



Delivering Special
Provision Locally



DSPL 9

SEND Guide

Academic year 2026-27

(All info correct when published on 14th September 2026)

Local information and contacts for SENCOs within DSPL 9

DSPL 9 Manager and SEND Lead	Gemma Hall	gemmahall@dsplarea9.org.uk	07376 394191
DSPL 9 Administrator	Jen Thomson	admin@dsplarea9.org.uk	07376 394324
DSPL 9 Lead	Steve Wells	head@bournehall.herts.sch.uk	0208 950 4438

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What support are you looking for?

DSPL9

Delivering Special
Provision Locally



For all DSPL referral forms
and more information please
go to:

<https://www.dspl9.uk/>

Triage:

The Triage Team is a service dedicated to supporting families, children & young people with special educational needs, disabilities, mental health & emotional well-being or complex needs, to access appropriate services with confidence (with or without diagnosis). The support provided may be limited by county boundaries and those that fall outside the DSPL 9 local area.

How can we support:

- Supporting parents navigate the referral process
- Supporting parents in navigating services and making referrals
- Promoting and signposting services available to parents of children and young people with SEND
- Transition support year 6-7
- Providing SEND coffee mornings for parents in schools
- Delivering bespoke transition coffee mornings for year 6 parents
- Local SEND coffee mornings for parents/carers (half termly)
- Online referral forms and further information can be found on the [DSPL 9 website](#).
- Dedicated Triage enquiries email: enquiries@dsplarea9.org.uk

The Triage service also offers the additional services below:

- Drawing and Talking Therapy:
Drawing and Talking Therapy is an attachment-based, therapeutic approach that provides a safe and secure space for children to process internal experiences such as emotional pain, anxiety, and unresolved feelings.
For further information please contact
Katherine McNamara:
katherinemc@dsplarea9.org.uk
- Specialist Transition support:
Our Specialist Transition outreach worker offers 1:1 bespoke support for children in year 6 moving up to a community secondary school, who have (including their family), complex needs that require intensive involvement to ensure a successful transition.
To access this service, your child must be transitioning into a Watford & Three Rivers Community School, from a Watford & Three Rivers Primary School and not be in receipt of an EHCP.
Referrals are made by your child's primary school and acceptance of referrals is at the discretion of the team. For further information and support please contact Lisa Sillitoe:
lisasillitoe@dsplarea9.org.uk

Behaviour:

Tier 1: Core offer to school including:

- In-house support
- Relational Approach/Therapeutic Thinking: [Click here](#) for more details and training dates.
- relationalapproach@HFLEducation.org
- [Click here](#) – Ordinarily Available Provision Document
- [Click here](#) - Local offer – Service directory

Tier 2: Targeted support available through the following:

- SEMH Solution Circles
- TA surgeries
- Specialist advice

For further information on how to access the above services please [click here](#).

Tier 3: Specialist Outreach: Chessbrook

- Information for Primary support can using the following link:
<https://www.chessbrook.herts.sch.uk/extended-roll/primary-outreach>
- Information for Secondary support can be found using the following link:
<https://www.chessbrook.herts.sch.uk/extended-roll/secondary-outreach>

Behaviour:

Tier4: The Acorn Centre

- Primary Behaviour support provision
- Access to (via the tier 4 panel):
 - Out Reach 1:1
 - In Reach 1:1
 - Acorn and Oak
 - Kitts and Squirrels
- Specialist/Plus SEMH behaviour needs – pupils who are at significant risk of exclusion.

Tier 5: The Acorn Centre

- Children who have been permanently excluded – to ensure that children receive their statutory entitlement to full time provision from Day 6. (Day 3 for CLA)

PLEASE NOTE: Admission of children from Tier 5 will always be prioritised but permanent exclusion will not always mean The Acorn Centre provision is appropriate for individual children.

Further information regarding the referral process and procedures for the Acorn Centre can be found at the following website:

<https://www.theacorncentre.co.uk/>

SEND:

Support with:

- DSPL 9 introduction
- FIF support
- Signposting to services
- Herts Benchmarking Toolkit
- Attendance at meetings (TAF, professionals etc) for additional support.
- Support via email and phone.

For information regarding training contact

gemmahall@dsplarea9.org.uk
07376 394191

Networking and good practice sharing:

- DSPL 9 SENCo email groups
- [DSPL 9 fortnightly newsletter](#)
- DSPL 9 SENCo weekly drop ins
- DSPL 9 SENCo Clusters
- DSPL 9 SENCo/INCo Termly Forums (schools and EYs)
- [FIF clusters](#)
- [TA Academy](#)
- [DSPL 9 Lending Library](#)

If you would like to attend any of the above meetings please contact Gemma Hall on gemmahall@dsplarea9.org.uk

All SEND information including dates of events and network meetings can be found [here](#).

Special School Outreach

April 2026

The Specialist Outreach offer has expanded, with new providers joining existing settings across all quadrants. This offer, alongside support from the Early Years SEND Team and SENDSAS, will ensure a graduated, consistent and strengthened offer for children and young people with emerging SEND needs as well as those with Education, Health and Care Plans (EHCPs) in mainstream settings.

All children Year 1 and above with an EHCP are eligible for Specialist Outreach support.

Settings may request but not limited to:

- Bespoke support for an individual child
- Class or whole-school support
- Quadrant training or development input

DSPL 6 & 9 – Watford, Three Rivers, Bushey, Radlett, Potters Bar and Borehamwood

- Existing providers: Colnbrook, Watling View
- New provider from April 2026: Garston Manor

Who to contact and when

If you have a child or young person in your school who has an EHCP that you are worried about, and feel will benefit from further support please do make this request through the Single Service Request form: [Hertfordshire Service Request Form - Children and young people](#)

Special School Outreach:

The new Specialist Outreach model (for year 1 and above) is broken into quadrants and below sets out the panel manager who has responsibility for managing the allocation of Specialist outreach support.

Panel Manager: DSPL 6 and 9, Potters Bar (including South Hatfield Villages) and Borehamwood. Watford, Three Rivers, Bushey and Radlett:

Sophia McClymont
Sophia.McClymont@Hertfordshire.gov.uk

DSPL9 EBSA Support Package:

Click [here](#) for all info/guidance and forms

Tier 1: Universal Support

Whole school approach to EBSA:

- Staff and parents access training, workshops and guidance produced by the EP Service and Nessie.

Tier 2: Universal Plus Support

Individual support at a school level:

- Assessment of CYP using resources and guidance from EP EBSA documentation/EBSNA Guidance
- Development of personalised and holistic action plan

DSPL 9 parent/carer half termly support through [coffee morning](#) and [face to face EBSA parent drop ins](#).

Tier 3: Targeted Support

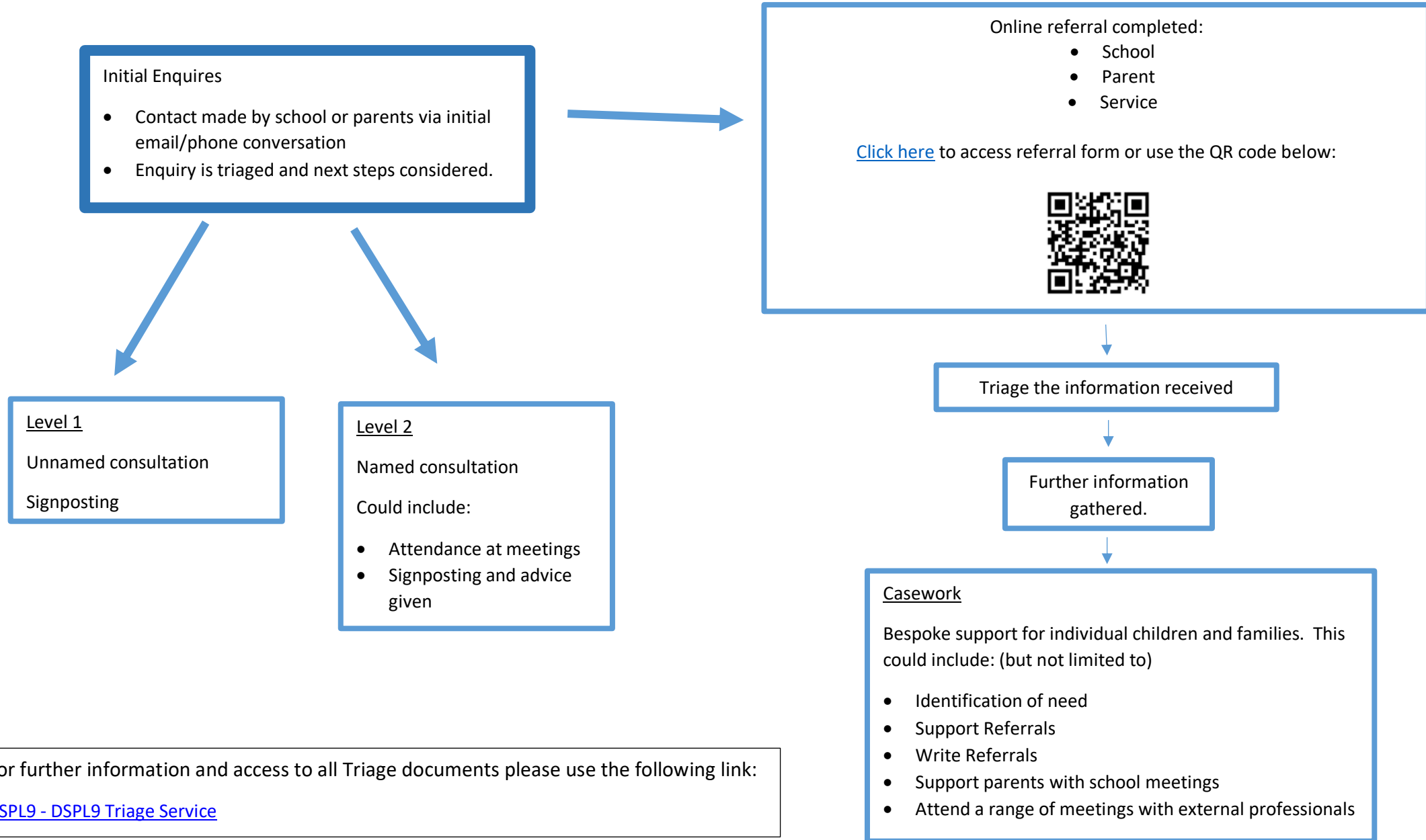
School colleagues can book onto EBSA Solution Circles to further explore support, strategies and resources:

- Prior Information form to be completed with parental agreement.
- Each session will last for one and a half hours and have a primary or secondary focus. The solution circle will enable 3 school colleagues to present their case and gather feedback and support from those in attendance.

Tier 4: Specialist Support

Following access and use of the above tiers, SENCo can refer pupils to access a 12 week 1:1 triangulated response. Nessie: Supporting the child
SWHP: Supporting the family
DSPL 9 Manager: Supporting the school

DSPL 9 Triage Service



Introducing the Triage Team

Who are we?



Katherine McNamara
DSPL 9 SEND (Parent and Carer)
Liaison Worker



Lisa Sillitoe
DSPL 9 Specialist Transition
Outreach Worker

How can we support

- Supporting parents navigate the referral process
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- Promoting and signposting services available to parents of children and young people with SEND
- Providing SEND coffee mornings for parents in schools
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- Local SEND coffee mornings for parents/carers

How can you access the support?

Referrals can be made by schools, professionals or parents via a referral form [here](#) or via the QR code below:



Alternatively, if you have a query about the service these will be answered by a member of the team using the email above.

The service plays a crucial role in ensuring that children and families receive the necessary guidance and assistance during challenging times. This level of support is incredibly valuable and can make a significant difference in the lives of those it touches

Katharine and Lisa's professional yet personable demeanour allows them to quickly build rapport with families. Their non-judgmental approach ensures parents feel listened to and understood.

The transition support for us as a school has always been excellent, with their strong links to secondary's and the work completed with the children, they bridge the move from primary to secondary.

Additional services provided through the DSPL 9 Triage Service

Drawing and Talking Therapy

Drawing and Talking Therapy is an attachment-based, therapeutic approach that provides a safe and secure space for children to process internal experiences such as emotional pain, anxiety, and unresolved feelings. Access to this service is subject to criteria and waiting list.

For more information [click here](#).

Specialist Transition Support

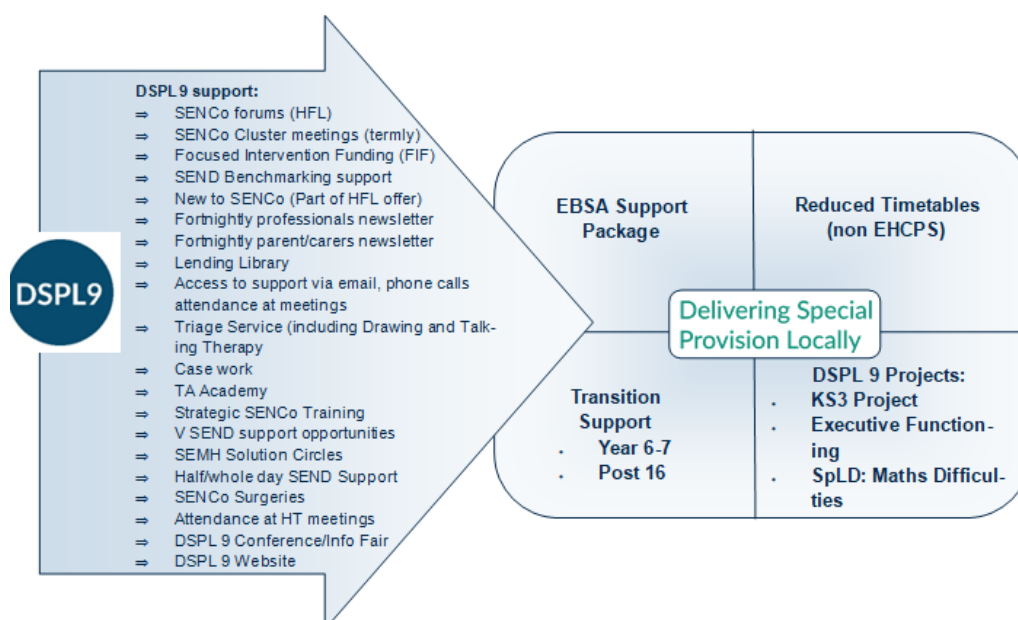
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Referrals are made by your child's primary school and acceptance of referrals is at the discretion of the team.

For more information please [click here](#).

DSPL 9 Offer on a page



DSPL 9 Website



The [DSPL 9 website](#) contains a range of information regarding local services, training opportunities, up to date information, guidance and support.

Information about support for parents can also be found on the website.

DSPL 9 SENCo Termly Cluster Meetings

All schools across DSPL 9 are divided in 5 clusters depending on locality, with a separate cluster for secondary SENCos. The clusters are used to provide DSPL 9 updates (first half of each term) and as part of the FIF (Focused Intervention Funding) process.

It is advised that SENCos attend each half termly session.

	Autumn 2026		Spring 2027		Summer 2027	
	Autumn 1 SEnCo/FIF cluster	Autumn 2 FIF cluster only	Spring 1 SEnCo/FIF cluster	Spring 2 FIF cluster only	Summer 1 SEnCo/FIF cluster	Summer 2 FIF cluster only
Cluster 1	Wednesday 30 th September 1-3pm Little Green	Tuesday 24 th November 1-2.30pm Christchurch	Wednesday 27 th January 1-3pm Shepherd Primary	Tuesday 9 th March 1-2.30pm St Johns Ricky	Wednesday 28 th April 1-3pm Little Green	Wednesday 23 rd June 1-2.30pm St Anthony's
Cluster 2	Tuesday 29 th September 9.30-11.30am Beechfield	Tuesday 24 th November 9.30-11am Cherry Tree	Tuesday 26 th January 9.30-11.30am Beechfield	Tuesday 9 th March 9.30-11am Acorn Centre	Tuesday 27 th April 9.30-11.30am Beechfield	Tuesday 22 nd June 9.30-11am Knutsford
Cluster 3	Wednesday 30 th September 9.30-11.30am Oxhey Wood	Wednesday 25 th November 9.30-11am Greenfields	Wednesday 27 th January 9.30-11.30am Little Reddings	Wednesday 10 th March 9.30-11am Ashfields	Wednesday 5 th May 9.30-11.30am Merry Hill	Wednesday 23 rd June 9.30-11am St Johns Radlett
Cluster 4	Wednesday 23 rd September 9.30-11.30am Alban Wood	Wednesday 25 th November 1-2.30pm Acorn Centre	Wednesday 3 rd February 9.30-11.30am Alban Wood	Wednesday 10 th March 1-2.30pm St Pauls	Wednesday 28 th April 9.30-11.30am Divine Saviour	Wednesday 16 th June 1-2.30pm Leavesden Green
Cluster 5	Thursday 1 st October 1-3pm The Reach Free	Thursday 26 th November 1-2.30pm Rickmansworth	Thursday 28 th January 1-3pm Westfield	Thursday 4 th March 1-2.30pm Watford Girls	Thursday 29 th April 1-3pm Westfield	Thursday 17 th June 1-2.30pm Watford Girls

Autumn 1/Spring 1/Summer 1:

Please note the FIF cluster is part of the first half term SENCo cluster meetings, therefore SENCos are expected to attend the full length of the meetings (see below) to cover the DSPL 9 update and FIF cluster:

AM session: 9.30-11.30am (FIF cluster 10.30-11.30am)

PM session 1-3pm (FIF cluster 2-3pm)

To identify which cluster you are please [click here](#).

TA Academy



Following the success of the TA Academy in the previous academic year, all DSPLs are pleased to be able to offer this opportunity to all TAs across Hertfordshire for another year.

[Half termly training opportunities](#)

- Free access a wide range of topics and themes including demand avoidance, executive functioning and sensory circuits.
- TAs will be expected to sign up to each of the sessions they would like to attend.
- All training sessions will take place on teams.
- Recording of the sessions cannot be guaranteed but where possible will be shared via the DSPL websites following the session.

In addition to the TA training opportunities on offer for TAs across all DSPLs, DSPL 9 will offering a combination of termly online and face to face support. It is intended that these sessions will further support local TAs across the academic year. Please [click here](#) for more details.

SEND Support in Herts

SEND Improvement Plan

Following the Area SEND inspection of Hertfordshire which took place in July 2023, the Hertfordshire SEND Improvement Plan (including the Priority Action Plan) was developed and approved in January 2024. HCC have been working hard to address the priorities outlined in the plan and all updates and further information can be found using [here](#).

Hertfordshire's SEND Strategy 2026-29

SEND is everyone's business'



Children and young people achieve better outcomes when there is a clear focus on working together. This vision is at the heart of the refreshed 5 year SEND strategy, which builds on the achievements of the previous plan. The strategy demonstrates the collective commitment and responsibility between parents, the community, local authority, social care and health services.

For all information on the Herts SEND Strategy click [here](#).

Hertfordshire Provision Plan 2026-29



Our proposed SEND Provision Plan - developed with families, schools, health partners and over 400 children and young people - includes a stronger focus on early help and enhances the support available through mainstream schools. It will also deliver one of the largest expansions of specialist SEND places in Hertfordshire history. We're investing £140 million to create 1,150 new specialist places by 2029.

For all information on the Herts Provision Plan click [here](#).

The Hertfordshire Local Offer

Every Local Authority has to produce a 'Local Offer', which provides online signposting to information and services which support families and children with SEND.

There is a great deal of information available on the Local Offer about local SEND services. However, it can be tricky to navigate or to locate the things you are looking for. To help you, key documents are signposted throughout this handbook.



SEND Advice Line and Inclusion (Ask SALI)



Ask SALI is an early advice line for professionals, to help schools meet the needs of CYP with SEND as early as possible. Staff can discuss confirmed or suspected needs, or behaviour that has become challenging. CYP do not need an EHC plan or be going through assessment. The service is staffed by 4 SEND Information, Advice and Guidance Officers (SENDIAGOs). The phone line is open from 8.30-5pm, Monday-Friday, with bookable appointments available.



01438 843310



AskSALI@hertfordshire.gov.uk

Service Directories

These SEND Service Directories (sometimes known as 'Support on a Page' documents) have been designed to help you and the families you support navigate the services that are available for children and young people with special educational needs.

Knowing where to go for different types of support can be confusing, so these directories provides clear and concise information to help find the right support.

[Speech, language and communication](#)

[Neurodiversity](#)

[Mental health and wellbeing](#)

[Learning difficulties and disabilities](#)

[Deafness and sight loss](#)

[Physical needs](#)

[Behaviours that challenge](#)

Hertfordshire SEND Academy

High quality multi-agency learning and development for individuals, services and organisations within the Hertfordshire SEND workforce.

Access via the [SEND Academy Website](#)

Login Details:

Username: SENDAcademy

Password: Herts123

Training and information can be found on the following:

- Educational Advice Training
- EHCP Good Standards
- SEND tribunal appeals training
- Consultation training for education settings
- Preparing for adulthood from the earliest years

Relational Practice: A Hertfordshire Approach

Hertfordshire County Council has adopted a relational approach as its preferred model for supporting emotional wellbeing, behaviour, and inclusion in schools. [Relational Practice: A Hertfordshire approach - Hertfordshire Grid for Learning](#)

This relational approach is grounded on the understanding that positive relationships are central to learning, behaviour, and wellbeing. It encourages schools to:

- Prioritise connection over correction
- Use restorative practices to resolve conflict and repair harm
- Create safe, nurturing environments where all pupils feel valued and understood
- Promote collaborative problem-solving between staff, pupils, and families

This model supports a whole-school ethos of inclusion and emotional safety, empowering staff to respond to behaviour with empathy and consistency. It also provides a framework for early intervention, reducing the need for exclusion and improving long-term outcomes for children and young people.

SEND Implementation and Support Officers (SISOs)

SISOs are part of the Ask SALI team. They have in-depth knowledge of the different SEND pathways and first-hand experience of working with SEND services. They act as a bridge between school, families and the statutory SEND service, and work closely with schools to ensure that children's needs are met, and that families are well supported in the journey.

DSPL 9 SISOs:

	Mandy Brandon Mandy.Brandon@hertfordshire.gov.uk 01442 453135
	Alyssa MacLean Alyssa.MacLean@hertfordshire.gov.uk 01442 453110
	Danielle Watson danielle.watson@hertfordshire.gov.uk

Speech and Language Education leads

The DSPL 9 Education Lead for the SaLT service are Hadassa Kendler and Laura Robson.

Aims of the service:

- To be a key point of contact between the SLT Service, DSPL colleagues and school SENCoS, providing a unique insight into the needs of the local area.
- To enhance the delivery of the universal and targeted levels of the 3 Tier Model in schools, in order to improve outcomes for all CYP presenting with SLCN.

The Education leads can support with SENCo speech and language planning meetings, and answering any question and queries. Both Hadassa and Laura attends SENCo meetings and can be contacted via email.



Hadassa Kendler
hadassa.kendler@nhs.net



Laura Robson
laura.robson19@nhs.net

Herts Grid for Learning

The Herts Grid for Learning website gives information, guidance and support to Hertfordshire schools on the curriculum, teaching and learning, school leadership, school workforce, school administration and management and safeguarding.



Under the menu tab there is a link to the 'SEND and additional information', leading to the SEND page links. Here you can find information about EHCPs, High needs funding, support and specialist services. You will need to create a user login to access some of the information pages.

HFL



HFL Education (formerly Herts for Learning) is a not-for-profit organisation providing all the services, training and resources needed to deliver a great education to every child, to help them flourish and reach their full potential. Contact them for training and consultancy for SENCoS and Senior leaders to develop strategic working. In addition, training is offered for class teachers and support staff to improve inclusive practice.
<https://www.hfleducation.org/>



Louise Barrell
Lead SEND Advisor



Natalie Fogden
SEND Advisor



Becky Rothwell
SEND Advisor

Louise.Barrell@hfleducation.org
Natalie.Fogden@hfleducation.org
Becky.Rothwell@hfleducation.org

For all information regarding SEND support for mainstream schools, please click [here](#).

HFL SENCo Induction Programme:

Developed by HFL in partnership with Hertfordshire's SEND Services, SEND Academy and DSPL managers, this fully funded SENCO induction programme is essential for Hertfordshire SENCOs. It provides practical advice and helpful tools that enable SENCOs to fulfil their day-to-day responsibilities, strengthen their strategic role and build a supportive professional network.

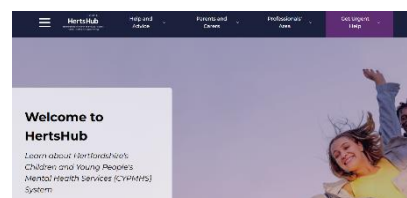
[Autumn term cohort](#)
[Spring term cohort](#)

HFL Education also works with the Eastern Partnership (SEND) to enable SENCOs in Herts schools and settings to access a range of training opportunities, including the [NPQ for SENCOs](#).

HertsHub

Learn about Hertfordshire's Children and Young People's Mental Health Services (CYPMHS) System.

[Learn about Hertfordshire's Children and Young People's Mental Health Services \(CYPMHS\) System at the HertsHub](#)



The Virtual School



All schools should have a Designated Teacher for looked after, or previously looked after children, who should complete the necessary training through the virtual school. There are Designated Teacher briefings every term.

The [Virtual School](#) acts as a local authority champion to promote the progress and educational attainment of children and young people who are, or who have been in care so that they achieve educational outcomes comparable to their peers.

Services for Young People (Formerly YC Hertfordshire)

[Services for Young People](#) is part of HCC and provides youth work projects, information, advice, guidance, work-related learning and wider support for young people in Hertfordshire.

Services for
Young People

Their personal advisers and youth workers are professionally trained to help young people with a wide range of issues that are important to them. Referrals can be made by young people, parents and carers or a professional, by filling in the form online or by downloading it.

Emotional and Mental Wellbeing in Education team (EMWiE's)

Hertfordshire's newly formed Emotional and Mental Wellbeing in Education (EMWiE) Team is now complete. They will be supporting all educational settings, from early years to further education to continue embedding a Whole School Approach to emotional and mental wellbeing. Initially they will be consulting and co-producing with school staff, pupils, parents, carers and the wider community, to find out the best ways they can support their needs. Their aims are to help children and young people feel supported whilst going through their education, so that they can thrive and ultimately fulfil their potential into adulthood.

Emotional and Mental Wellbeing in School Mark

A new, whole school approach to mental health and emotional wellbeing

The new accreditation process has been co-designed with colleagues in education, Children and Young People's Mental Health Services, health, social care, and speaks a language that schools are familiar with, while complementing the work that already happens. With this in mind, the areas schools will now consider are aligned with the Department for Education's guide to 'Promoting children and young people's mental health and wellbeing.' Click [here](#) for further information.



Wellbeing: Hertfordshire Support and Resources

Across Hertfordshire, there is a range of services and organisations that support the wellbeing of children and parents:

Resources via Herts Grid for Learning:

<https://thegrid.org.uk/wellbeing/wellbeing-and-mental-health/hertfordshire-support-and-resources>

Hertfordshire Children and Young People's Mental Health Service Directory:

[CYPMHS Service Directory - SW \(justtalkherts.org\)](https://www.justtalkherts.org/)

Contact a SEND Service

Name	Contact Number	Times Available
Ask SALI	01438 833310	Monday-Friday: 8.30-5pm
Neurodiversity Hub supporthub@add-vance.org	01727 833963	Monday, Wednesday, Friday 9am - 1pm Tuesday, Thursday 9am - 3pm Wednesday evenings (by appointment only) 7pm - 9pm (closed bank holidays)
Early Years SEND (0-5)	01442 453920	Wednesdays: 9am-12pm Thursdays: 1.30pm-4pm Term time only
Physical and Neurological Impairment (PNI)	01442 453920	Mondays: 1.30pm-4pm Term time only
Education Support for Medical Absence (ESMA) esmaenquiries@hertfordshire.gov.uk	01442 454802	School hours, term time only
CYP Therapies Advice Line (Advice from occupational therapists, physiotherapists and speech and language therapists) hct.cyptherapies1@nhs.net	01923 470680	Select Option 3 for the therapy service. Callers then choose to use the service Advice Line (select 1) or to speak to an administrator (select 2).
School Nursing Duty Line	0300 123 7572	The HCT school nurse duty line is available every weekday (9am-5pm) and can support with any concerns you may have about a child's or children's physical and emotional wellbeing.

Directory of Services: County Wide

Service	Current Offer	Additional Info	Contact Details
Cognition and Learning			
Cognition and Learning Team (Formerly SpLD Team)	The Cognition and Learning team are experienced specialist teachers with additional qualifications in specific learning difficulties (SpLD). We deliver high-quality specialist training and systemic work to primary and secondary mainstream, independent and special schools to help them support children and young people with persistent literacy and/or numeracy difficulties.	- We offer high quality specialist training and systemic work to school professionals to help them support pupils with persistent literacy and numeracy difficulties. - Our training courses provide school staff with assessments, strategies, resources and interventions to support children and young people with persistent difficulties in learning to read, write, spell and use and understand numbers.	Any requests for training should be emailed to CognitionandLearningTeam@hertfordshire.gov.uk https://www.hertfordshire.gov.uk/microsites/local-offer/services-for-children-and-young-people/cognition-and-learning-advisory-team.aspx
Early Years SEND Team	We accept referrals from parents, health professionals and education professionals for children aged 0-5 (or up until the summer half term at the end of their Reception year). For advice and guidance for individual children who are new to a setting and/or have emerging needs we recommend an initial telephone consultation. To request a more targeted level of support, we ask nurseries or preschools and health professionals for more information so that we can decide what level and type of support that we can offer.	For children attending a pre-school educational setting, we would normally expect to see evidence that adjustments have been made for the child by staff, implementing the SEND Code of Practice requirements of assess, plan, do and review. If these adjustments have not had a positive impact on a child's development, a service request may be considered. Support may be provided by an Early Years Emotional Wellbeing and Behaviour Specialist. They have specialised knowledge, skills and experience supporting children with social, emotional and behavioural needs. They work with Early Years providers to develop therapeutic behaviour support in their settings. They work with a small number of individual children who may benefit from more individualised support due to their emotional and behavioural needs	WAT3RIV.ISLTEAM@hertfordshire.gov.uk Debbi Watson – Watford Three Rivers and Hertsmere – debbi.watson@hertfordshire.gov.uk For all information on the service and links to resources follow the link below: https://thegrid.org.uk/send-and-additional-needs/specialist-advisory-teams/early-years-send-team https://www.hertfordshire.gov.uk/microsites/local-offer/early-years-0-5/early-years-send-specialists.aspx

	Your child does not need a medical diagnosis or an EHCP to be referred to the team - we will provide support based on your child's level of need.	Referrals are made by the schools via the Hertfordshire Service Request form For children requiring support from the Early Years Emotional Wellbeing and Behaviour Specialists, please state this as the reason for the referral.	
Educational Psychology Service (EP)	Educational Psychologists (known as EPs) use psychology to support the learning, development and emotional wellbeing of children and young people. We work together with parents and carers, educational and other professionals, and children and young people. Our job is to help identify and meet the needs of children and young people, and support educational settings (nurseries, schools, colleges) to find ways forward.	Crisis work We also provide support for critical incidents such as the serious injury or death of a child, member of staff or parent. For crisis support schools should see their local area team: Watford, Three Rivers and Hertsmere Tel: 01442 453043	https://www.hertfordshire.gov.uk/microsites/local-offer/services-for-children-and-young-people/educational-psychology-service.aspx https://thegrid.org.uk/send-and-additional-needs/specialist-advisory-teams/educational-psychology
ESMA (Education Support for Medical Absence)	ESMA is a teaching service for students unable to attend school for medical reasons. • it delivers high quality teaching in the core subjects • it complements the school's support plan • it provides reintegration support to schools	Referrals are made by the schools via the Hertfordshire Service Request form The referral should include: • signed parental consent. • copy of school reduced timetable, in line with HCC guidance on reduced timetables. • copy of Assess, Plan, Do, Review cycle. • copy of the current treatment plan and the named medical contact. • for pupils receiving additional funding (through either an EHCP or Local High Needs Funding and/or Pupil Premium Grant) the school should	https://thegrid.org.uk/send-and-additional-needs/specialist-advisory-teams/medical-absence https://www.hertfordshire.gov.uk/microsites/local-offer/education-support/get-help-to-access-learning/education-support-for-medical-absence.aspx ESMAEnquiries@hertfordshire.gov.uk

		state in the reintegration plan how this funding is being used.	
Communication and Interaction			
Speech, Language, Communication and Autism Team (SLCA)	We work with children and young people aged 0 – 25 years old with communication and autism needs and / or SLCN. The child or young person might not have a diagnosis but might: • have difficulty with social communication and interaction • have difficulty with spoken language and/or understanding of language • seek repetitive routines • have a strong interest in particular subjects • struggle to access the curriculum (the subjects studied at school) • have sensory needs or sensitivities	• No advice line currently available. • Extensive HAT and SLCN termly training offer available for schools to access. Referrals are made by the schools via the Hertfordshire Service Request form along with the ISL baseline information form to the relevant ISL geographical area.	See DSPL 9 website for current Hertfordshire Autism Training Offer: https://www.dspl9.uk/ https://www.hertfordshire.gov.uk/microsites/local-offer/services-for-children-and-young-people/communication-and-autism-team.aspx
Speech and Language Therapy Team	The children and young people's (CYP) speech and language therapy service offers a child- and family-centred approach to support CYP with speech, language, communication needs (SLCN) and those with eating and drinking difficulties in Hertfordshire. • Professional and parent training • Casework via referral: All referrals sent to the service are triaged by a therapist. The information in the referral will be	• Advice line available • Wide range of support and strategies covering a range or themes: https://www.hct.nhs.uk/children-and-young-people-speech-and-language-therapy-professional	https://www.hct.nhs.uk/children-and-young-people-speech-and-language-therapy Online referral form: https://www.hct.nhs.uk/cypt-referral-form

	used to make a decision on whether an assessment appointment will be offered. Some children can be supported in their school without a referral to the service.		
SEMH			
School Nursing Service	The school nursing service works together with children and young people their parents/carers and school staff, to provide a comprehensive efficient and accessible service which: • Helps children keep healthy during their school days and for the rest of their lives • Prevents ill health in children and the local community • Supports children with medical needs and those needing medication • Ensures that educational potential is not hampered by unmet health needs • Monitors and supports families in relation to Hertfordshire safeguarding policies	The following areas are all relevant and suitable topics which the School Nursing Service can help with: • Advice, information, and signposting for general health issues • Initial advice and assessment for low level emotional and mental health issues including basic strategies and interventions for the following: • Self esteem • Anxiety • Low mood • Behaviour in the under nine-year olds • Difficulties in managing emotions/anger • Sexual health • Sleep • Healthy eating and weight management • Wetting/Soiling/constipation	https://www.hct.nhs.uk/service-details/service/school-nursing-56/ Call our duty line number 0300 123 7572
Mental Health Support Team (MHST)	MHSTs have three core functions: To deliver evidence-based interventions for mild-to-moderate mental health issues; Support the mental health lead in each school or college to introduce or develop whole school or college approach and;	• There has to be a Mental Health Lead in the school. • The MHST would not be able to work with school that have not signed up for the service. Schools currently accessing this service: Primary Schools: Hartsbourne Primary Hertsmere Jewish Primary	In order to access this service, schools would need to email Aarti Rajdev (aarti.rajdev@nhs.net) expressing their interest, following this a 'memorandum of understanding' would need to be signed which mentions that MHST staff member would be based at the school one day a week.

	Give timely advice to school and college staff and liaise with external specialist services to help children and young people to get the right support and stay in education. What we offer: One to one support: • We use a guided self-help Cognitive Behavioural Therapy (CBT) informed approach • We work directly with parent/carers of primary age children to help with fears and worries or mild behaviour difficulties • We work directly with young people 11 years+ to help with low mood, specific fears, worries and well-being needs • Interventions with young people and their families are typically 1 hour weekly and between 4 to 10 weeks in duration at their educational setting Group support: Group work is an option for individuals who are experiencing similar difficulties with their mental health and well-being. We offer group work to children/young people of both primary and secondary age who would benefit from support with understanding emotions, low	Grove Academy Laurence Haines Cherry Tree Primary School Watford Field School Infant and Nursery Beechfield School Willow Tree Primary School Chater Infant School St Joseph's Primary School Greenfields Primary School Oxhey Wood Eastbury Farm Chorleywood Primary Harvey Road Shepherd Primary Yorke Mead Primary St Peters CofE VA Primary School The Russell School Little Green Juniors Malvern Way Infants Cassiobury Junior School Parkgate Junior School Central Primary School St Anthony's Catholic Primary Holyrood Catholic School Watford St Johns C of E School Bushey and Oxhey Infants Secondary Schools: Croxley Danes Queens School St Michael's Catholic High School Watford Girls Grammar School Watford Boys Grammar School Parmiter's School Futures Academy Watford	
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	mood, transitions or friendships, for example. We also offer group work to parent/carers of primary age children whose child/young person may be experiencing fears and worries, for example. Whole school or college approach: The MHST also work with education staff to promote better mental health for all as part of the educational setting's 'whole school approach'. The MHST supports educational settings to create a positive ethos and culture surrounding mental health, where everyone feels they belong, and mental health and well-being is prioritised. To support this mission, we deliver workshops, assemblies, staff training and attend setting events. Our team aims to embed supportive mental health practices into educational settings by working collaboratively with educational staff to provide the best care for children/young people. We also work with other local services to ensure we are all working together to support families and young people to meet their needs.	The Grange Academy Rickmansworth St Clement Danes St Joan of Arc The Reach Free School Westfield Academy Chessbrook ESC	
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SWHP Family Support Workers	South West Herts Partnership is a family focussed/needs-led partnership working alongside children and their families to ensure access to a wide range of early support with a non-judgemental friendly approach. Our ethos is underpinned by principles of choice, flexibility and respect.	All information around the service that are available to schools, CYP and parents and carers can be found on the website: https://www.southwesthertspartnership.org.uk/home	For further details please contact: Admin@swhp.org.uk
Step 2	Step2 is a children and young people's mental health service working with 0-19 year olds in Hertfordshire. Types of intervention • Brief, goal-focused interventions to those who have mild to moderate mental health difficulties which are causing distress and impacting on day-to-day life. • Group or One-to-one interventions depending on the nature of young people's difficulties. • Parent/child or infant relationship focused work using strengths and evidence-based approaches to promote emotional health and wellbeing for infants and young children. Some of our therapeutic approaches: • Cognitive Behaviour Therapy (CBT)	We also offer a screening service for suspected Attention Deficit Hyperactivity Disorder (ADHD) which is available for young people who have a GP in West or South Hertfordshire - for more information see the Making a referral section.	https://www.hct.nhs.uk/service-details/service/child-and-adolescent-mental-health-camhs-step2-61/ 01438 730 570 or email hct.step2@nhs.net

	• Creative Therapies • Video Interaction Guidance (VIG) • Video Intervention to Promote Positive Parenting and Sensitive Discipline (VIPP-SD) • Circle of Security Parenting (CoS-P) Step2 is an early intervention child and adolescent mental health (CAMHS) service working with mild to moderate mental health difficulties.		
Services for Young People	Hertfordshire County Council Services for Young People provides youth work, careers education, information advice and guidance, work-related learning and work experience. Plus the review and maintenance of education health and care plans for young people post-16/post school. Emotional wellbeing and resilience programme for 11-17 yr olds who don't meet CAHMS criteria.	Online referral: https://www.servicesforyoungpeople.org/	https://www.servicesforyoungpeople.org/ Please call 01442 454060 or text 07860 065185 if you live in: • Watford Email: SfYP.Watford@Hertfordshire.gov.uk • Three Rivers, which includes Rickmansworth, Chorleywood and Croxley Green. Email: SfYP.ThreeRivers@Hertfordshire.gov.uk • Hertsmere, which includes Borehamwood, Potters Bar and Bushey. Email: SfYP.Hertsmere@Hertfordshire.gov.uk
CAMHS (Child and Adolescent Mental Health Services)	Interventions for moderate/severe emotional and behavioural difficulties in children and adolescents. Specialist interventions for other mental health difficulties including anorexia	https://www.hpftcamhs.nhs.uk/	https://www.hpftcamhs.nhs.uk/professionals/
PALMS (Positive behaviour, Autism, Learning)	The Positive behaviour, autism, learning disability and mental health service (PALMS) has a duty team in		https://www.hct.nhs.uk/service-details/service/positive-behaviour-autism-learning-disability-and-mental-health-service-palms-50/

Disabilities and Mental Health Services)	place between 9am and 5pm, Monday to Friday who can respond to calls from families who are open to PALMS and may be experiencing escalation. PALMS carries out priority assessments within 5 days. The service duty team will liaise with the children crisis assessment and treatment team (CCATT) if a more urgent response is required.		
Sensory and Physical			
Children and young people's integrated therapy service	Our children and young people's therapy service provides: • occupational therapy, • physiotherapy • sensory processing		https://www.hct.nhs.uk/children-and-young-people-integrated-therapy-service/ Call: 01923 470 680, choose option 3, then option 2 Email: hct.cyptherapies1@nhs.net https://thegrid.org.uk/send-and-additional-needs/health-referrals-asd-adhd-therapies/children-and-young-peoples-therapy-service
Physical and neurological impairment (PNI)	The physical and neurological impairment (PNI) specialist advisory teachers work with parents and professionals to support children and young people from 5 - 25 with physical and/or neurological impairment.	Our support includes: • advice and signposting for professionals and families • advice on how physical and neurological impairment can affect education and providing strategies to help with pupil's learning • observation of pupils and written advice to support them • advice on IT equipment that might help • work with the occupational therapist regarding access and adaptations to schools and transitions between schools.	https://www.hertfordshire.gov.uk/microsites/local-offer/services-for-children-and-young-people/physical-and-neurological-impairment-team.aspx

Visual Impairment (VI)	We are a team of trained advisory teachers and support staff who are qualified in educating children and young people who are blind/ partially sighted. We work with families that have a newly diagnosed child and schools to support pupils aged 0 - 19.	We give general advice and resources to schools for pupils with less complex needs, whose vision is corrected by glasses. We offer more targeted and specialist support to schools for pupils with a diagnosis of sight loss, where their vision is not fully corrected by glasses. Most pupils we work with are under the care of the ophthalmology department at the hospital.	https://www.hertfordshire.gov.uk/microsites/local-offer/services-for-children-and-young-people/visual-impairment-team.aspx
Deaf and Hearing Support Service	We are a team of qualified specialists and teachers, who support deaf children and young people aged 0-25. We work with families that have a child or young person who is newly identified as deaf, and with schools to support those who are deaf. Our team is made up of: Qualified Teachers of Deaf Children and Young People (ToDs) Deaf Communication Specialists Family Support Workers Specialist SEND Technicians Educational Audiologists	We provide different levels of support to schools depending on the needs of the pupil and their level of access to language and communication. In some cases, we also support children with language development at home.	https://www.hertfordshire.gov.uk/microsites/local-offer/services-for-children-and-young-people/deaf-and-hearing-support-service.aspx
Multisensory Impairment team	The multisensory impairment team supports children and young people aged 0-25 who have combined hearing and vision loss (are deafblind).	The service supports pre-school children at home or in pre-school services, and supports children and young people in schools, mainstream and special. Children who are referred to the service will have a loss of both vision AND hearing – and usually we will need evidence from hospital eye and audiology departments.	https://www.hertfordshire.gov.uk/microsites/local-offer/services-for-children-and-young-people/multisensory-impairment-team.aspx

Top Tips

- The majority of services will expect schools to evidence at least a term/term and a half worth of ADPR cycles within the application to show evidence that the provision has been embedded, impact has been reviewed and targets/outcomes have been updated. This will enable settings to demonstrate the interventions, support and provision already tried and the success and outcomes of this.
- When making an application please ensure there is a clear outline of need including examples.
- Where there is a tiered approach to support, tier 1 relates to the skill set and in house knowledge that all settings have. This should also be evidenced in referrals.
- If you are referring at a specific level within the tiered approach it is important to follow that referral through and use the advice, guidance and support at that level for at least one term before moving onto a higher tiered referral. These services will be looking for evidence that support at a lower tier has been acted on and despite this further support is needed.
- Consider the skillset within the staff you have any specific training that your staff have accessed. Do you have the skills within your setting though CPD to support CYP or upskill additional members of staff with?

SEND Support in School

The SENCo role

It is important that the details laid out in this section of the guide are considered in conjunction with the SENCo job description provided by your setting. It is also essential to mention that many colleagues will hold this role under a different title (INCo, deputy SENCo).

The SENCo role in schools can be one of the most demanding but rewarding positions. As a SENCo, you are likely to be an experienced teacher with a passion for supporting pupils with SEND.

The SENCo role is statutory and all schools **must** ensure they designate a qualified teacher, and provide sufficient time and resources to allow them to fulfil their responsibilities, including sufficient admin time.

SENCos have an important role to play in determining the strategic development of school SEN policy and provision. Alongside day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision for individual pupils with SEN, the SENCo provides professional guidance to colleagues and works closely with staff, parents and external agencies.

It is beneficial for the SENCo to develop a strategic plan for SEND which maps out the activities and tasks that need to be completed during the year. The Benchmarking and Planning Toolkit can support with this and help to identify strengths and areas for development (pg 133 and 140-159 of the HFL SEND Toolkit).

Detailed information about the SENCo role, statutory responsibilities and policies can be found in the HFL SEND toolkit pg 16-18.

What does Herts expect schools to have in place?

In Herts, all schools are expected to have:

- A behaviour lead
- A mental health lead and deputy lead (job descriptions on MH lead page of DSPL 9 website)
- A designated teacher for CLA
- A designated safeguarding Lead

These should be different members of staff, but it is recognised that in a small school, all roles are likely to be covered by the SENCo. It is possible for a TA to take one of the lead roles.

All staff in schools should be given training in:

- Therapeutic Thinking – the LA's preferred behaviour policy
- Level 1 Mental Health training
- Level 2 Mental Health training for the MH and DMH leads
- Attachment and Trauma training (see Virtual School training materials)

School websites should display:

- The SEN Information report which must be updated annually (see pg 19-20 and 44-49 of the HFL SEND Toolkit)
- SEND policy
- Accessibility plan

Supporting children and young people with SEND

The 4 Broad Areas of Need from the Code of Practice (DfE 2015)

Types of Need

Communication and Interaction



This includes:

- o **Speech, language and communication needs (SLCN).** Children and young people with SLCN have difficulty in communicating with others; this may be because they have difficulty saying what they want to and being understood by others, difficulty understanding what is being said to them or they do not understand or use social rules of communication
- o **Autistic Spectrum Condition (ASC),** including Asperger's Syndrome

Cognition and Learning



Support for learning difficulties may be required when children and young people learn at a slower pace than their peers. Learning difficulties cover a wide range of needs, including:

- o **Moderate learning difficulties (MLD)**
- o **Severe learning difficulties (SLD)** where children and young people are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication
- o **Profound and multiple learning difficulties (PMLD)** where children and young people are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
- o **Specific learning difficulties (SpLD)** affect one or more specific aspects of learning. This includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health



Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming **withdrawn or isolated**, as well as **displaying challenging, disruptive or disturbing behaviour**. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as **attention deficit disorder, attention deficit hyperactive disorder or attachment disorder**.

Sensory and/or Physical Needs



Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. This includes children and young people with:

- o **Visual impairment (VI)**
- o **Hearing impairment (HI)**
- o **Multi-sensory impairment (MSI)** (a combination of vision and hearing difficulties)
- o **Physical disability (PD)**

Investigating needs

When investigating reasons why a child may be falling behind, it is important to consider whether there are other factors acting as barriers to learning, as well as whether they may have SEND.

High quality teaching, differentiated for individuals, is the first step in responding to pupils who have or may have SEN (SEND Code of Practice 6:37). There are a number of useful checklists in the HFL SEN Toolkit to provide a framework for both lesson observations and discussions with teachers to check that appropriate strategies are in place to identify and support vulnerable pupils or identify staff training needs.

The HCC [Ordinarily Available Provision document](#) will help teachers provide high quality classroom support for all areas of SEND. If, despite adjustments to QFT and/or targeted intervention, there is limited or no progress and concerns still remain, further investigation into SEND is likely.

Suggestions for initial assessments – see also the Targeted Services Offer to SEND

Area of need	Initial assessment tool
Unidentified need	Neurodiversity profiler quickly screens for possible dyslexia, dyscalculia, dyspraxia, ADHD, ASD, and developmental language disorder Useful checklists are included in Glynis Hannell's book 'Identifying Special Needs – Diagnostic Checklists'

Working Memory	Digit Span Test Herts SpLD Outreach working memory and processing checklists (Appendix 22) Pearson Working Memory Rating Scale (WMRS) https://www.pearsonclinical.co.uk/Education/Assessments/WorkingMemory/WorkingMemoryRatingScale(WMRS)/WorkingMemoryRatingScale(WMRS).aspx
Dyspraxia	Checklists for Developmental Co-ordination Disorder (DCD but more commonly known as dyspraxia) - See Glynis Hannell book Dyspraxia foundation has good information for schools including a classroom checklist to help identify issues with clear strategies. Dyspraxia and primary age children Dyspraxia and secondary age children
Dyslexia See ISL and EP overview of Dyslexia here	Herts SpLD outreach Literacy assessments - Baseline word reading and spelling (see links in directory) - Phonological skills - Reading book band level or PM benchmark https://www.hertfordshire.gov.uk/microsites/local-offer/resources-for-parents-and-professionals/send-documents-and-resources.aspx?searchInput=SpLD&page=1&resultsPerPage=10&view=card GL Dyslexia assessments - Dyslexia Screener - LASS Dyslexia (£250/year) https://www.gl-assessment.co.uk/support/dyslexia-support/
Dyscalculia See ISL and EP overview of Dyscalculia here	Herts SpLD outreach - Maths baseline assessments (gives a very clear indication of the gaps in basic maths skills) (see links in directory) GL Dyscalculia assessment https://www.gl-assessment.co.uk/products/dyscalculia-screener-and-guidance/
Executive functioning difficulties	Executive Function Tests - The OT Toolbox
Auditory processing difficulties	The Children's Auditory Processing Scale (CHAPS) can be used as a screening device to help identify children who are experiencing listening difficulties due to hearing loss or to identify children who are at risk for auditory processing disorders https://www.phonakpro.com/content/dam/phonakpro/gc_hq/en/resources/counseling_tools/documents/child_hearing_assessment_childrens_auditory_performance_scale_chaps_2017.pdf
Receptive and expressive language difficulties	The 'What's Typical Talk' series can help identify if language skills are age related https://ican.org.uk/media/2082/whats-typical-talk-at-primary.pdf https://ican.org.uk/media/2081/whats-typical-talk-at-secondary.pdf Other useful resources: https://ican.org.uk/

ADHD	SNAP IV questionnaire should be completed by home and school initially. The ADHD iceberg overview is also a useful checklist for identifying additional behaviours not always associated with ADHD
ASD	Neurodiversity checklist (see above) ASD checklist in 'Identifying Special Needs' (see above) Autism Education Trust
SEMH Anxiety/Low mood Not related to ASD	Mental Health Leads Toolkit: Level 1 - When to worry questionnaire Schools Anxiety Toolkit Other mental health advice and resources Accessed through the Mental Health Leads School Portal https://www.healthyyoungmindsinherts.org.uk/ Strengths and Difficulties questionnaire (SDQ) http://sdqinfo.org/ RCADS https://www.corc.uk.net/outcome-experience-measures/revised-childrens-anxiety-and-depression-scale-rcads/ Other useful resources: https://www.annafreud.org/ http://helensandersonassociates.co.uk/person-centred-practice/person-centred-thinking-tools/
Sensory Processing Disorder (SPD)	Sensory Processing difficulties https://www.sensorysmarts.com/StudentSPD.pdf

SEN support

'A pupil has SEN where their learning difficulty or disability calls for provision different from or additional to that normally available to pupils of the same age.' (CoP).

Once initial screening has been carried out, or a diagnosis given, if additional support is needed, pupils will then be placed onto SEN support. A clear overview of the SEN support cycle can be found in the SEND Toolkit on pg 74 and on the Local Offer [here](#).

Parents should receive a written record of an

SEN support meeting, but the format of this is open to individual schools to devise.



One page profiles

A one page profile provides a simple summary of what is important to a student and how they would like to be supported in school. They are a practical way of recording and sharing information about an individual and provide an 'at a glance' way of knowing what really matters to the CYP.

Schools can develop their own template, and there are many examples online. See the [Helen Sanderson](#) website for ideas.

Interventions

Interventions are often used by schools to support lower attaining pupils and pupils with SEND. However, there are a number of things to consider, particularly if the intervention takes place outside of the class.

- Is the quality of instruction as good as the pupil would receive if they remained in class?
- Will the short-term intervention target a specific gap in learning?
- Is the class-teacher aware of what is being delivered in the intervention? The teacher retains responsibility for learning and progress, even when outside of the classroom
- Is the pupil given opportunities back in the classroom to put into practise what is learned in the intervention?
- What is the level of communication between the class-teacher and the intervention leader – are both aware of the pupil's targets?

If it is decided that an intervention is needed to close a learning gap, it must be evidence based. An appropriate, well-delivered intervention should aim to show double the rate of expected progress. There are a number of publications to advise on the best evidence based interventions.

- Greg Brooks – [What works for Children with Literacy Difficulties \(5th edition\)](#)
- The Education Endowment Foundation (EEF) has produced a range of [guidance documents](#) for supporting EY, KS1, KS2 and secondary pupils in Literacy, Maths, Science, Behaviour and SEMH
- EEF Five a day approach: [EEF blog: The Five-a-day approach: How the EEF can support | EEF](#)
- There are a range of intervention activities on the Local Offer [here](#).

However, for some pupils on SEN support, targeted intervention may not be enough and parents and professionals may consider that greater levels of support are needed from external agencies, local high needs funding or that an EHCP is needed.

Provision Maps

Provision maps help show **provision** that is provided through QFT, which is additional to and different from what's offered through the main school curriculum and any reasonable adjustments. Schools are not required to have one, but the SEND Code of Practice (see para 6.76) recommends them for helping keep an overview of programmes and interventions for different groups of pupils.

Effective provision maps should:

- Audit the provision, including all interventions that are additional to and different from the school's differentiated curriculum.
- Collect baseline and exit data so that progress can be tracked and measured
- Provide an illustration of the school's graduated approach to support
- Identify strengths in provision and areas for development
- Cost provision which will highlight ineffective resources

There is no standard proforma for a provision map and schools can develop their own. There are a number of online provision mapping tools, but they can be expensive to purchase.

Focused Intervention Funding (FIF)

Focused Intervention Funding



Focused Intervention Funding (FIF) replaces Local High Needs Funding (LHNF) from 1st April 2026. FIF is being introduced to replace some elements of LHNF and support Children and Young People (CYP) for whom a short-term intervention will enable them to make progress in a mainstream setting without the need for an EHCP.

It is a non-statutory, discretionary funding system designed to support children and young people (CYP) with emerging needs and for CYP who have needs that fall outside the EHCP process. It is

managed locally within the nine different “Delivering Special Provision Locally” (DSPL) areas although funding is paid out centrally into school budgets. This is top-up funding to provide the cost of provision which exceeds the first £6000 which should be provided from the school’s Notional SEN Budget. It is for time-limited interventions and provision which go beyond Ordinarily Available Provision and reasonable adjustments. Children should be attending a school in Hertfordshire to be eligible to receive this funding.

Guidance and application forms can be accessed via the DSPL 9 website [here](#).

Early Years SEND Funding

Early identification, inclusive practice, and high-quality provision are central to securing positive outcomes for children with SEND. The funding streams outlined in this [guidance](#) are designed to offer graduated layers of support that align with a child’s level of need and the provision required to meet those needs—from emerging concerns identified through everyday observation to highly personalised provision requiring sustained specialist involvement. Professional advice and support from the Early Years SEND Team is closely matched to the needs of the child and their setting, ensuring the most effective and efficient use of allocated funding.

[Early Years Funding FAQs](#)

Education, Health and Care Plans (EHCPs)

Most children and young people with additional needs can be supported without an EHCP. Schools have a duty to put support in place to make sure their pupils with additional needs are learning and developing along with their classmates. This is called SEN Support.

When a child's needs are more complex and can't be met by their nursery, school or college, you can then request an EHC assessment, to see if an Education Health and Care Plan is the next step.

For all information regarding the EHCP process please click [here](#).

[Requesting an assessment](#)

VSEND

VSEND is Hertfordshire’s preferred approach to identifying needs earlier and improving outcomes for children and young people.

Key benefits you can expect from using the VSEND tool and approach in practice:

- establishes a common language when describing levels of need and enables planning of how to meet needs.
- supports the work of professionals and promotes collaboration between staff and parents.
- supports the child - enabling tracking of progress made and supporting annual review and transition planning
- enables settings and professionals to build a peer support network and share best practice and support strategies
- supports settings to identify gaps and areas for further development (resource / budget allocation, training and recruitment).

HCC and DSPL 9 will provide training sessions, opportunities to work on setting readiness and CYP profiles and moderations for VSEND throughout the year. Information on these can be found via the DSPL 9 website: [DSPL9 - Valuing SEND \(VSEND\) tool](#)

For further information on VSEND please click [here](#).

Use of Part-time Timetables

There may be times when a CYP cannot attend school full-time either as part of a recovery from illness, or experiencing severe behavioural difficulties and finding it difficult to cope with full-time attendance. Where appropriate to meet the needs of the child, the law allows the short term use of a part-time/reduced timetable.

Children's Services	
GUIDANCE ON THE USE OF REDUCED TIMETABLES FOR PUPILS OF COMPULSORY SCHOOL AGE	
PUBLICATION SCHEDULE NUMBER:	CS41
PUBLICATION DATE:	August 2019
AUTHORISING OFFICER:	Jo Fisher
AUTHORISING OFFICER'S SIGNATURE:	
AUTHOR OF PUBLICATION:	RICHARD WOODWARD
POST:	COUNTY LEAD ACCESS & INCLUSION
TEAM:	INTEGRATED SERVICES FOR LEARNING - COUNTY HALL, HERTFORD
REVIEW DATE:	AUGUST 2021
TARGET AUDIENCE:	ALL SCHOOLS
PUBLISHED BY:	CHILDREN'S SERVICES

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The parents of the child must agree to any part-time arrangements. Guidance on the use of reduced timetables can be found [here](#).

Schools MUST report any child not attending school full-time by logging into the [Reduced Timetables Portal](#) found on SOLERO, the HCC Schools Online Electronic Returns and Outputs system.

Attendance Team

Attendance Improvement Officers (AIOs) work directly with children, their families and schools assessing difficulties and helping to develop practices and strategies to improve pupils' participation in education. The central team carries out statutory functions in relation to children of compulsory school age including Children Missing Education and Elective Home Education. Schools are required to inform the local authority of any pupils who are regularly absent from school, have irregular attendance, or have 10 or more consecutive day's absence without the school's permission. Schools are also under a safeguarding duty, under section 175 of the Education Act 2002 to investigate any unexplained absences. This applies to any children who are school refusing or unable to attend because of poor mental health. The 10 day absence guidance can be found [here](#).

CYP with SEND and Exclusions

There is clear guidance on the Local Offer [here](#)

Information regarding exclusions can also be found [on the grid](#).



A brief guide for parents
of children with SEND
about exclusions, suspensions
and other attendance issues

[HPCI](#) have updated their guide for parents about exclusions, suspensions and other attendance issues which is worth SENCOs reading so they are familiar with the legal side. Please also note that websites are constantly changing and it is good practice to always check for more up to date information.



Key Documents

Descriptors of Need and Provision Documents

These documents provide key information around the level a child is working at and the provision required to support need.



All versions of these documents can be found [here](#).

SEND Toolkit

The SEND toolkit was developed by HCC, HFL Education and parents and is the 'go to' resource for SENCOs in Herts. Now in its eighth edition, it is designed to help SENCOs find their way around the Code of Practice, gives guidance on statutory information, signposts to other Herts documents, provides tools to support staff development and provides links to information and guidance.

The eighth edition can be downloaded [here](#).



Ordinarily Available Provision



In Hertfordshire we have a wide range of resources and support systems for parents, schools, and professionals; however, you have told us that it is not always clear where to start to find this support or what role everyone plays. We have refreshed our current guidance and developed this Ordinarily Available Provision guidance.

'Ordinarily available provision' is a phrase, first used in 2023 by the DfE to describe the provision that a local authority expects to be made available for children and young people with SEND in early years settings, mainstream schools, and colleges. Our guidance gives examples of adaptations and reasonable adjustments that are part and parcel of everyday high-quality inclusive mainstream provision. [Ordinarily available provision - Hertfordshire Grid for Learning](#)

While there are several different useful areas of support listed in this guidance, it is not intended that every approach is used with an individual or class before further support can be sought. Our guidance gives examples of adaptations and reasonable adjustments that are part and parcel of everyday high-quality inclusive provision.

Benchmark and self-evaluation tool

This [toolkit supports](#) schools to self-evaluate their SEND practice against the Quality Offer set of standards. It is expected that the document is updated annually and HfL collects data by DSPL area through a survey monkey each July. This then informs the training and support from HfL and from DSPL9 during the next academic year. Please contact Gemma Hall if you have not seen or used this document or if you require any support with it.

Hertfordshire Schools' SEND Benchmark and Planning Tool	
School Name:	
This innovative tool will provide Hertfordshire schools with a framework for discussion about their policy and provision for children and young people with special educational needs (SEND). This is set within the statutory guidance of the SEND Regulations 2014 and the SEND Code of Practice: 0 to 25 years 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 help schools:	
• Work with children and young people with SEND, their families and colleagues within and beyond the school to identify current practice using a 'test-rit' model • Strengthen their 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:	

Working with Health

Through the diagnosis pathways schools and settings should be working effectively with our partners at health to ensure the needs of CYP are met and the correct provision and support is in place.

The referral pathways can differ across Herts depending on which quadrant schools are in, particularly where health services are involved.

Please note that the DSPL 9 Triage Service will support parents in effectively representing their child's needs to health partners including a pre-assessment needs profile.

For a list of all NHS Hertfordshire Community Children Services please [click here](#)

Area of Need	Where	Who	How
Early and general health concerns	School Nursing	School Parent GP	The Service brings children's centres, health visiting and school nursing together to provide a more joined up service for children, young people and their families from pregnancy through to when a child reaches 19. https://www.hct.nhs.uk/our-services/school-nursing/ https://www.hertsfamilycentres.org/professionals-area/family-centre-professionals-area.aspx
Unidentified needs having a significant impact on learning	Community Paediatrician –Child Development Centre	GP	Parents should visit the GP and ask for a referral to the paediatrician. It is useful for parents to take a letter from school outlining concerns.
ASD	GP Community Paediatrician –Child Development Centre	GP Professionals working with the family	There is now a single referral pathway for Autism (ASD) and ADHD referrals for children and young people aged 5-15. Referrals need to be submitted by the child's GP or health professional. As part of the referral, the school will be asked to fill in a questionnaire about the child's strengths and challenges at school, and the strategies and support in place to meet their needs. Autism and ADHD referrals - Hertfordshire Grid for Learning
ADHD	GP Community Paediatrician –Child Development Centre	Professionals working with the family GP	There is now a single referral pathway for Autism (ASD) and ADHD referrals for children and young people aged 5-15. Referrals need to be submitted by the child's GP or health professional. As part of the referral, the school will be asked to fill in a questionnaire about the child's strengths and challenges at school, and

			the strategies and support in place to meet their needs. Autism and ADHD referrals - Hertfordshire Grid for Learning
Dyspraxia/DCD	Children's Occupational Therapy team	GP or other health professional, school staff, parents can self-refer	Online referral form from OT website. On receipt of referral, parents will be directed to the OT website to carry out a range of exercises for up to 10 weeks. If no improvement, then they should phone for an appointment. For Sensory processing needs, parents may be invited to a workshop initially. An OT may then send a questionnaire into school and possibly carry out an observation in class.
Gross or fine motor difficulties			
Sensory Processing disorder			
Hearing (including auditory processing)	Children's Hearing service	GP or other health professional, school staff	https://www.hct.nhs.uk/our-services/childrens-hearing-service/ Referrals should be emailed to HCT.CYPSpecialistServices@nhs.net
Speech and language needs	Speech and Language Therapy Team	School Parents GP	Talk to the link SaLT if school has one, or ring the Therapies Advice Line (page 12) Ask the GP or the parent to make a referral through the online portal
Vision	Children's Eye service Optometrist If dyslexia is being considered as a need, then a visual stress assessment should be carried out	GP or other health professional, school staff Parents	https://www.hct.nhs.uk/our-services/eye-service/ Referrals should be sent to: Referral Admin Hub, Peace Children's Centre, Watford, WD17 3EW

Working with Parents

The Code of Practice (DfE 2015) states that 'parents know their children best and it is important that all practitioners listen and understand when parents express concerns about their child's development.'

Strong home-school collaboration is one of the most effective ways of supporting vulnerable learners. There are a number of key elements which help develop good working relationships with parents.

- good communication which works both ways
- a thorough understanding of the needs of the child
- thoughtful wording of what you want to say

Be positive - parents of children with additional needs can, unfortunately, be used hearing a lot of negative feedback. Start conversations with something positive - with what the child can do, not what they can't. This can also be useful when planning and supporting pupils' learning.

Be sensitive - the SEND process can have a significant and sometimes unrecognised effect on the emotional wellbeing of parents, some of whom may feel they have had to battle to first gain formal recognition of their child's difficulties, and then to gain the support that they feel the child needs. Family and friends can sometimes lack understanding, or don't accept that the child has any problems at all, and in some cases even blame the parents. There can also be a detrimental effect on siblings, as parents may feel they lack the time or resources to meet the emotional and social needs of their children all of the time. It is helpful not to speak about difficulties in the presence of the child or young person, this is evidenced as having a negative impact that can develop in to a trigger for poor self-esteem, negative thoughts and feelings resulting in challenging behaviours, we are often advised that 'no trigger' for a behaviour was identified as the effect of this on the child/young person is not considered.

DSPL 9 Triage Service

The Triage Service provide support to Children, Young People (0-25 years) & Families in Early Years, Schools, Colleges, in the Community and at Home in Watford, Three Rivers, Bushey & Radlett.

The Triage Team is a service dedicated to supporting Families, Children & Young People with Special Educational Needs, Disabilities, Mental Health & Emotional Well-being or complex needs, to access appropriate services with confidence (with or without diagnosis). The support provided may be limited by county boundaries and those that fall outside the DSPL 9 local area

For signposting and support parents, carers and professionals should contact enquiries@dsplarea9.org.uk or find out more information on the DSPL 9 website: [DSPL9 - Parents](#)

South West Herts Partnership (SWHP)

South West Herts Partnership is a family focussed/needs-led partnership working alongside children and their families to ensure access to a wide range of early support with a non-judgemental friendly approach. Our ethos is underpinned by principles of choice, flexibility and respect.



We offer a free and confidential family support service to families whose children attend any of the 69 schools that currently buy into our services.

Parenting can be one of the most difficult and challenging roles we undertake, especially in times of hardship or crisis. We work with families by helping them overcome social, emotional and physical barriers by giving them practical advice, support and the right tools and strategies. This enables them to feel more confident, improve self-esteem and achieve positive relationships. We believe that by supporting parents/carers with parenting skills, this will improve a child/young person's behaviour in the home and at school helping them to achieve their full potential and remove any barriers to learning.

You can access our service by approaching your child(ren)'s school. They will then make a decision on whether to refer to the Family Support Service.

We are an early intervention service and aim to prevent needs escalating to require intervention by more specialist services.

Referrals are through allocated schools only.

For further information please follow the link below:

[SWHP Family Support Service](#)

Herts Parent Carer Involvement (HPCI)

HPCI is a parent carer forum recognised by the Department for Education, HCC, Herts Valleys CCG and East & North Herts CCG as the parent carer forum for Hertfordshire. It began in 2010. HPCI work with education, health and social care services and providers to make sure the services they plan and deliver meet the needs of children/young people with SEND and their families. The HPCI website provides a wealth of information for parents on a range of needs, including recorded webinars and resource guides.



SENDIASS



Hertfordshire's Special Educational Needs and Disabilities Independent Advice and Support Services ([SENDIASS](#)) support CYP with SEND and their families on any issues relating to SEND. They provide unbiased information and advice about what the law says,

the local authority's policies and procedures and about the policy and practice in local schools and other settings. Their [information zone](#) contains a wealth of information about anything relating to SEND within Herts.

Families First

[Families First](#) is the term used in Hertfordshire for services that work together to support families who need extra help. Families First is available to all Hertfordshire families with children under 18 (25 if they have a learning need or disability).



Families First Assessment (FFA) is used to identify needs, and to organise the right support and services to address those needs at an early stage. The FFA process allows different agencies and services to share information and work together in a coordinated way. FFAs are voluntary, and require consent from parents or carers before they can begin.

Family Centre Service



families must be registered with them first.

The [Family Centre Service](#) supports children and young people and their families. It is made up of the Family Support Service (0-11), the Health Visitor Team (0-5) and the School Nursing Team (5-19, or 25 if SEND). They can be contacted through the [Professionals page](#) on the website. The service offers targeted support through 1-1 and group packages. Parents and professionals can make online referrals, but