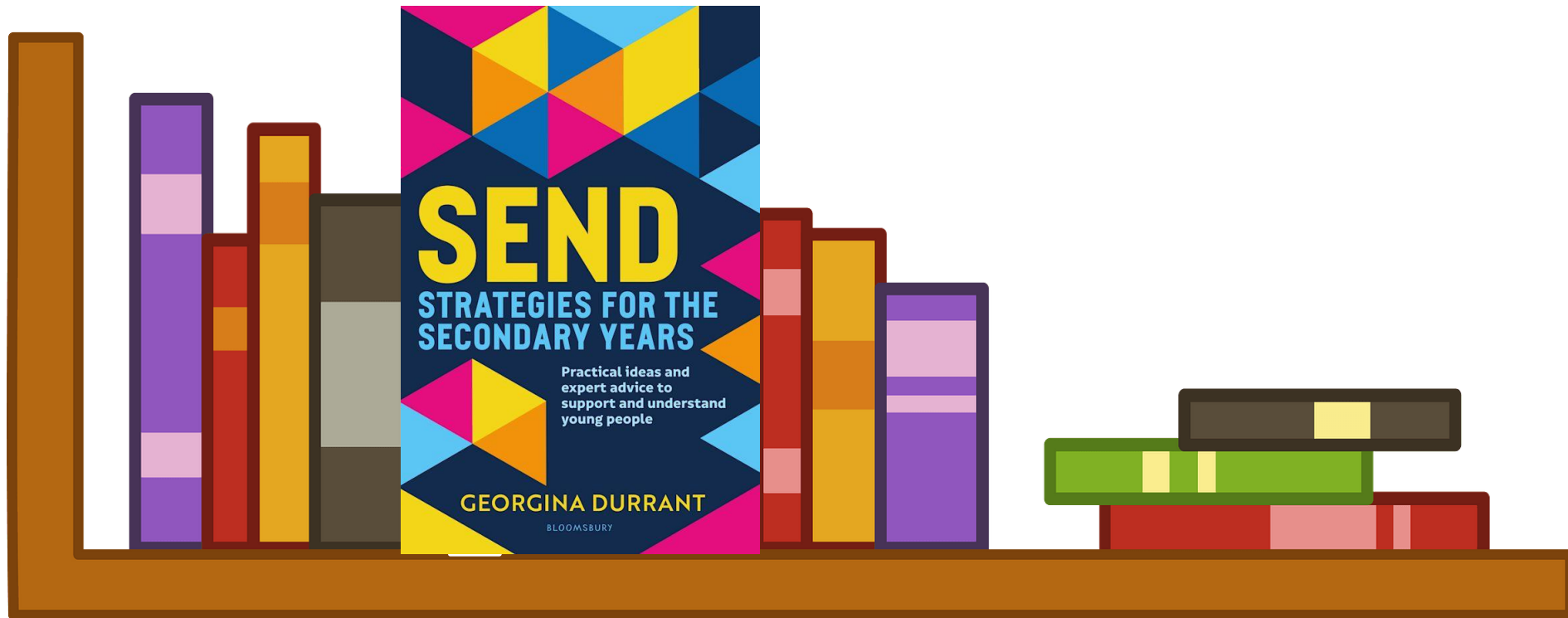


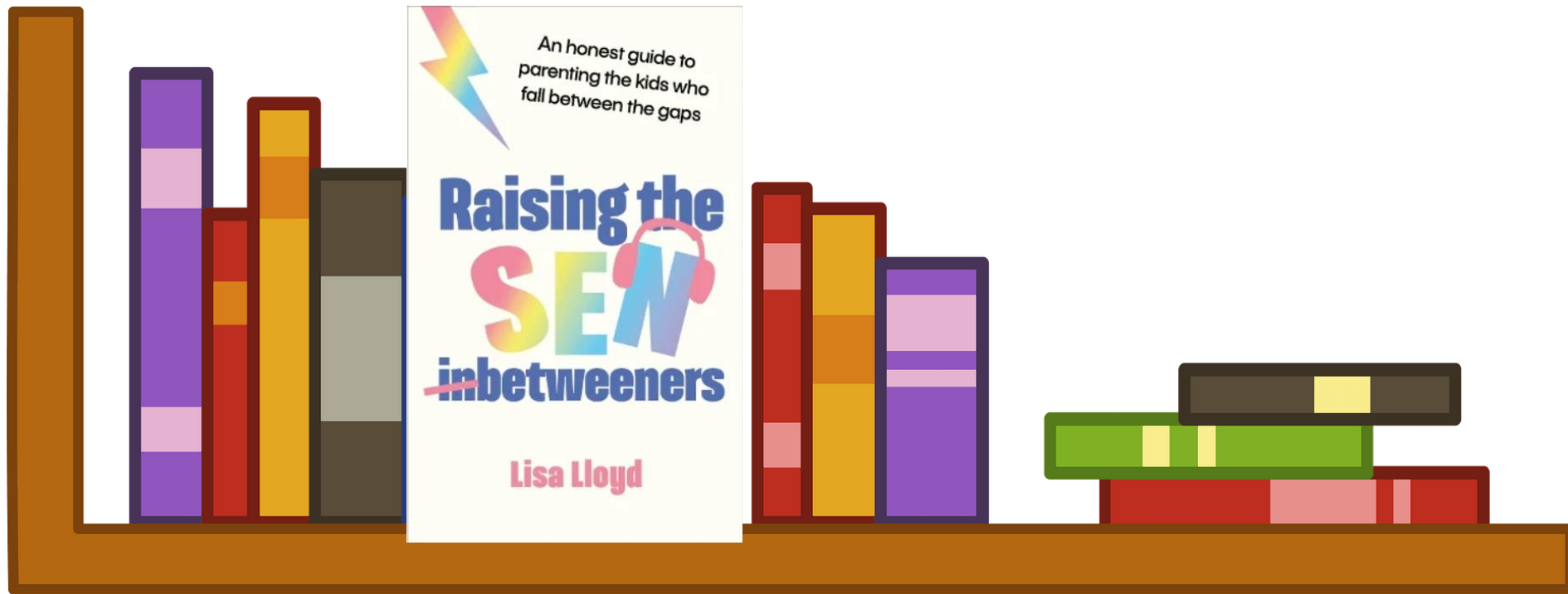


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