SEND AUTUMN BRIEFING

2026

Louise Barrell, Natalie Fogden, Paul Forster, Pascie King-Bushell, Becky Rothwell

SESSION OUTLINE



Welcome



National news in a nutshell

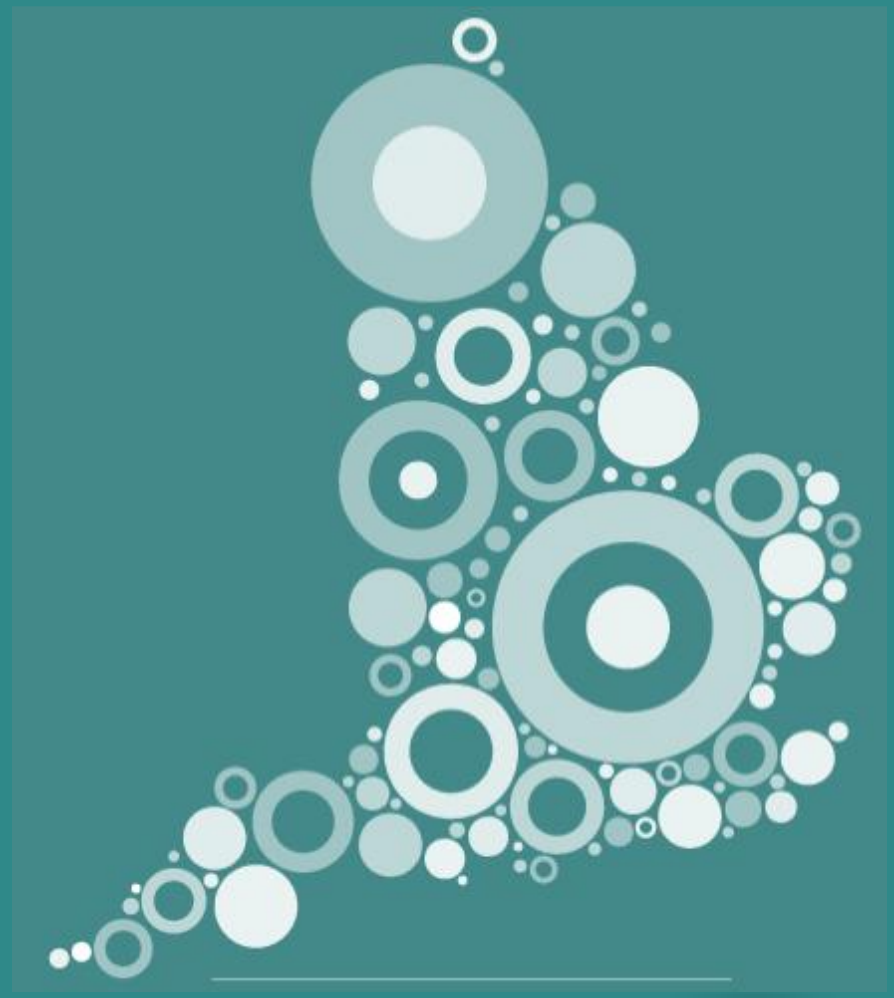


What's happening in Hertfordshire?



Roundup of useful reading and resources

NATIONAL NEWS – IN A NUTSHELL



SEND REFORM: WHERE ARE WE NOW?

Every Child Achieving and Thriving

February 2026: Government publishes the Schools White Paper



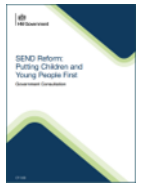
The Local SEND Reform Plan

October 2026: Government approves Hertfordshire's plan



SEND Reform Putting Every Child First

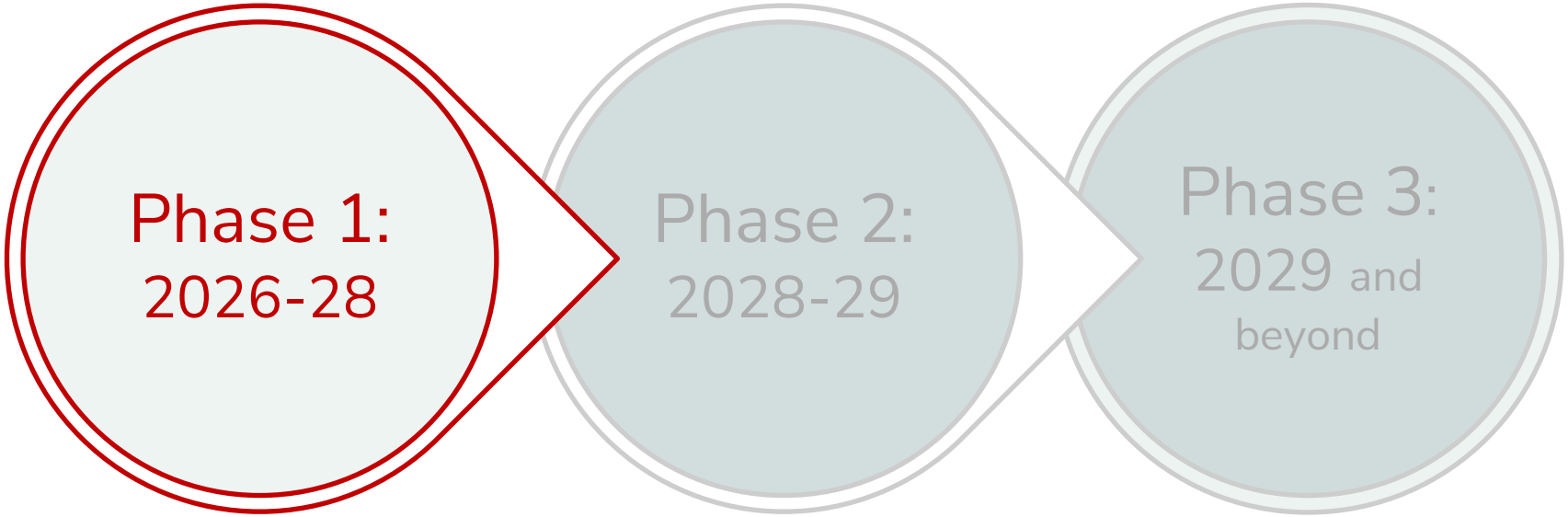
February – May 2026: Government consultation took place



SEND Reform Putting Every Child First

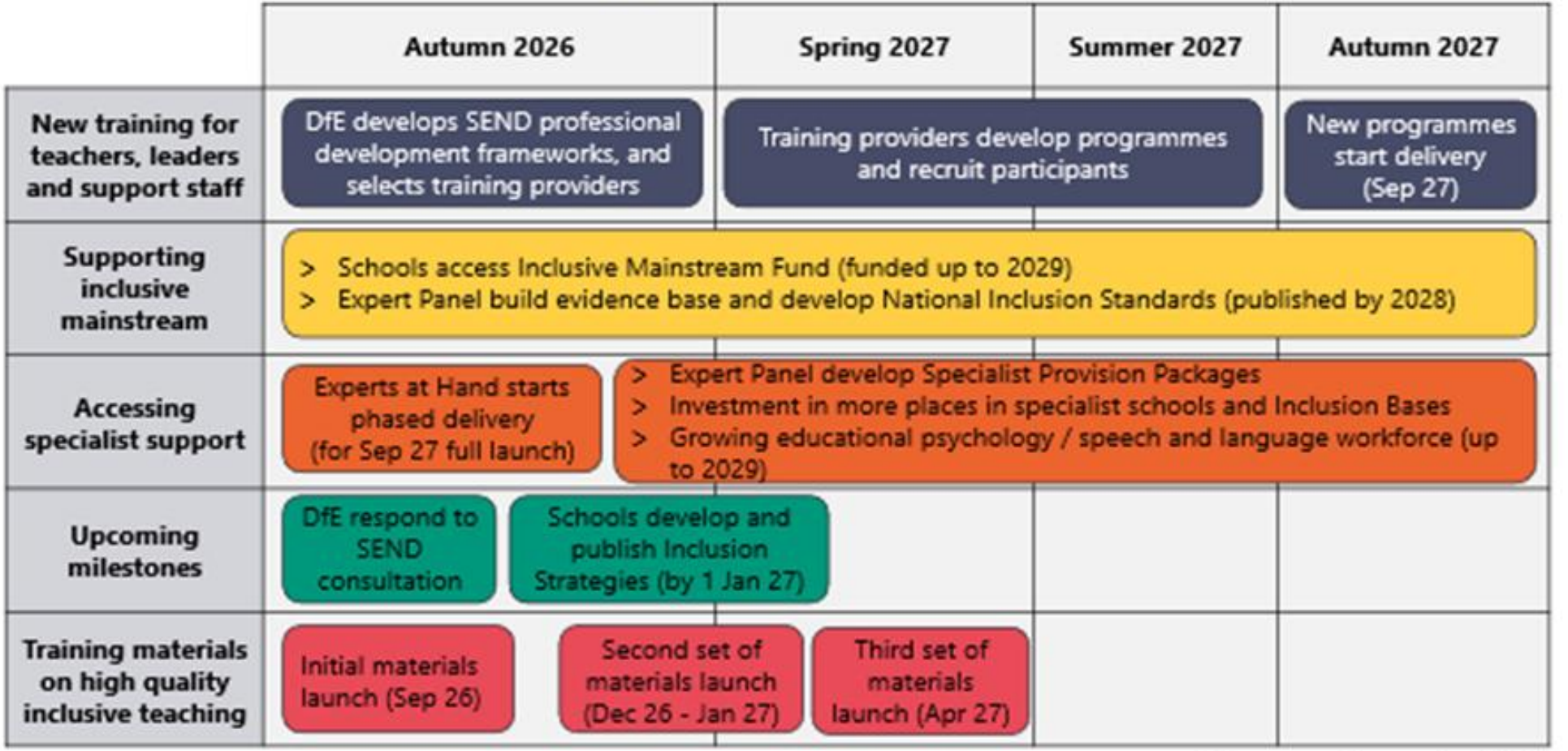
November 2026: awaiting Government response to consultation and timeline for legislative change

SEND REFORM: DECADE-LONG PROGRAMME
WITH IMPROVEMENTS FROM THE START



The reform programme is already underway – investing in and building a new system with ‘improvements from the start’

SEND REFORM: 'KNOWN KNOWNS' 2026-27



* Dates as of September 2026

SEND REFORM: DfE GUIDANCE
AUTUMN 2026

Inclusive early years (IEYF) and inclusive mainstream fund (IMF): 2026-2027
Providing some early years settings and all mainstream schools and 16-19 providers with additional funding over the next three years to become inclusive by design - supporting inclusion and early intervention

Developing an inclusion strategy
Planning how to use the additional funding, alongside the core budget allocation to start building a more inclusive core offer for all children and young people, including those with SEND and publishing a strategy by 31 December 2026

Inclusive Estates
Creating more accessible and inclusive physical environments for all children and young people, particularly those with SEND.

Inclusion Bases
Providing dedicated provisions within mainstream schools that support children and young people with SEND, or those who need extra help for behavioural or pastoral reasons, including pupils at risk of exclusion or low attendance

Experts at Hand
Giving schools easier access to expert advice and guidance from professionals including SALT, EP, OT and specialist teachers

In-House SEND & Inclusion training
First release of materials -to help every teacher, leader and member of support staff feel more confident supporting learners with SEND

INCLUSIVE MAINSTREAM FUND



A first step towards developing a more inclusive mainstream system – upfront funding over three financial years to help mainstream schools become inclusive by design. This should include:

- Building a strong **universal offer** – in line with **7 principles of inclusion** – making a positive impact on pupils' participation, attendance, attainment, sense of belonging and engagement
- Strengthening existing practice, so more needs can be **met earlier** before the need for targeted support arises
- Supporting the delivery of effective, **targeted** support for those who need it, without the need for formal assessment or diagnosis

ADHERING TO THE CONDITIONS OF GRANT



Mainstream primary and secondary schools are asked to:

- invest their IMF allocation in line with the 7 principles of inclusion
- explain their plan to build a strong inclusive offer, including detail of activity they are investing in to alleviate barriers to learning and participation by developing an inclusion strategy
- publish their inclusion strategy by **31st December 2026** and ensure it is available on their website to families and to Ofsted

*Note: If you opt to create a multi-year strategy, you **must** ensure that this is reviewed annually and note this on the cover page.*



7 PRINCIPLES OF INCLUSION

Schools are expected to embed inclusive practice in line with:

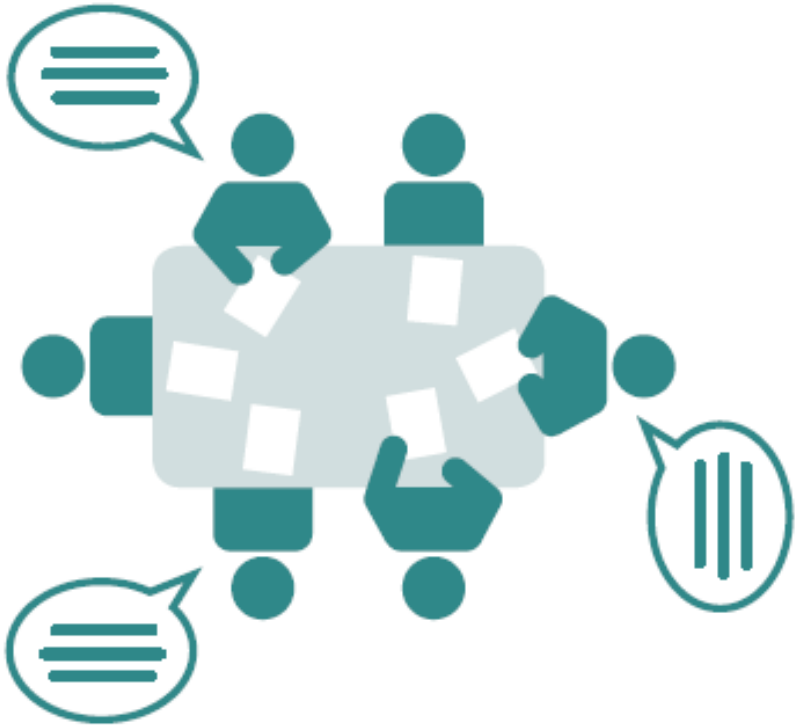
- **Ambitious leadership & governance** that embeds inclusion
- Evidence-based support prioritising **early intervention**
- **High-quality teaching** with curriculum designed for all learners
- **Enriching provision beyond the classroom** that all children can access
- **Safe and respectful culture** fostering belonging, attendance, and participation in learning
- **Strong partnerships** with families and wider services
- **Inclusive environments** with continuous improvements to accessibility

YOUR INCLUSION STRATEGY SHOULD:



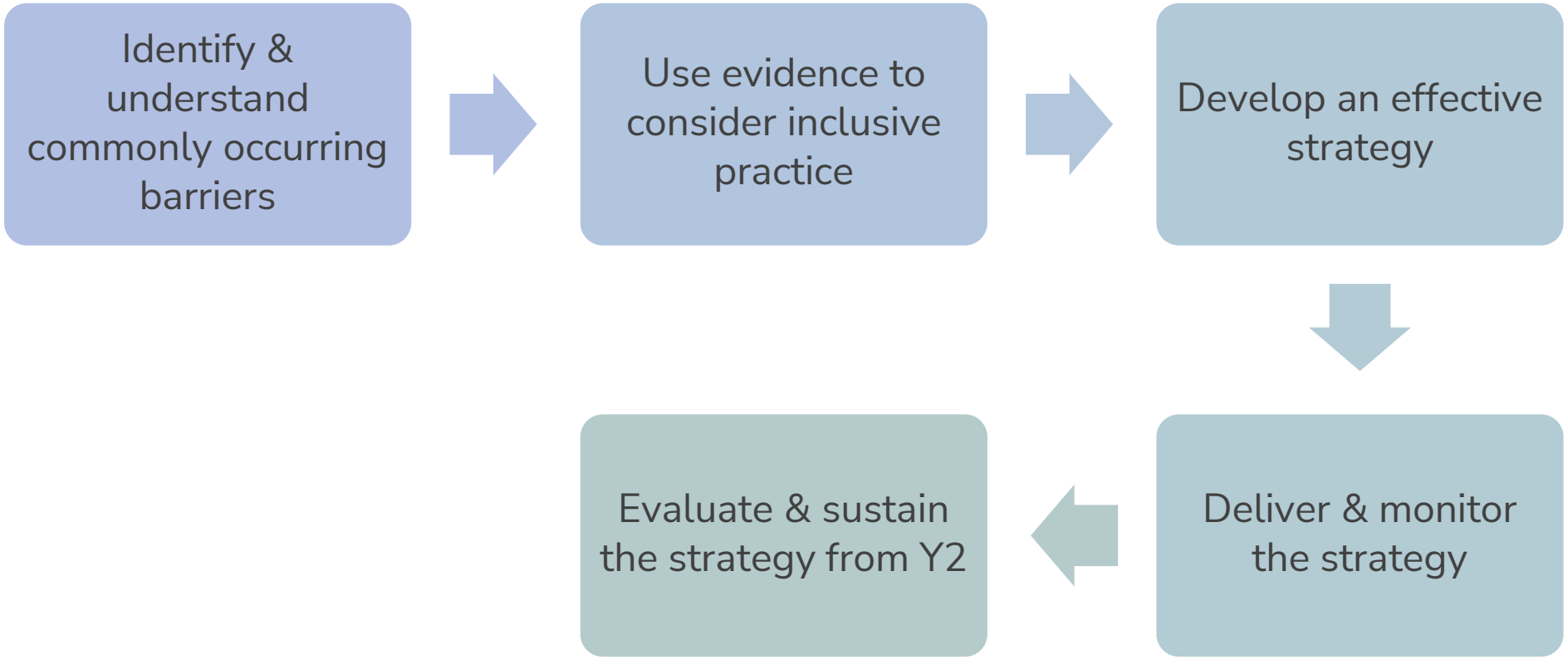
- Align with whole school priorities such as the school development plan
- Be a collaborative endeavour driven by the senior leadership team not a ‘lone SENCO’, be scrutinised by governors and available to Ofsted
- Focus on 3-5 key barriers and a small number of impactful activities – strengthening ordinarily available provision - universal offer
- Distribute leadership for SEND & inclusion across the school
- Be funded by the school’s core funding allocations, including the notional SEN budget as well as the IMF
- Be published by **31 December 2026**

WHO ARE THE RIGHT PEOPLE TO HAVE AROUND THE TABLE?



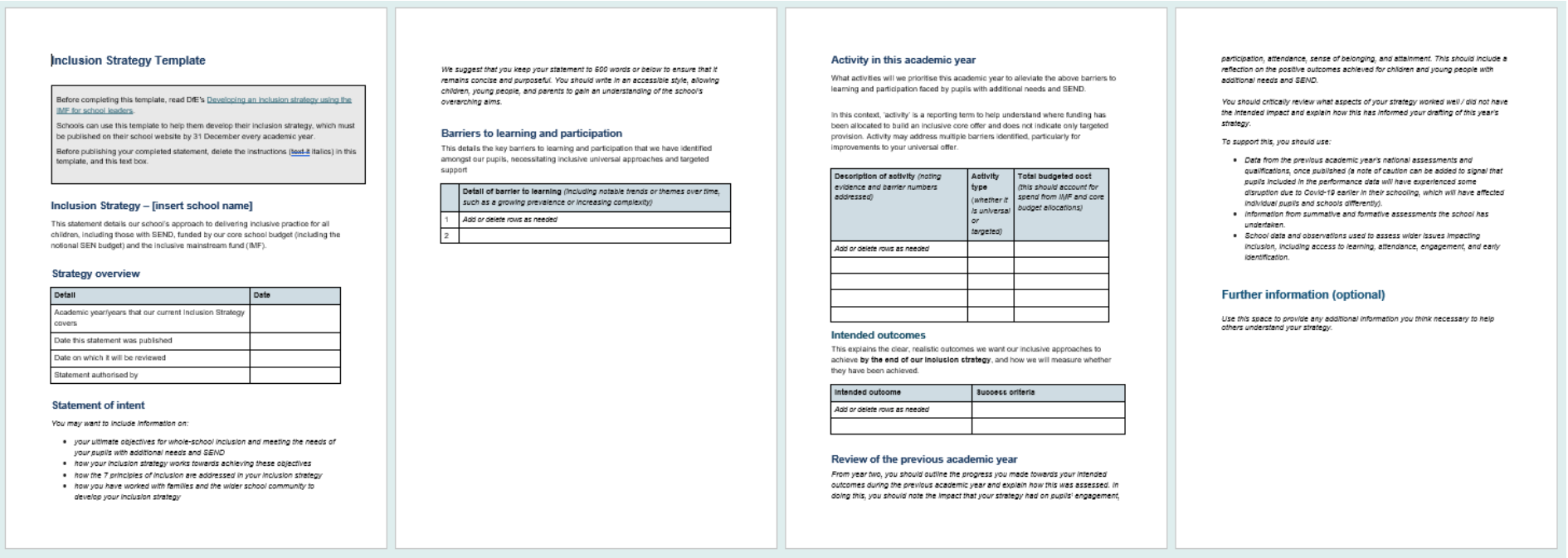
- A collaborative endeavour driven by senior leaders not a ‘lone SENCO’
- Scrutinised by governors
- An opportunity to distribute leadership for SEND & inclusion across the school

USING A 5-STEP APPROACH



THE DFE INCLUSION STRATEGY TEMPLATE

NEW!



Inclusion Strategy Template

Before completing this template, read DfE's Developing an inclusion strategy using the IMF for school leaders.

Schools can use this template to help them develop their inclusion strategy, which must be published on their school website by 31 December every academic year.

Before publishing your completed statement, delete the instructions (~~text~~ italics) in this template, and this text box.

Inclusion Strategy – [insert school name]

This statement details our school's approach to delivering inclusive practice for all children, including those with SEND, funded by our core school budget (including the notional SEN budget) and the inclusive mainstream fund (IMF).

Strategy overview

Detail	Date
Academic year/years that our current inclusion Strategy covers	
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	

Statement of intent

You may want to include information on:

- *your ultimate objectives for whole-school inclusion and meeting the needs of your pupils with additional needs and SEND*
- *how your inclusion strategy works towards achieving these objectives*
- *how the 7 principles of inclusion are addressed in your inclusion strategy*
- *how you have worked with families and the wider school community to develop your inclusion strategy*

We suggest that you keep your statement to 600 words or below to ensure that it remains concise and purposeful. You should write in an accessible style, allowing children, young people, and parents to gain an understanding of the school's overarching aims.

Barriers to learning and participation

This details the key barriers to learning and participation that we have identified amongst our pupils, necessitating inclusive universal approaches and targeted support

	Detail of barrier to learning *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*
1	*Add or delete rows as needed*
2	

Activity in this academic year

What activities will we prioritise this academic year to alleviate the above barriers to learning and participation faced by pupils with additional needs and SEND.

In this context, 'activity' is a reporting term to help understand where funding has been allocated to build an inclusive core offer and does not indicate only targeted provision. Activity may address multiple barriers identified, particularly for improvements to your universal offer.

Description of activity *(noting evidence and barrier numbers addressed)*	**Activity type** *(whether it is universal or targeted)*	**Total budgeted cost** *(this should account for spend from IMF and core budget allocations)*
Add or delete rows as needed		

Intended outcomes

This explains the clear, realistic outcomes we want our inclusive approaches to achieve **by the end of our inclusion strategy**, and how we will measure whether they have been achieved.

Intended outcome	**Success criteria**
Add or delete rows as needed	

Review of the previous academic year

From year two, you should outline the progress you made towards your intended outcomes during the previous academic year and explain how this was assessed. In doing this, you should note the impact that your strategy had on pupils' engagement, participation, attendance, sense of belonging, and attainment. This should include a reflection on the positive outcomes achieved for children and young people with additional needs and SEND.

You should critically review what aspects of your strategy worked well / did not have the intended impact and explain how this has informed your drafting of this year's strategy.

To support this, you should use:

- *Data from the previous academic year's national assessments and qualifications, once published (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting inclusion, including access to learning, attendance, engagement, and early identification.*

Further information (optional)

Use this space to provide any additional information you think necessary to help others understand your strategy.

INCLUSION BY DESIGN: DEVELOPING YOUR INCLUSION STRATEGY



Fully funded support for all mainstream primary and secondary schools to develop an effective inclusion strategy including:

- Recording of the workshop
- Resources including an inclusion strategy worked example

FUNDED for Herts schools

INCLUSIVE EARLY YEARS FUND (IEYF) AND POST-16 INCLUSIVE MAINSTREAM FUND

IEYF - additional funding to support setting-wide inclusive practices, and early intervention

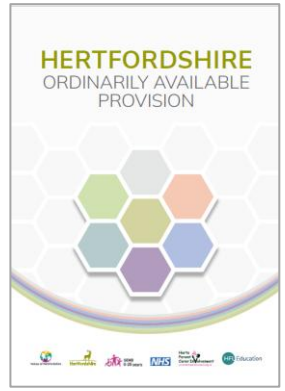
- DfE distributed to LAs based on 3- and 4-year-old universal entitlement part-time equivalent (PTE) data
- Funds used for strategic planning, workforce development and physical adaptations or resources.

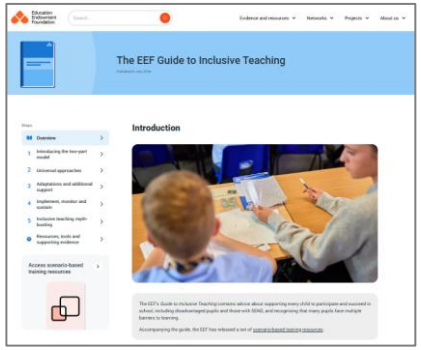
Post-16 IMF – to strengthen inclusive universal provision and targeted support

- Provided to mainstream school sixth forms, 16 to 19 academies, FE colleges, sixth-form colleges, and designated independent training providers
- Sixth form provision in schools will be included in the inclusion strategy.

ORDINARILY AVAILABLE PROVISION

- In Hertfordshire, our ordinarily available provision guidance alongside other evidence-informed practice forms the foundation of a mainstream school or setting's **universal offer** and **targeted** support
- The guidance aligns with the EEF's Guide to Inclusive Teaching two-part model – a complementary and overlapping approach:
  - universal approaches (section 1)
  - adaptations and additional support (section 2)

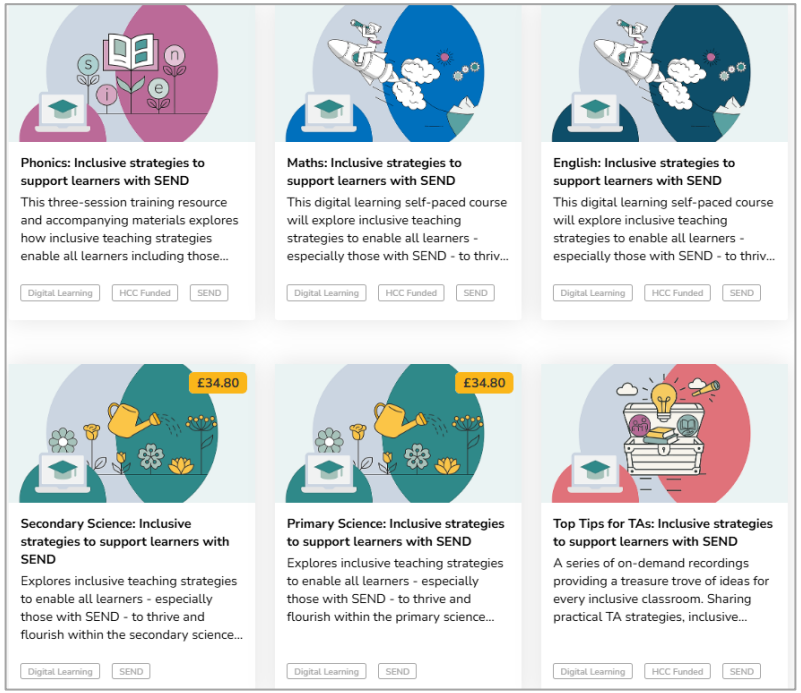


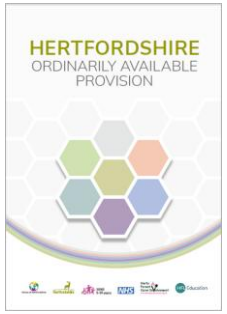


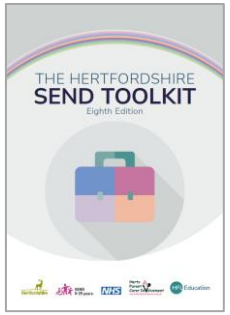
EVIDENCE-INFORMED TOOLBOX

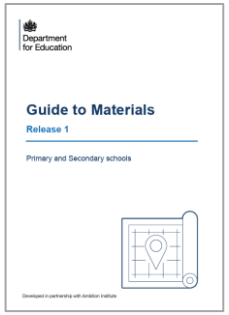


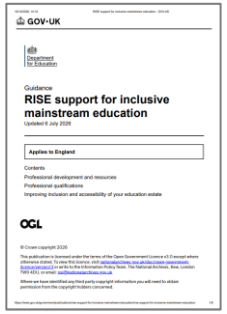














INCLUSION IN ACTION PROGRAMME

REMINDER

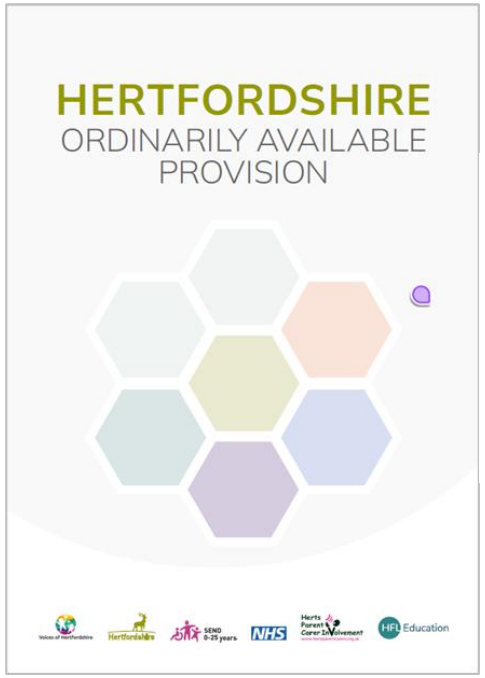
Aim: to explore how strategies, approaches to teaching, and adaptations to the learning environment described in the Ordinarily Available Provision guidance can be implemented easily and effectively

Delivery: throughout 2026-27

HFL Adviser Support: up to 2 days per project

A school-based small scale research project

Audience: senior leaders/SENCO/subject leader/teacher/teaching assistant



FUNDED for Herts schools

hfl.send@hfleducation.org

SEND Reform Update:

Experts at Hand – DfE's Vision

"We want settings to have a readily available source of expert advice and support – which can be accessed quickly and flexibly"

Purpose:
To help mainstream settings, including EY and post-16, identify and meet the needs of more children and young people quickly and effectively, without the need for an EHC plan or clinical diagnosis.

Achieved by:
Making support and advice from specialist services more available and accessible to mainstream settings. This means developing a new or enhanced offer – not just funding existing services.

What it must not fund:
- Provision schools and settings can or should deliver themselves
- Provision already specified in EHCPs or EHCP assessments.

SEND Reform Update:

Developing Hertfordshire's Experts at Hand Model

Commitment to Co-Design

- First Co-Design Week took place in October with sessions for schools, settings, parent carers, staff and CYP.
- x3 Education Professional events attended by 45 Head Teachers, Inclusion Leads and SENCOs.

Recruitment

- Recruitment started for additional capacity in key roles.
- 11 Assistant EPs joining in Jan 2027.
- Expansion of the ASK SALi team
- SaLT and OT roles progressing through recruitment process.

Communications

- Developed new pages on the Local Offer and the Grid to provide clarity on current position.
- Experts at Hand and Experts at hand - Hertfordshire Grid for Learning

Technology

- Exploring use of AI agent as a front door for settings – self-help, navigating available, communications to EAH services – early research phase

SEND Reform Update:

Experts at Hand – Year 1 Timeline:

September – October 2026	**Planning & Foundations:** Complete service mapping, agree workforce requirements, establish success measures, begin recruitment, and undertake co-design with partners.
November 2026 – January 2027	**Design & Readiness:** Finalise the operating model, access arrangements, rollout approach, mobilisation plan, and any required technology proposals.
March 2027	**Launch of Early Model:** EAH support will begin to be available and promoted to settings, with new ways of working mapped.
April 2027 onwards	**Test, Learn and Expand:** Test, evaluate and refine the model, monitor impact and outcomes, continue co-design activity, and begin planning for **Phase 2 implementation**.

SEND Reform Update:

Experts at Hand Information

For Families:

SEND 0-25 years
Hertfordshire's Local Offer

Visit: Experts at Hand

For Schools & Settings:

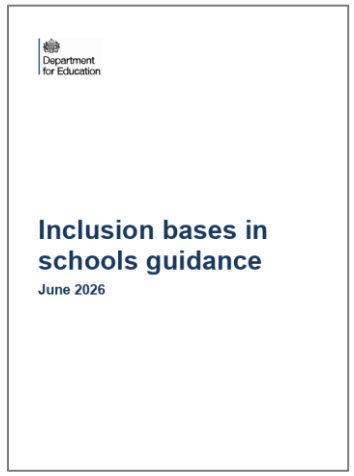
Hertfordshire GRID

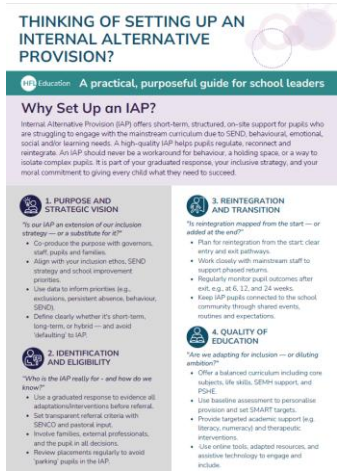
Visit: Experts at hand - Hertfordshire Grid for Learning

INCLUSION BASE GUIDANCE

NEW!

- Inclusion bases are provisions within mainstream schools for pupils with additional needs.
- They typically support pupils with SEND, or those requiring support for behavioural or pastoral reasons, including those at risk of exclusion or low attendance.







INCLUSION BASE GUIDANCE



It is important to note the difference:

- **Support bases** are funded by individual schools, academy trusts, or local groups of schools and will typically deliver Targeted Plus support — provision for pupils whose needs go beyond what a strong universal offer can meet, but who do not require the most specialist provision.
- **Specialist bases** are commissioned and funded by the local authority and will deliver specialist support for pupils with more complex needs who require expert, specialist provision but are still be educated in a mainstream setting.

INCLUSIVE ESTATES GUIDANCE

NEW!

Design adaptations to support an inclusive and accessible environment in mainstream education settings. Information includes:

- Approaches to assessing inclusivity
- 10 core elements of inclusive design
- Practical adaptations to buildings and outdoor spaces
- Case studies and examples of implementation


Department for Education

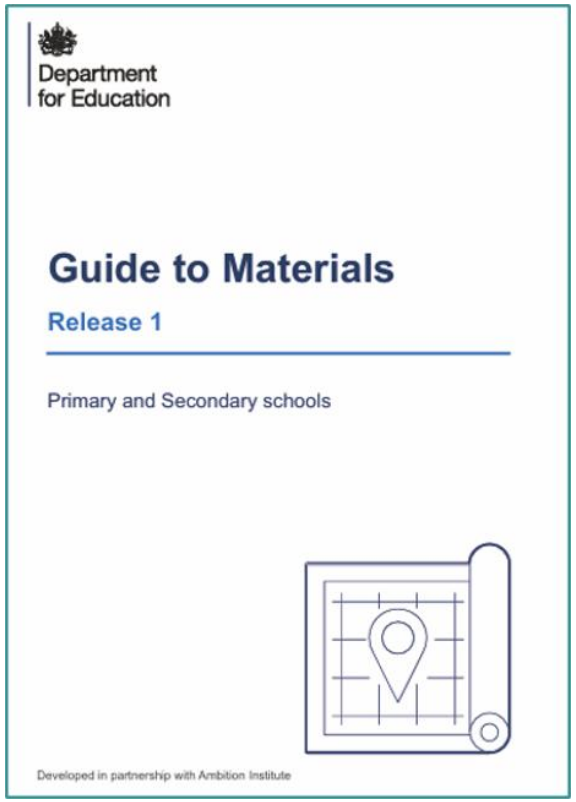
Inclusive education estates

Supporting inclusive environments in mainstream settings

June 2026

DFE IN-HOUSE TRAINING MATERIALS FOR INCLUSION AND SEND

NEW!



Slide deck for introduction sessions

Materials to support live sessions, designed to help staff build greater knowledge and understanding of the challenges pupils face in the classroom.

Facilitator guide for introduction sessions

Preparation documents for facilitators that can be used alongside slide decks to support facilitators to understand the key content and structure for a session.

Evidence summary

Self-study resources designed to focus on how inclusive teaching can support pupils across a range of developmental areas.

Slide deck for sense-making sessions

Materials to support live sessions, designed to help staff reflect on their own practice in relation to areas of development and inclusive teaching.

Facilitator guide for sense-making sessions

Preparation documents for facilitators that can be used alongside slide decks to support facilitators to understand the key content and structure for a sense-making session.

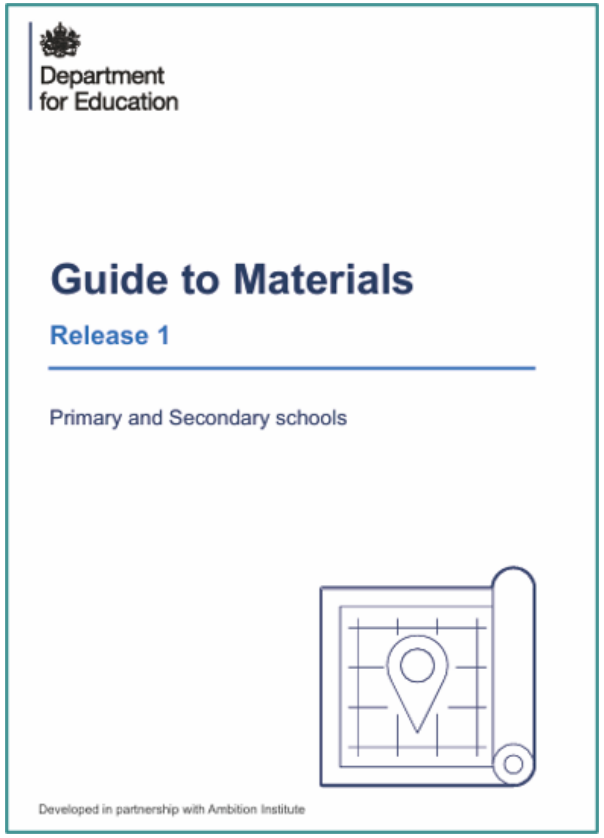
Spotlight

Self-study resources designed to focus on how to implement inclusive teaching strategies in context. These resources support staff to work through carefully guided practice activities.

Case studies

Resources exemplifying how inclusive strategies are being applied in real-life settings.

WHAT IS IN THE FIRST RELEASE?



Introduction to SEND reforms and inclusive teaching

Supporting every child to achieve and thrive	Facilitator guide
	Slide deck
What is inclusive teaching?	Facilitator guide
	Slide deck
Inclusive teaching and areas of development	Facilitator guide
	Slide deck

Area of development 1: Speech, language and communication

Introduction to speech, language and communication	Facilitator guide
	Slide deck
Speech, language and communication	Evidence summary
	Facilitator guide
	Sense-making session

WHAT'S COMING NEXT?

New materials will be added:

- Inclusive teaching (January 2027)
- Area of development 2: social and emotional (January 2027)
- Area of development 3: executive function (January 2027)
- Area of development 4: motor and physical (April 2027)
- Area of development 5: sensory (April 2027)
- Case Studies (April 2027)

Dingley's Promise Training | Department for Education

Early Years SEND CPD Courses

Funded by the Department for Education

Funded by the DfE for every early years educator- building confidence and skills in inclusive practice

Foundations of inclusive practice

- Inclusion-theory and practice in EY
- Graduated approach
- Celebratory approaches

Embedding inclusive practice

- Planning inclusive curriculum and environment
- Identify and respond to needs
- Communication

Parent partnership

- Child and family centred approaches
- Collaboration
- Transition

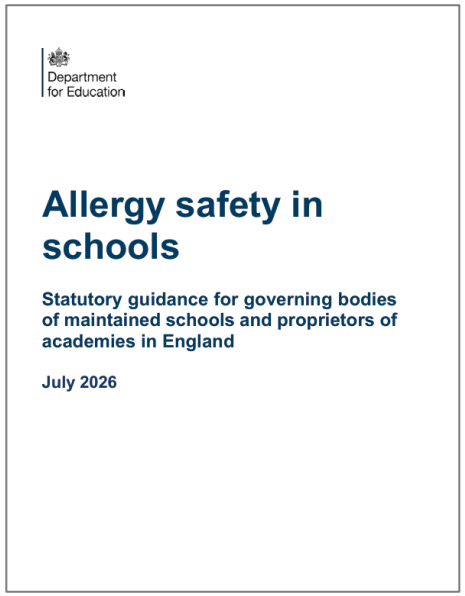
DFE ENRICHMENT FRAMEWORK
FOR SCHOOLS AND COLLEGES

SEND inclusion in enrichment activities

Supporting schools to deliver inclusive enrichment offers, setting out benchmarks that are flexible to meet the different needs of pupils.

- Aligning with preparation for adulthood the earliest years
- Person-centred, building on pupils' strengths, aspirations and needs
- Ensuring that pupils with SEND have the same opportunities to engage in wider school life while also receiving targeted support to build confidence, independence and decision-making skills.
- Case studies highlighting current practice, and tools and resources with SEND inclusion in mind.

ALLERGY SAFETY IN SCHOOLS



Includes information and examples that schools can use to:

- create an allergy safety policy
- put allergy safety training in place for all staff
- identify the children and young people who require Individual Healthcare Plans (IHPs) to manage their allergy, and to produce them
- record and learn lessons from serious incidents and near misses

OFSTED INSPECTION TOOLKIT 2026

- arrangements to support pupils with medical conditions and allergy safety policies
- requirement for an inclusion strategy
- meetings with SENCO and other relevant leaders who have an inclusion role throughout the inspection
- role of the designated teacher and pupils with personal education plans
- pupils' attainment and progress when compared with similar schools
- inclusion bases and curriculum adaptation



OFSTED INSPECTION TOOLKIT 2026



- attainment and progress for disadvantaged pupils and pupils with SEND
- where pupils have joined a school with previously low attendance or following disruption to their education
- leaders' engagement with pupils and families in the inclusion 'expected' standard
- pupils with an EHCP having support to attend and behave
- case sampling

UNDERSTANDING & PRIORITISING BELONGING

Interesting research exploring how mainstream schools support school belonging while maintaining high standards of attendance and attainment.

Across primary and secondary schools, a shared understanding emerged among leaders, staff and pupils, built on 5 dimensions:

- Safety and Security
- Inclusion
- Collective Identity
- Individual Recognition
- Positive Relationships

Department for Education

PUPIL ABSENCE IN SCHOOLS IN ENGLAND

Overall absence rate

6.60%

in autumn and spring 2025/26 - down from 6.63% in autumn and spring 2024/25

Percentage of persistent absentees (10% or more missed)

17.50%

in autumn and spring 2025/26 - down from 17.63% in autumn and spring 2024/25

Percentage of severe absentees (50% or more missed)

2.32%

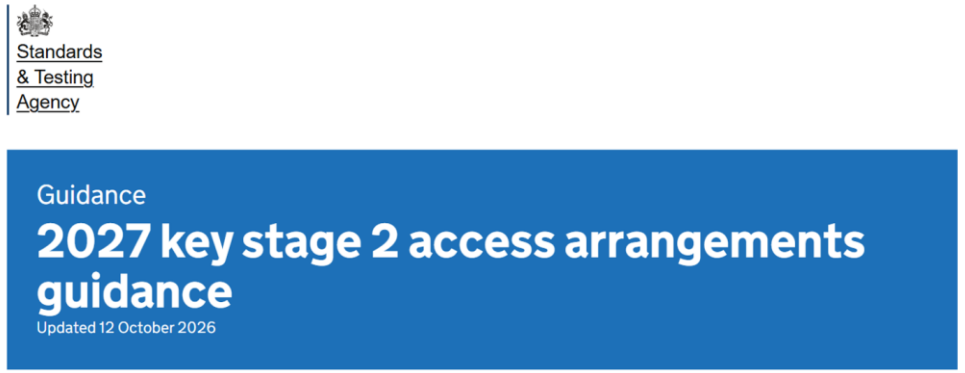
in autumn and spring 2025/26 - up from 2.26% in autumn and spring 2024/25

Absence rates by Special Educational Needs provision, 2024/25 Autumn and spring term and 2025/26 Autumn and spring term

		Overall absence rate		Percentage of persistent absentees (10% missed)		Percentage of severe absentees (50% missed)	
		2024/25 Autumn and spring term	2025/26 Autumn and spring term	2024/25 Autumn and spring term	2025/26 Autumn and spring term	2024/25 Autumn and spring term	2025/26 Autumn and spring term
SEN provision	EHC plan	12.74%	12.99%	33.82%	33.84%	7.30%	7.74%
	SEN support	9.63%	9.53%	26.84%	26.46%	4.18%	4.14%
	No identified SEN	5.66%	5.52%	14.30%	13.88%	1.11%	1.06%

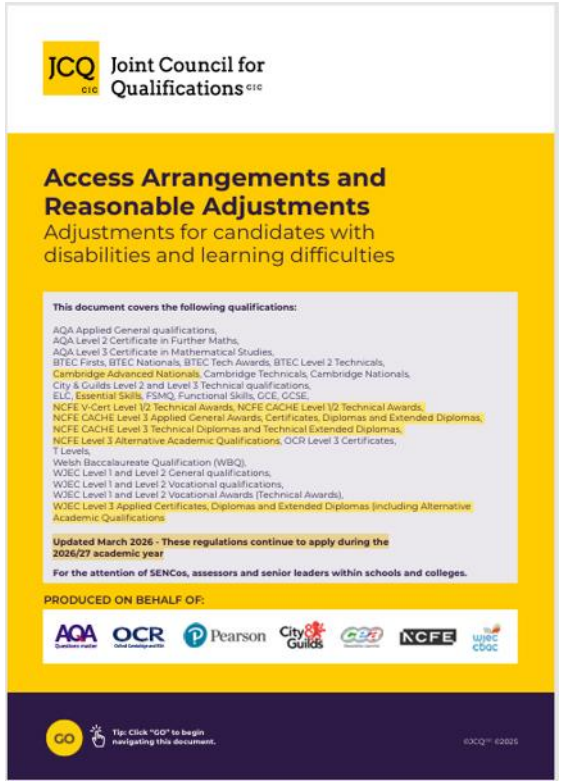
ACCESS ARRANGEMENTS KS1 & KS2





- Information about the access arrangements which schools can consider if they choose to administer the optional end of KS1 tests
- Pupils with specific needs may require additional arrangements so that they can take part in the KS2 tests. Schools must decide whether any pupils will need access arrangements before they administer the tests.

ACCESS ARRANGEMENTS KS4 & KS5



Minimal changes this year

Slight change to wording regarding rest breaks:

Supervised rest breaks **may be** more effective and appropriate than 25% extra time for candidates who experience anxiety or attention difficulties. They may better address the needs of **many** neurodivergent candidates such as those with ADHD, ASD as well as **many of** those with a medical condition and mental health needs

Department for Education

FUNDING FOR BOOKS AND READING MATERIALS - SECONDARY



- State-funded secondary schools in England with pupils in KS 3 and KS4 are eligible for funding and automatic access to the Browns Books platform
- Funding is based on pupil numbers, school size and levels of disadvantage, with allocations ranging from **£450 to £1,400 per school**
- All orders must be placed by 31 March 2027. Any unspent allocation remaining after the end date will be unavailable

Guidance

Period product scheme for schools and colleges

Updated 21 September 2026

The scheme is available to all state-funded schools (primaries with pupils in Year 5 or above, secondaries, special, alternative provision, and post-16) and is continuing for the 2026-2027 and 2027-2028 academic year. Information includes:

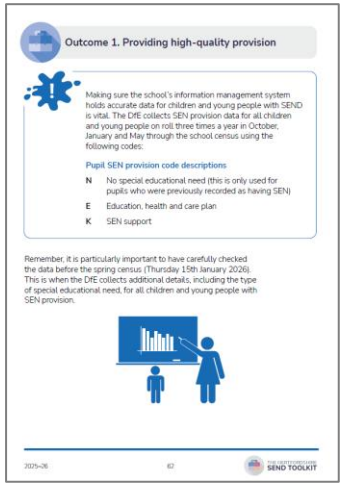
- Eligibility for the scheme
- How to order products
- School responsibilities
- Equality requirements
- Making products available

JANUARY 2027



SCHOOL CENSUS

- **Census date:** Thursday 21 January 2027
- **Return by:** Wednesday 10 February 2027



Outcome 1. Providing high-quality provision

Making sure the school's information management system holds accurate data for children and young people with SEND is vital. The DfE collects SEN provision data for all children and young people on roll three times a year in October, January and May through the school census using the following codes:

Pupil SEN provision code descriptions

N	No special educational need (this is only used for pupils who were previously recorded as having SEN)
E	Education, health and care plan
K	SEN support

Remember, it is particularly important to have carefully checked the data before the spring census (Thursday 15th January 2026). This is when the DfE collects additional details, including the type of special educational need, for all children and young people with SEN provision.

2025-26 62 THE HERTFORDSHIRE SEND TOOLKIT

THE HERTFORDSHIRE
SEND TOOLKIT

WHAT'S HAPPENING IN HERTFORDSHIRE?



SEND briefing

Autumn 2026

SEND Reform Update:

Developing Hertfordshire's Experts at Hand Model

Commitment to Co-Design

- First Co-Design Week took place last week with sessions for schools, settings, parent carers, staff and CYP.
- 3 Education Professional events attended by 45 Head Teachers, Inclusion Leads and SENCOs.

Recruitment

- Recruitment started for additional capacity in key roles.
- 11 Assistant EPs joining in Jan 2027.
- Expansion of the ASK SALi team
- SaLT and OT roles progressing through recruitment process.

Communications

- Developed new pages on the Local Offer and the Grid to provide clarity on current position.
- Experts at Hand and Experts at hand - Hertfordshire Grid for Learning

Technology

- Exploring use of AI agent as a front door for settings – self-help, navigating available, communications to EAH services – early research phase

SENCO Online Feedback Group

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

- *What will I be signing up to?*

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

Activities we send include:

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

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

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

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

190 SENCOs are already members!

Sign up to the SENCO online feedback group

Early Years SEND Team: new way of working in schools

This autumn, we are introducing **Early Years SEND Planning Meetings** for primary schools. Facilitated by a link EYs SEND Specialist, these meetings will bring together school leaders, SENCOs and EYFS practitioners to:

- ☐ **Review EYFS SEND cohort needs and current provision.**
- ☐ **Identify priorities and agree practical next steps.**
- ☐ **Strengthen inclusive practice and workforce confidence.**
- ☐ **Discuss emerging concerns and children requiring the highest levels of support.**
- ☐ **Plan any follow-up support required.**

The meetings will focus on supporting settings strategically while continuing to provide opportunities to discuss individual children where this is needed to inform planning and decision-making. Advice and support will be recorded through co-produced action plans and APDR records.

The Early Years Statutory SEND team work with settings and families whose children (age 0-5) have an EHCP.

Contact details for your link Early Years Education, Health and Care Plan Coordinator (EHCCO) can be found on the Local Offer: Who should I contact about my child's EHCP?

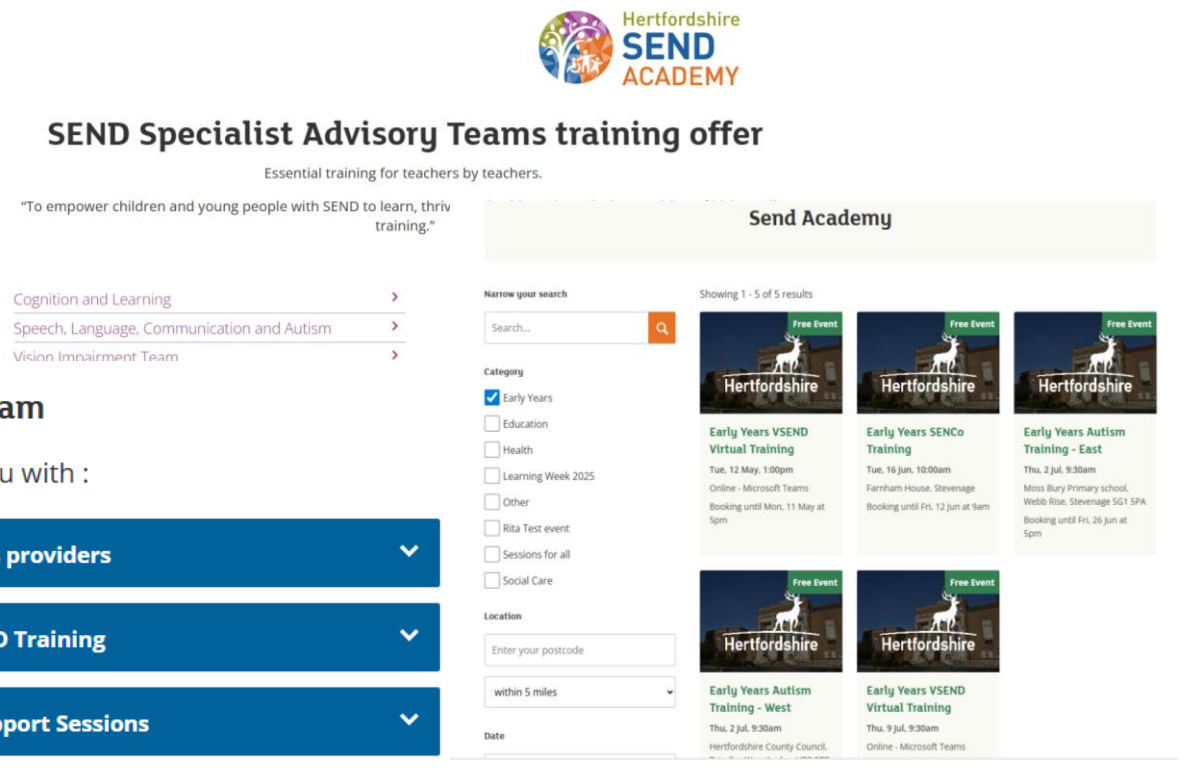
Training on Statutory SEND processes can be found here:

Vlog series: SEND Specialist Advisory Teams training offer | Hertfordshire County Council

Early Years Service
Hertfordshire County Council

Early Years SEND Training Offer

- **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
  - Therapeutic Approaches to Behaviour (TAB)
  - Early Years Bundles Training
  - Statutory SEND training
  - Early Talk Boost
- **Invitation Only Sessions**
  - DS Parent Group
  - Transition Workshops
  - Rucksack Parent Programme
  - EYSDC: Multi Agency Family support sessions



[SEND Specialist Advisory Teams training offer | Hertfordshire County Council]

Early Years Service
Hertfordshire County Council

Educational Psychology Service Updates

11 new Assistant EPs recruited who will join the Service in January 2027 to support with SEND reform and Experts at Hand

We continue to have **no wait list** despite the large number of EHCNA requests over the summer.

From this term,
all Special Schools have a Contact EP

Speech, Language, Communication & Autism Team Offer

Pupil Focused Support	Cohort Support	Whole-School Support	Training
Diagnosis is not required • Referrals must come from the setting, rather than the family • Individual pupil advice relating to social communication, autism and SLCN, and associated needs • Improving support for SLCA students at risk of exclusion	• Strengthening the cohort support offer for groups of pupils with similar needs within settings and providing advice which can be implemented more broadly	• Following on from the Partnership for Inclusion of Neurodiversity in Schools project (PINS), strengthening the school systemic support offer, with a focus on sustainable change and early intervention	• Extended autism training offer to include new workshops and lite bites • ADHD training is in high demand, so more staff trained to deliver this • Updating SLCN training and are developing *AuDHD and Co-occurring Needs* training

Schools can access support via the usual referral form which is available on the Local Offer website
The current web form, used across services, is being reviewed and improved.

Hertfordshire

Teaching for Reintegration, Understanding and School Transition (TRUST) Teaching Service

Access, Inclusion and Alternative Provision

Criteria

- Pupils must have an EHCP
- Must be registered as CME
- Not currently accessing education
- Requiring specialist interim support

Referral

Access to the TRUST Teaching Service is considered **only** through the Interim Provision Team.

Qualified and Experienced Teachers

- Teaching tailored to individual needs
- Flexible approaches to support, engagement and progress
- EHCP-informed teaching

Dedicated Wellbeing Coordinators

- Build relationships with pupils and families
- Improve confidence and readiness to learn
- Coordinate support around the child

Reintegration and Transition

- Reintegration plans with receiving schools
- SENCOs invited to planning meetings
- Partnership working with successful transitions

Supporting children and young people with EHCPs from disengagement to successful reintegration into education

🏠 Understand Needs → 🤝 Engage → 👥 Relationships → 📚 Specialist Teaching → 🎯 Prepare → 🎓 Reintegrate

Reminder: EHCP Annual Review Notifications via **Solero**

Points to Note:

- The report displays both the **Annual Review Deadline Date** and the **Annual Review Report Due Date** to support planning and submission of annual review documentation.
- The report reflects annual review dates held within Hertfordshire's Statutory SEND system.
- In Early Years, EHC Plans are typically reviewed every six months until age five, after which reviews move to an annual cycle. As a result, some review dates may not yet reflect this transition and will be updated following the child's first annual review after turning five.
- If you identify any inaccuracies or missing information, please contact your **EHC Coordinator** so records can be reviewed and updated.

What you need to do:

1. Log into Solero using your existing school credentials.
2. Navigate to **Reports** and select **EHCP Report**.
3. Run the report regularly to identify annual reviews due and associated submission deadlines.
4. Use the report as your primary source for annual review notifications.

Support: Solero guidance is available on The Grid or via the HCC Helpdesk (01992 555000).

SEND SAS Offer – Sensory, Cognition & Learning Services

- Continuing to offer advice and support including individualised work, whole school approaches and training

- Continuing to review and improve the training offer across all specialism areas - accessible on: SEND Specialist Advisory Teams training offer | Hertfordshire County Council

- Supporting SEND Reform ambitions by focusing on early intervention and identification to promote inclusion alongside an individualised offer for children with complex needs.

SEND SAS – Cognition and Learning Team Update

- Continuing to proactively engage schools and DSPL areas in Early Intervention (EI) Whole School Support Offer in line with SEND Reform ambitions.

- Demand for both Cognition & Learning training and early intervention support has increased significantly.

- SENCo Advice Sessions will be offered in Autumn term through an initial MS Teams meeting or face-to-face consultation to agree support packages and/or identify appropriate next steps.

SEND SAS – Cognition and Learning Team Update

- The Cognition & Learning offer on the SEND Local Offer has been updated to reflect the expanded **free** training programme and the wider range of courses now available to schools and settings.

- The team is developing the UCAN Maths training programme, currently available from Reception to Year 4, with plans to extend provision into Year 7.

- Additional work is underway to develop a dyslexia-friendly classroom programme and memory skills training to further strengthen the team's support offer.

Main contact: Gemma-Cannon Jones, Lead Teacher

Sensory Team Update

- Continuing to support individualised and statutory work
- Continuing to offer modelling, training and whole school support
- Teams:
  - Deaf and Hearing Support Team
  - Vision Impairment Team
  - Multi-Sensory Impairment Team
  - Physical and Neurological Impairment Team

Sensory Training Offer available on:

SEND Specialist Advisory Teams training offer | Hertfordshire County Council

Sensory Team contact details

Vision Impairment Team:
Rebecca Payne (rebecca.payne@hertfordshire.gov.uk) and Sharon Hill (sharon.hill@hertfordshire.gov.uk)
Lead Teachers (QTVI)

Deaf and Hearing Support Team:
Helen Cromack (helen.cromack@hertfordshire.gov.uk)
Lead Teacher (QToD)
Becca Citroen (becca.Citroen@hertfordshire.gov.uk)

Multi-Sensory Team (Deaf/Blind) Team:
Liz Hodges (liz.hodges@hertfordshire.gov.uk)
Lead Teacher

Physical and Neurological and Cognition & Learning Team:
Gemma Cannon-Jones (gemma.cannonjones@hertfordshire.gov.uk)
Lead Teacher

Specialist Outreach

- The most up-to-date list of Specialist Outreach providers can be found on Grid for Learning.

Specialist Outreach - Hertfordshire Grid for Learning

- You will also find the link to the Single Service Request Form, which should be used when making a request for support.

Special schools are assigned to local areas linked to DSPLs:

DSPL 1 & 2 – North Hertfordshire and Stevenage

Woolgrove, Greenside, Larwood, North Herts ESC, Stevenage ESC

DSPL 3, 4 & 5 – East Herts, Welwyn and Broxbourne

Amwell View, Middleton, Hailey Hall, Rivers ESC, Woolgrove

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

Colnbrook, Watling View, Garston Manor, Chessbrook ESC

DSPL 7 & 8 – St Albans and Dacorum

Collett, Woodfield, Haywood Grove, St Luke's

Specialist Outreach



Baseline Form completion has increased significantly – **Thank you** for helping us understand needs and intended outcomes before support begins.



Please complete the **End-of-Support Survey** so we can measure impact, improve services, and ensure support remains effective for children and young people.

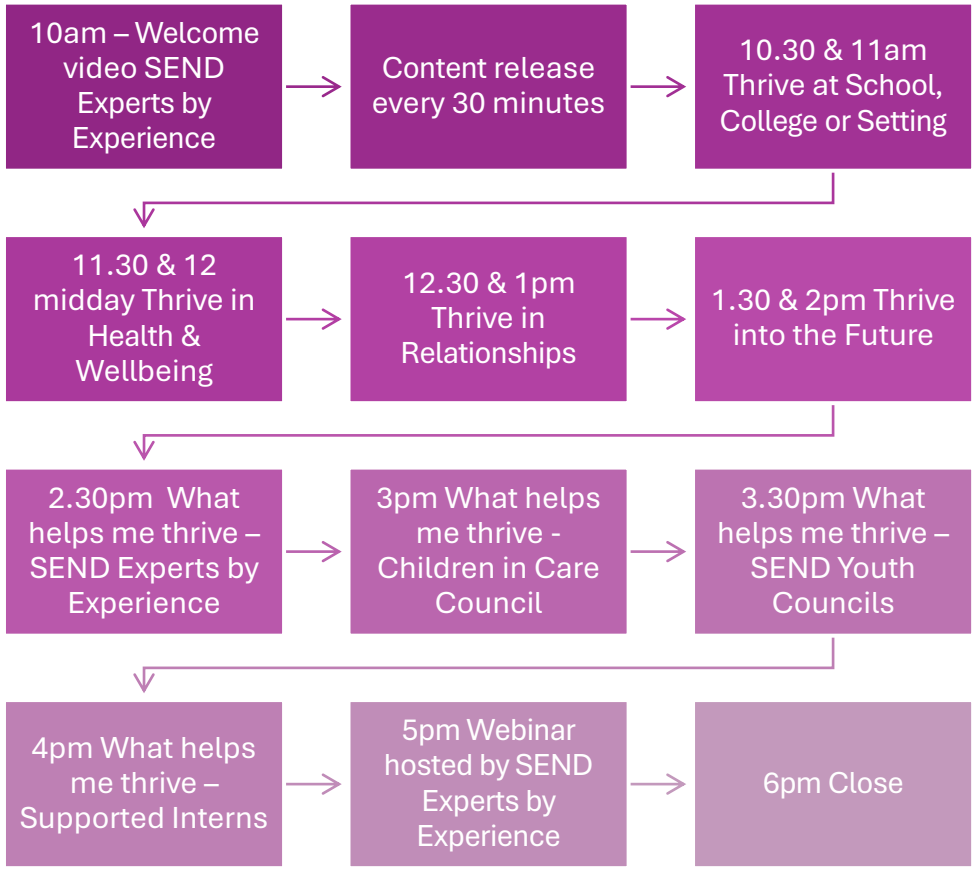
SEND Takeover Day:
3 December 2026 (10am – 6pm)

- Hear directly from children and young people with SEND about what helps them thrive
- Listen to their experiences
- Celebrate what happens when children and young people thrive
- Hear what matters to them
- Think about how their voices can shape what we do

@voicesofhertfordshire @HertsCC @hccsfyp

@hertscountycouncil @HertfordshireSENDLocalOffer

@Hertscc



Services for Young People
Hertfordshire County Council

Voices of Hertfordshire

Hertfordshire


Hertfordshire

OUR ROUNDUP OF USEFUL READING & RESOURCES



HERTFORDSHIRE'S SEND TOOLKIT

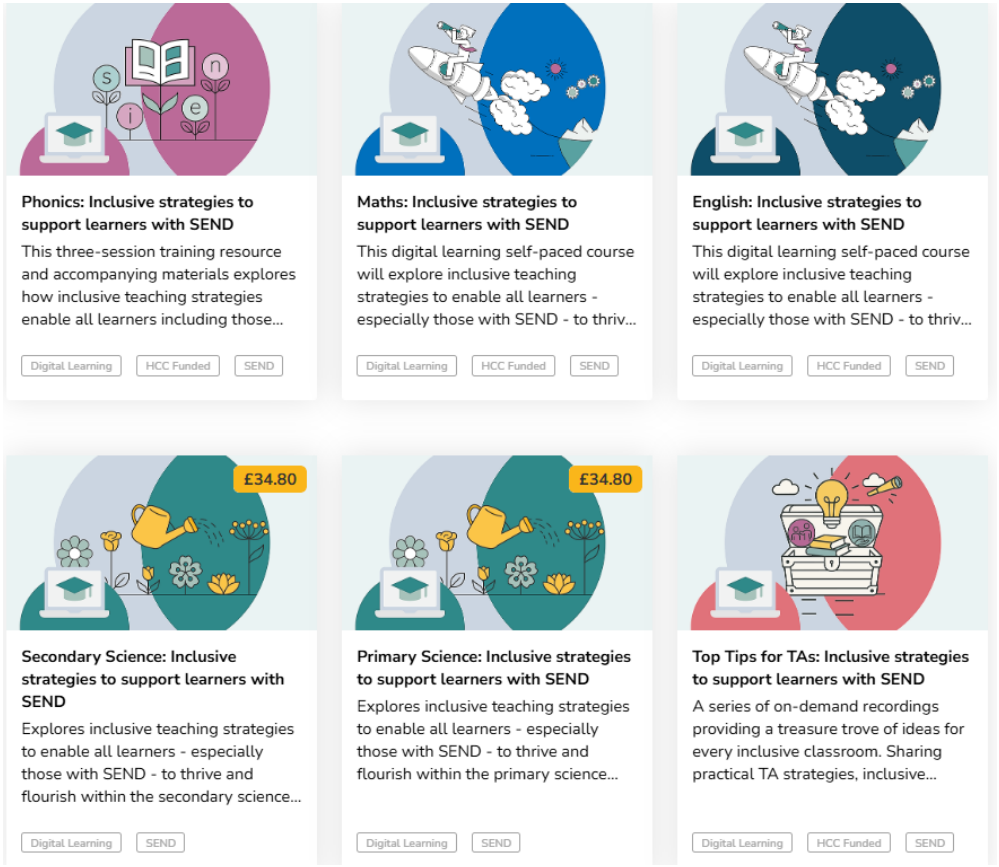
UPDATED



Hertfordshire's SEND Toolkit has been updated for 2026-27 with refreshed guidance to support mainstream school leaders and SENCOs in the transition towards an education system that is 'inclusive by design'

INCLUSIVE CLASSROOM SERIES

UPDATED



Phonics: Inclusive strategies to support learners with SEND

This three-session training resource and accompanying materials explores how inclusive teaching strategies enable all learners including those...

Digital Learning | HCC Funded | SEND

Maths: Inclusive strategies to support learners with SEND

This digital learning self-paced course will explore inclusive teaching strategies to enable all learners - especially those with SEND - to thriv...

Digital Learning | HCC Funded | SEND

English: Inclusive strategies to support learners with SEND

This digital learning self-paced course will explore inclusive teaching strategies to enable all learners - especially those with SEND - to thriv...

Digital Learning | HCC Funded | SEND

£34.80

Secondary Science: Inclusive strategies to support learners with SEND

Explores inclusive teaching strategies to enable all learners - especially those with SEND - to thrive and flourish within the secondary science...

Digital Learning | SEND

£34.80

Primary Science: Inclusive strategies to support learners with SEND

Explores inclusive teaching strategies to enable all learners - especially those with SEND - to thrive and flourish within the primary science...

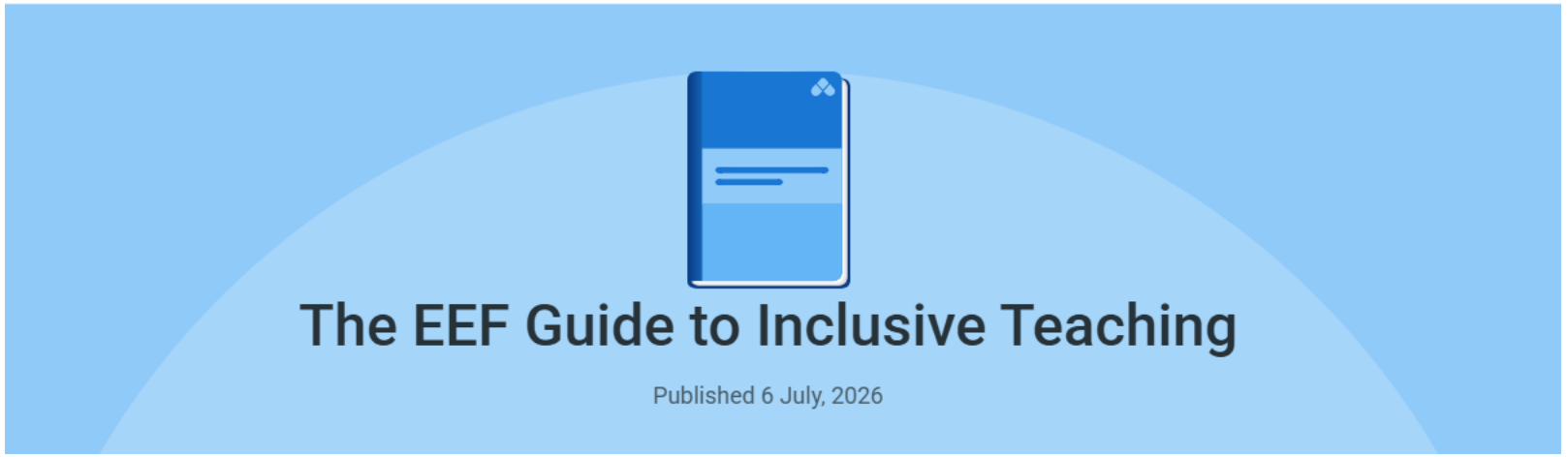
Digital Learning | SEND

Top Tips for TAs: Inclusive strategies to support learners with SEND

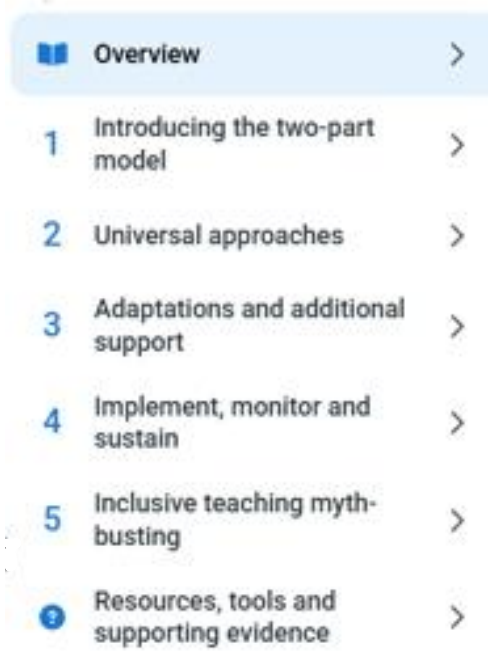
A series of on-demand recordings providing a treasure trove of ideas for every inclusive classroom. Sharing practical TA strategies, inclusive...

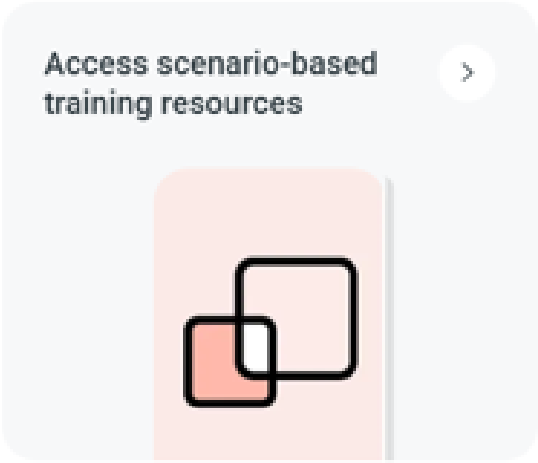
Digital Learning | HCC Funded | SEND

FUNDED for Herts schools

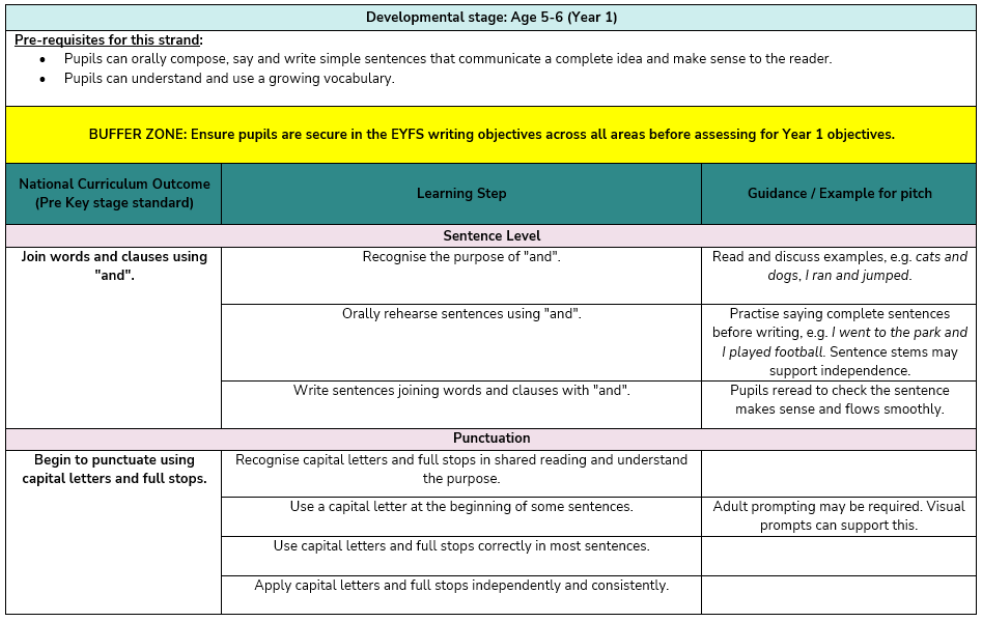

The EEF Guide to Inclusive Teaching
Published 6 July, 2026

NEW!


Overview
1 Introducing the two-part model
2 Universal approaches
3 Adaptations and additional support
4 Implement, monitor and sustain
5 Inclusive teaching myth-busting
Resources, tools and supporting evidence


Access scenario-based training resources

HFL SMALL STEPS PROGRESS TRIAL



Developmental stage: Age 5-6 (Year 1)		
Pre-requisites for this strand: • Pupils can orally compose, say and write simple sentences that communicate a complete idea and make sense to the reader. • Pupils can understand and use a growing vocabulary.		
BUFFER ZONE: Ensure pupils are secure in the EYFS writing objectives across all areas before assessing for Year 1 objectives.		
National Curriculum Outcome (Pre Key stage standard)	**Learning Step**	**Guidance / Example for pitch**
Sentence Level		
Join words and clauses using "and".	Recognise the purpose of "and".	Read and discuss examples, e.g. *cats and dogs, I ran and jumped.*
	Orally rehearse sentences using "and".	Practise saying complete sentences before writing, e.g. *I went to the park and I played football.* Sentence stems may support independence.
	Write sentences joining words and clauses with "and".	Pupils reread to check the sentence makes sense and flows smoothly.
Punctuation		
Begin to punctuate using capital letters and full stops.	Recognise capital letters and full stops in shared reading and understand the purpose.	
	Use a capital letter at the beginning of some sentences.	Adult prompting may be required. Visual prompts can support this.
	Use capital letters and full stops correctly in most sentences.	
	Apply capital letters and full stops independently and consistently.	

FUNDED for Herts schools

- Supporting you to identify pupils' precise starting points and capture small steps of progress
- Express interest via: Hfl.SEND@hfleducation.org by end of Thursday 19th November
- Short online training webinar (Monday 23rd November pm)- direct invite

SEND CONFERENCE 2027

The Inclusion Imperative

From early identification to impact: making inclusion work in every classroom

Book now for our Early Bird price

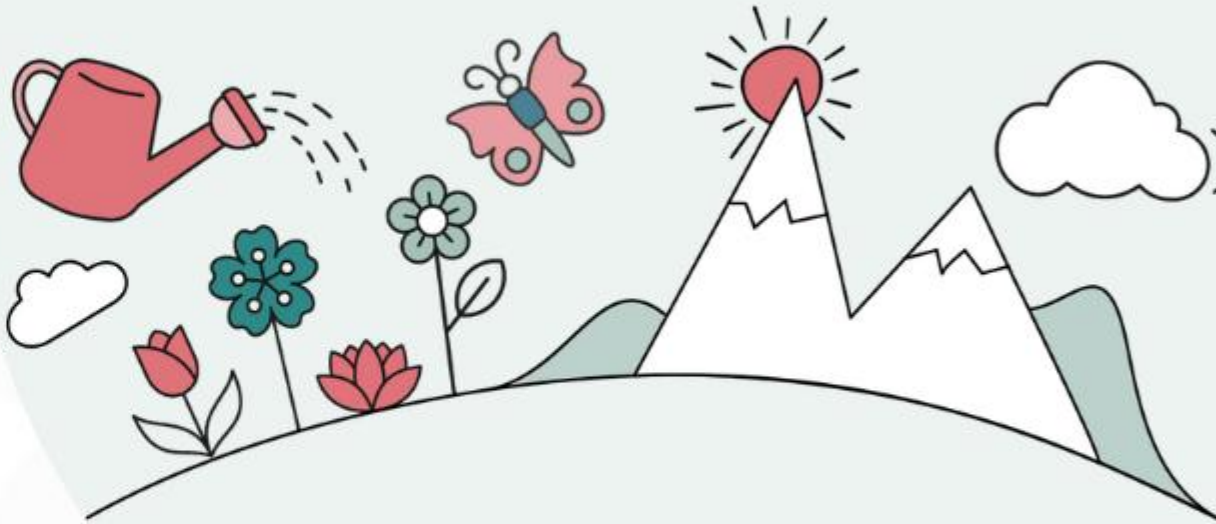
Thursday 11th February 2027
9:30am-4:00pm
In-person at the Fielder Centre,
Hatfield, AL10 9TP

£199 +VAT until Monday 23rd November

Scan to find out more!
https://www.hfleducation.org/events/send-conference-2027-inclusion-imperative



HERTFORDSHIRE SENCO INDUCTION PROGRAMME



HFL Education

In collaboration with...

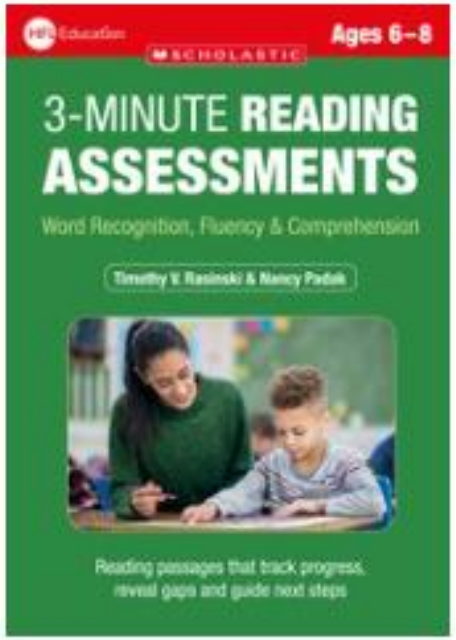
Hertfordshire

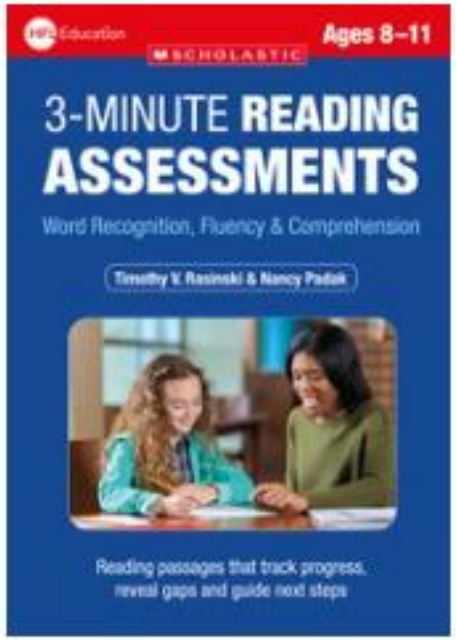
DSPL Delivering Special Provision Locally

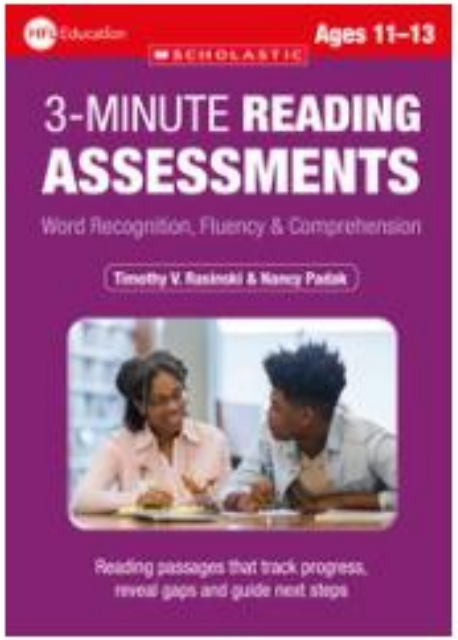
Hertfordshire SEND ACADEMY

FUNDED for Herts schools

3-MINUTE READING ASSESSMENTS DEVELOPED WITH HFL EDUCATION





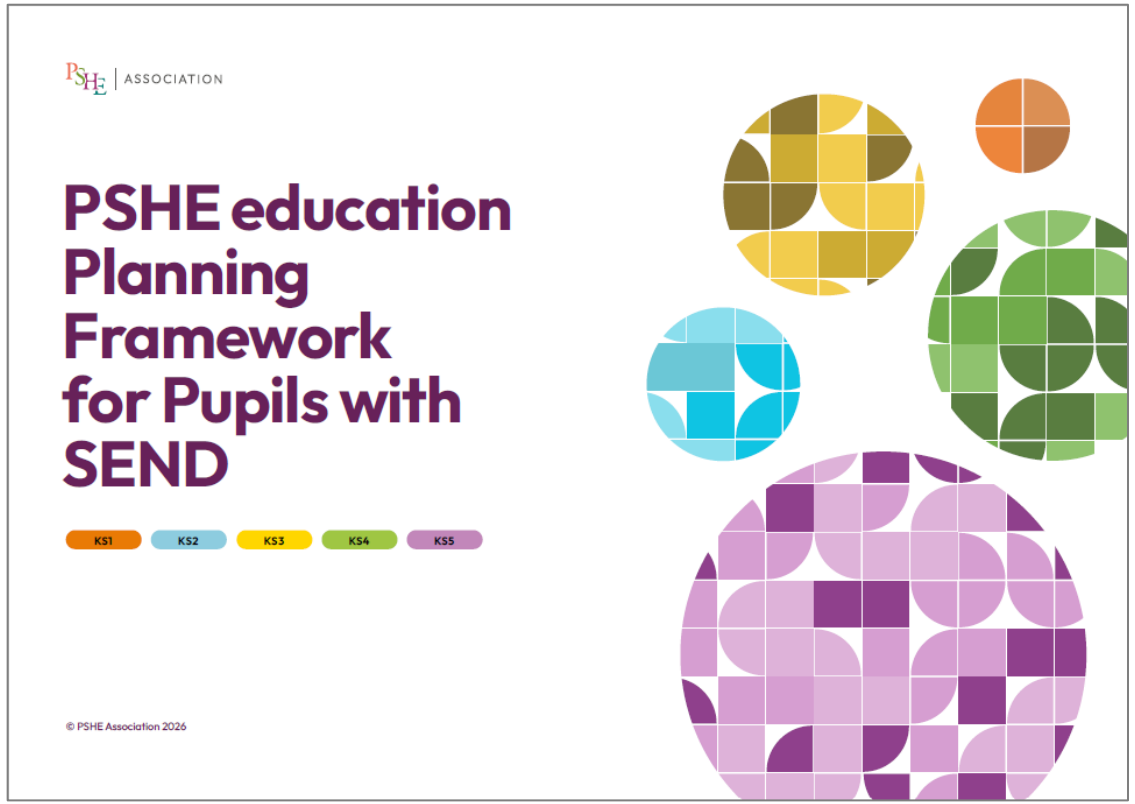


DEAF-FRIENDLY TEACHING: SECONDARY



- General teaching, learning and support strategies
- Subject-specific adjustments
- Supporting transitions
- Exam access arrangements
- Listening and communication
- Supporting social, emotional and mental wellbeing
- Preparing for adulthood

INCLUSIVE PSHE



UPDATED

The Framework has six sections:

1. Self-awareness
2. Self-care, support and safety
3. Managing feelings
4. Changing and growing
5. Healthy lifestyles
6. The world I live in

Anna Freud

Our latest news



This toolkit contains:

Lesson materials

A lesson plan, presentation slides and additional activities and supporting materials.

Assembly materials

An assembly plan and presentation slides.

Guidance materials

Guidance for education staff as well as curriculum support.

SUICIDE PREVENTION TOOLKIT

- **Create safe, supportive environments** where people feel confident to speak up and support others in distress.
- **Embed suicide prevention** within everyday policies and practice.
- **Equip people to recognise signs of crisis** and respond appropriately.
- **Establish clear procedures** for crisis situations, post-suicide support and signposting to appropriate services.



HUB OF HOPE
BY CHASING THE STIGMA

DEAF-FRIENDLY TEACHING: EAL



- Advice on how to support deaf children of all ages who are EAL learners, including children who have yet to start school
- Includes templates for gathering additional information when assessing and identifying needs and how these can be supported

The Bell Foundation

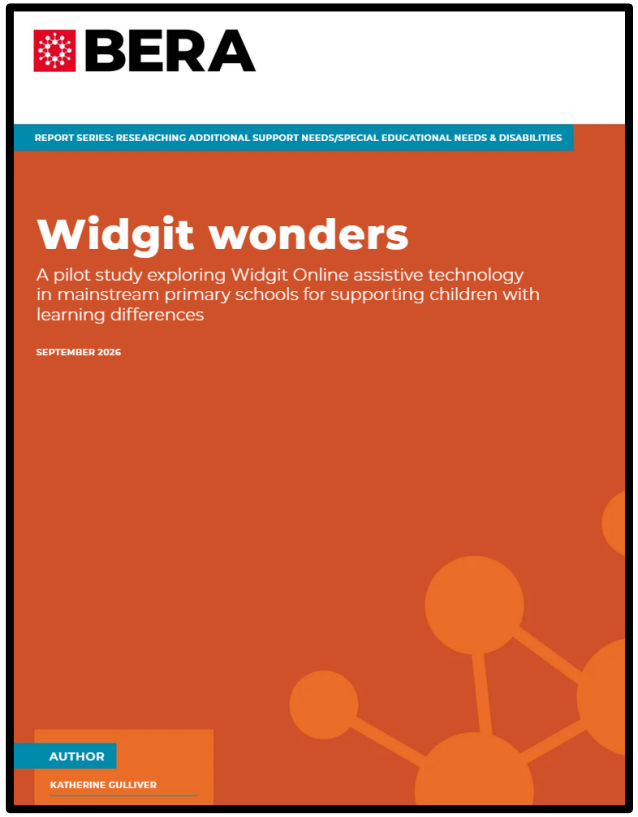
Autumn 2026 PRIMARY	Spring 2027 PRIMARY	Spring 2027 SECONDARY
Introduction to EAL assessment 15th September 3.45pm-5pm Online Part of the Primary Big staff Meeting series	**Embedding EAL assessment** 21st April 9am-12pm Online £49 including VAT	**Embedding EAL assessment** 21st April 1pm-4pm Online £49 including VAT

COMING SOON!

EAL NEWSLETTER.



WIDGIT WONDERS RESEARCH



Key findings:

- Symbols support pupils' **understanding, communication and participation**.
- Pupils showed increased **confidence, independence and engagement**.
- Action research helped teachers **reflect on and embed symbol use**.
- Symbols require **careful selection and explicit teaching**.
- Symbols are most effective when they **complement adult dialogue and interaction**.

FOR THOSE WITH A SUBSCRIPTION ...

NEW



Alternative Provision Pack

Accessible, symbolised resources designed to support Alternative Provision practitioners with learning, communication, emotional regulation and wellbeing.

Price: Free with subscription

Formats:

NEW



Colourful Semantics Pack

Symbolised resources, aligned with the Colourful Semantics approach, to help learners develop their spoken and written language.

Price: Free with subscription

Formats:

NEW

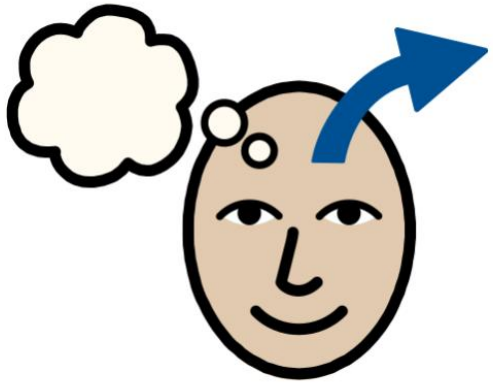


Transition Pack

Fully editable, symbolised resources to support parents, carers and teachers in preparing learners for every stage of their education, helping children feel confident, safe and ready for change.

Price: Free with subscription

Formats:



HFL Education is a Widgit Centre

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

HFL discount code: WC138

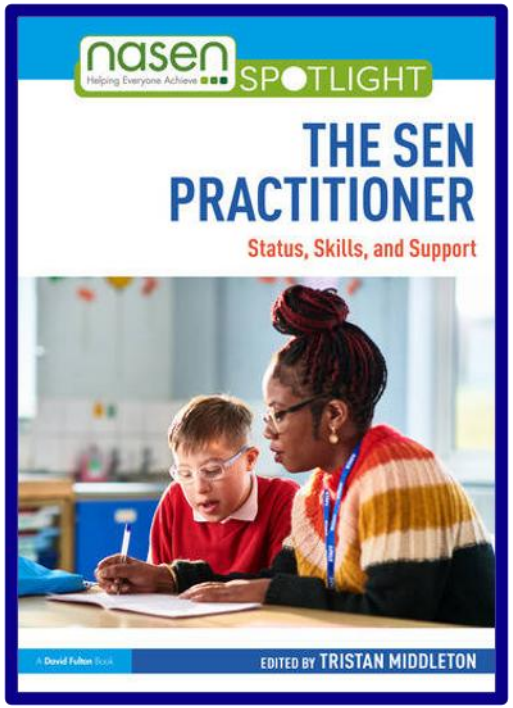
(Note: the Widgit online shop does not accept discount codes)

Are you looking for support on using Widgit?

Contact: HFL.SEND@hfleducation.org

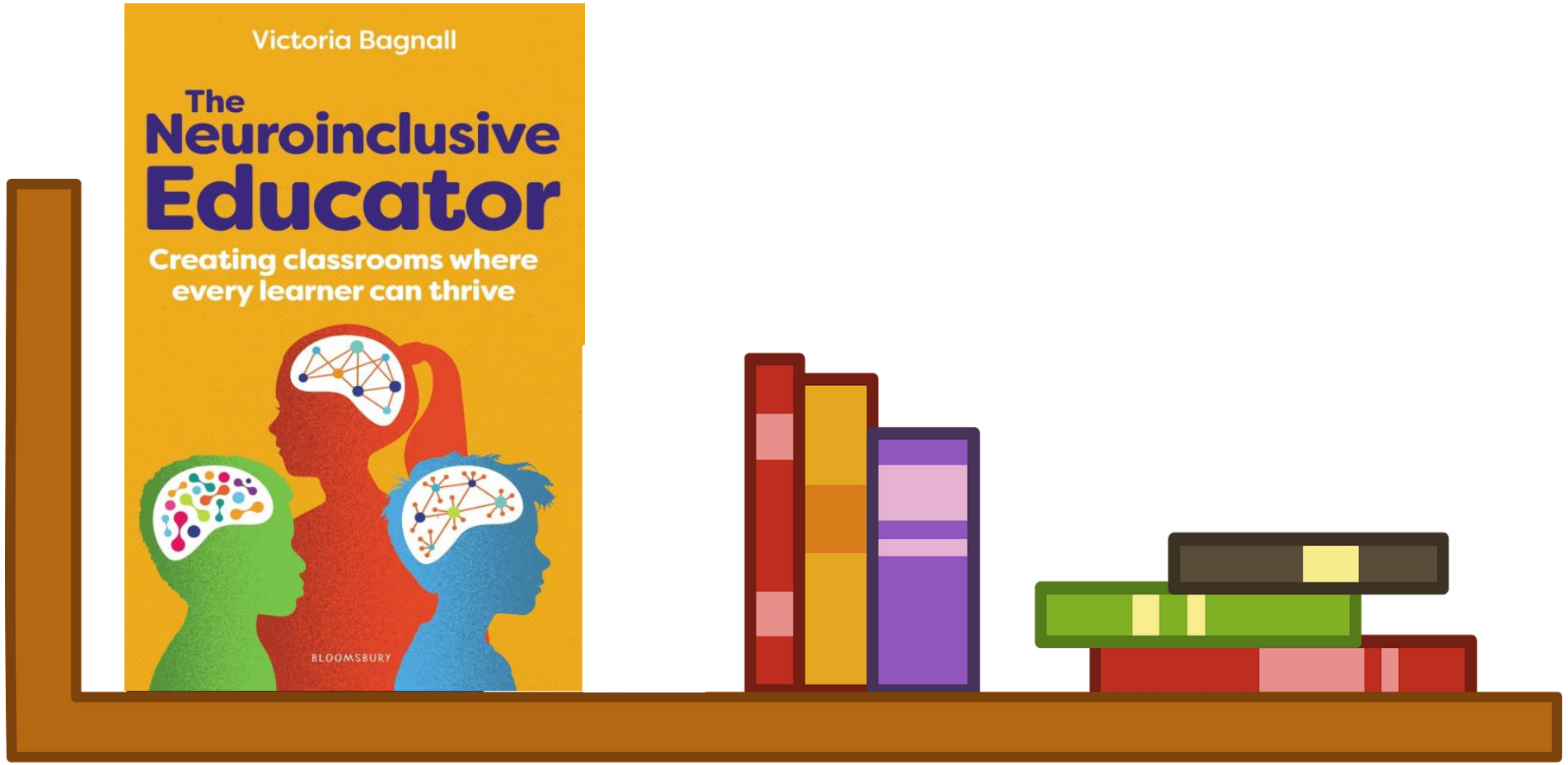

YOUTH SPORT TRUST | LEAD INCLUSION SCHOOL
How can we help?
Training, Advice & Guidance
Signposting to Resources
Providing Inclusive Opportunities
Where to start?
Access the Inclusive Education Hub
Complete Your Inclusive Health Check
Consultation, Co-Production and Collaboration with young people
Find resources through Youth Sport Trust's website
Resources:
Inclusion Live
SEND Toolkit
Inclusive Education Hub
Inclusive Health Check
School Games Inclusive Sport
Inclusive Youth Voice Toolkit
All About Autism
Neurodiverse Young People and Inclusion 2024
Motor Activities Training Programme
TOPSportsability Code: YSTINCLUSION54
Inclusive PE Modules Code: ipeinclusion2028
TA Inclusive PE Modules Code: tainclusion2028
@youthsporttrust





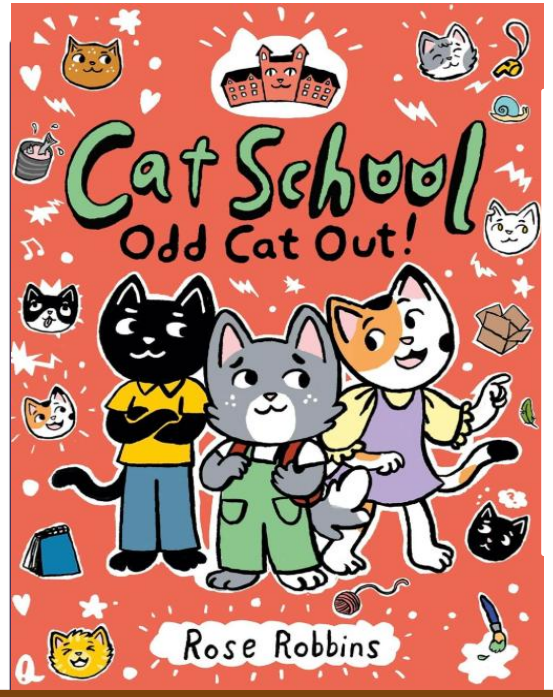
The ‘SEN Practitioner’ can take many forms, from the SENCo, pastoral lead, or nurture practitioner to the teaching assistant or classroom teacher. All are essential lynchpins who provide inclusive opportunities for pupils with SEND.

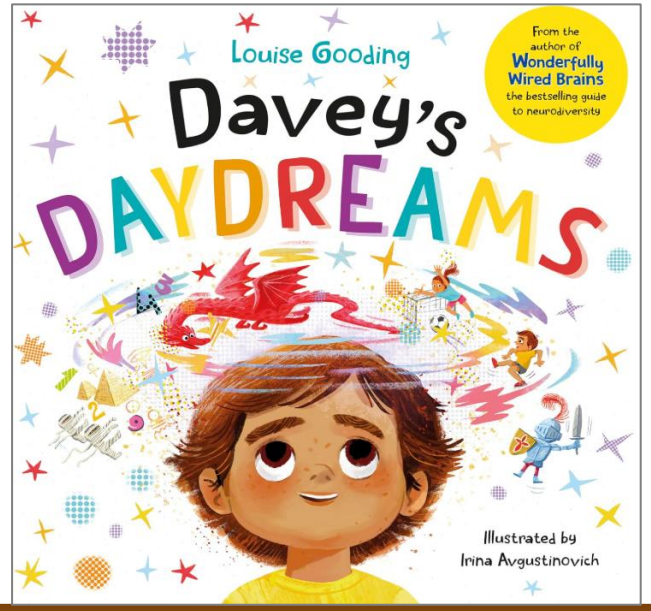
It focuses on practitioners in a range of settings, including mainstream, special schools, and alternative provision, and provides comprehensive guidance on what each role entails.

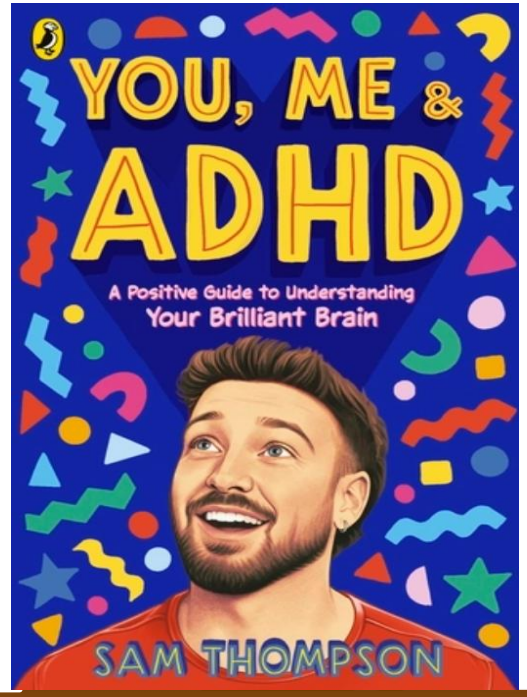

Victoria Bagnall
The Neuroinclusive Educator
Creating classrooms where every learner can thrive
BLOOMSBURY

NEXT PAGE BOOKS

CHILDREN'S • NEURODIVERSE • INCLUSIVE







HFL



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

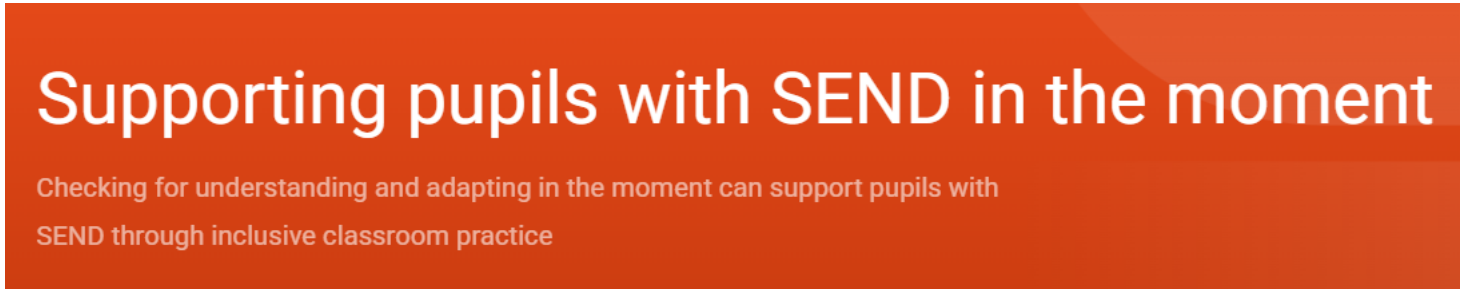
Contact them via: nextpagebooks@outlook.com



- You can sign up directly for our **SEND newsletter** by selecting the SEND preference on the HFL Education Mailing List Subscription Form.
- You can also find additional information or get in touch through our dedicated HFL Education SEND Support Page or contact any member of the team directly at hfl.send@hfleducation.org.

A QUICK AND USEFUI

Education Endowment Foundation



In this guest blog, Gary Aubin explores how checking for understanding and adapting teaching in the moment can help teachers respond to the changing needs of pupils with SEND and support more learners to access, participate, and succeed in the classroom.

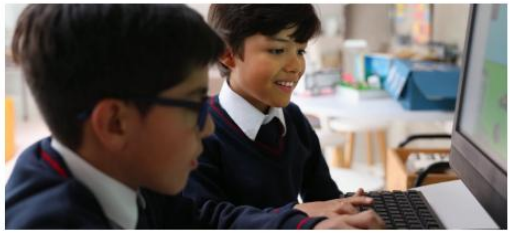
HFL

HAVE YOU SEEN THESE HFL BLOGS?

Subscribe via the QR code to receive new blogs automatically to your inbox



Every voice counts: Developing sentence-level talk in the classroom



Breaking down barriers: integrating on-demand assistive technology into the classroom



Improving inclusive practice: the power of professional development



Developing inclusive classrooms: the magical power of words in a secondary science classroom

HFL EDUCATION: SEND TEAM

Louise Barrell
Lead SEND Adviser



Natalie Fogden
SEND Adviser



Becky Rothwell
SEND Adviser



Paul Forster
SEND TLA



Pascie King-Bushell
SEND TLA



hfl.send@hfleducation.org

FEEDBACK FORM

We welcome all feedback. Please complete this form to help us better understand how we are doing.

Use the following information about your course:

Course title: SEND briefing

Course Code: SEN-A-26-011

Date: 09/11/2026

Start time: 13:30

Feedback on our Training Events



Thank you for joining
our autumn SEND briefing

See you again in spring 2027