



Delivering Special
Provision Locally

DSPL7 SENDCo Training Booklet

 Spring 2026



This booklet aims to provide information on training available for professionals working with children and young people with Special Educational Needs and Disabilities (SEND).

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Key Dates:

SENCo Forum	Transition Events	LHNF Panel Dates	HfL Briefings	VSEND Drop-in
<p>Autumn – 24th September (Service updates – 1-3pm)</p> <p>Spring – 14th January (Service updates – 9.30-11.30)</p> <p>Summer – 22nd April (Service updates – 9.30-11.30)</p>	<p>Year 6-7 Transition meetings</p> <p>Harpenden 8th June – 9-12 St Albans 10th June – 9-12</p> <p>EY Transition morning Tuesday 9th June – 9-12</p>	<p>There are 3 LHNF panels in the Autumn term, from 9.30-10.30am. A new funding system starts in January 2026</p> <p>Wed 17th September (8.9.25) Mon 20th October (6.10.25) Wed 19th November (5.11.24) <i>(Closing date for applications)</i></p>	<p>HfL Briefings are now fully funded. SENCos can join a local face to face session or attend a general online webinar.</p> <p>Autumn: 11th Nov 9.30-11.30 Spring: 11th March 1-3 Summer: 17th June 9.30-11.30</p>	<p>A half termly drop in session for support with using VSEND.</p> <p>Autumn 1 – 1st Oct (1-2.30) Autumn 2 – 26th Nov (9-10.30) Spring 1 – 10th Feb (9.30-11) Spring 2 – 23rd March (1-2.30) Summer 1 – 5th May (9.30-11)</p>
Early Behaviour Solutions	Behaviour 'At Risk' Panel	FIF Clusters/panels	MH/early EBSA Surgery	SEND Solutions
<p>Primary staff can book a 30 min slot between 1.00-4.00pm to discuss children with emerging behaviour difficulties.</p> <p>Wednesday 10th September Wednesday 8th October Wednesday 12th November Wednesday 7th January Wednesday 4th February Wednesday 4th March Wednesday 6th May Wednesday 3rd June Wednesday 1st July</p>	<p>A 30 min appointment can be booked between 9.30-11.30 to discuss CYP at risk of suspension or perm. exclusion</p> <p>Monday 13th October Monday 8th December Monday 2nd February Monday 23rd March Monday 18th May Monday 29th June</p>	<p>See new guidance. Applications are taken first to the local cluster meetings.</p> <p>Spring 1 clusters – 19th- 28th Jan Spring 1 panel – 11th Feb Spring 2 clusters – 2-9th March Spring 2 panel – 19th March Sum 1 clusters – 27 Apr-6th May Summer 1 panel – 19th May Sum 2 clusters – 15th- 24th June Summer 2 panel – 7th July</p>	<p>SENCos/MH leads can book a 30 min slot between 3-4.30pm to discuss concerns</p> <p>Tuesday 30th September Tuesday 4th November Tuesday 2nd December Tuesday 27th January Tuesday 24th February Tuesday 24th March Tuesday 28th April Tuesday 2nd June Tuesday 7th July</p>	<p>SENCos/classteachers can book a 20 min slot with the Collett outreach teacher/DSPL7 SEND Lead to discuss SEND concerns not related to SEMH or behaviour (3-4.30pm)</p> <p>Autumn 1 – 14th October Autumn 2 – 10th December Spring 1 – 10th February Spring 2 – 18th March Summer 1 – 12th May Summer 2 – 8th July</p>
	Cedars PSB Panel	TA solutions sessions	Primary MH leads Network	Secondary Pastoral Network
	<p>Schools can apply to the panel for a 2 term placement for pupils with SEMH but without an EHCP</p> <p>Thursday 20th November (applications by 7.11.25)</p> <p>Thursday 12th March 2026 (applications by 27.2.26)</p> <p>Thursday 18th June 2026 (applications by 5.6.26)</p>	<p>TAs can book a 20 min online slot to discuss anything SEND related to their roles.</p> <p>Wed 24th September (9-10am) Tue 18th November (2-3pm) Wed 14th January (12.30-1.30) Tues 3rd March (11.30-12.30) Wed 22nd April (2-3pm) Tues 23rd June (9-10am)</p>	<p>Meetings are online and organised by public health.</p> <p>To receive an invite, email Kensedia.Taylor@hertfordshire.gov.uk</p> <p>Wednesday 5th November (1.30-3pm) Tuesday 10th March (1.30-3pm) Thursday 11th June (1.30-3pm)</p>	<p>Meetings are held at Townsend School from 4-5.15pm. A variety of guest speakers provide SEMH updates.</p> <p>Wednesday 15th October Wednesday 11th March Wednesday 10th June</p>
Secondary Behaviour advice				

Key Dates:

September 2025	October 2025	November 2025	December 2025
<p>8.9.25 – LHNF closing date 10.9.25 – Early Behaviour solutions 17.9.25 – LHNF panel (9.30am) 17.9.25 – Introduction to EF skills (1-2) 24.9.25 – TA solutions 24.9.25 – SENCo Forum 30.9.25 – MH/early EBSA surgery</p>	<p>1.10.25 – VSEND drop-in (1-2.30) 6.10.25 – LHNF closing date 8.10.25 – Early Behaviour solutions 13.10.25 – Primary Behaviour ‘At Risk’ 14.10.25 – SEN solutions with Outreach 15.10.25 – Secondary Pastoral Network 20.10.25 – LHNF panel</p>	<p>4.11.25 – MH /early EBSA surgery 5.11.25 – LHNF closing date 5.11.25 – Primary MH/wellbeing network 7.11.25 – closing date for Cedars requests 11.11.25 – HfL SEND Briefing 12.11.25 – Early Behaviour solutions 18.11.25 – TA Solutions 19.11.25 – LHNF panel 20.11.25 – Cedars Panel 26.11.25 – VSEND drop-in</p>	<p>2.12.25 – MH/early EBSA surgery 8.12.25 – Primary Behaviour ‘At Risk’ 10.12.25 – SEN solutions with outreach</p>
January 2026	February 2026	March 2026	April 2026
<p>7.1.26 – Early Behaviour solutions 14.1.26 – TA solutions 14.1.26 – SENCo forum 19-28.1.26 – FIF clusters 27.1.26 – MH/early EBSA surgery</p>	<p>2.2.26 – Primary Behaviour ‘At Risk’ 4.2.26 – Early Behaviour solutions 10.2.26 – VSEND drop-in 11.2.26 – FIF panel 24.2.26 – TA solutions 24.2.26 – MH /early EBSA surgery 27.2.26 – closing date for Cedars requests</p>	<p>2-9.3.26 – FIF clusters 4.3.26 – Early Behaviour solutions 10.3.26 – Primary MH/wellbeing network 11.3.26 – HfL SEND Briefing 11.3.26 – Secondary Pastoral Network 12.3.26 – Cedars panel 19.3.26 – FIF panel 23.3.26 – Primary Behaviour ‘At risk’ 23.3.26 – VSEND drop-in 24.3.26 – MH /early EBSA surgery</p>	<p>22.4.26 – SENCo forum 22.4.26 – TA solutions 27.4-6.5.26 – FIF clusters 29.4.26 – MH /early EBSA surgery</p>
May 2026	June 2026	July 2026	
<p>27.4-6.5.26 – FIF clusters 5.5.26 – VSEND drop-in 6.5.26 – Early Behaviour solutions 18.5.26 – Primary Behaviour ‘At Risk’ 19.5.28 – FIF panel</p>	<p>2.6.26 – MH /early EBSA surgery 3.6.26 – Early Behaviour Solutions 5.6.26 – closing date for Cedars requests 8.6.26 – Harpenden Y6-7 transition event 9.6.26 – EY Transition morning 10.6.26 – Secondary Pastoral Network 10.6.26 – St Albans Y6-7 transition event 11.6.26 – Primary MH/wellbeing network 15-24.6.26 – FIF clusters 17.6.26 – HfL SEND Briefing 18.6.26 – Cedars panel 23.6.26 – TA solutions 29.6.26 – Primary behaviour ‘At risk’</p>	<p>1.7.26 – Early Behaviour solutions 7.7.26 – MH/early EBSA surgery 9.7.26 – FIF panel</p>	

Hertfordshire Autism Training



Free Training For

Early Career Teachers Only!

This training is whole day and in person at Hertfordshire Development Centre in Stevenage, please register for a space using the email address below.

Level 2: Autism in Schools

The aims of the training are:

- To dispel myths and to challenge stereotypes.
- To develop a deeper understanding of Autism.
- To better understand the day-to-day experience of autistic children & young people
- To be equipped with tools to support.



Wednesday 25th February 2026
9am – 3:30pm

To register for a place please send an email with the delegates name, email, setting and confirming they are a current ECT to AutismTraining@hertfordshire.gov.uk

Please put **Level 2 Autism Training for ECT** in the subject line of the email.

Suitable for those teaching in primary or secondary; in mainstream, Educational Support Centres or special schools

AutismTraining@hertfordshire.gov.uk

Hertfordshire Autism Training

We are offering a day of 'catch up' Level 2 HAT training
Wednesday 11th March
9am – 3:30pm

For new staff in your School only!

This will be appropriate for any new members of staff in schools who have previously had whole school HAT training, to ensure all staff, have the knowledge and skills to support autistic children and young people.

This training is whole day and in person at Hertfordshire Development Centre in Stevenage, please register for a space using the email address below.

Level 2: Autism in Schools



The aims of the training are:

- To dispel myths and to challenge stereotypes.
- To develop a deeper understanding of Autism.
- To better understand the day-to-day experience of autistic children.
- To be equipped with tools to support.

Suitable for those working in primary or secondary in mainstream, Educational Support Centres or Special School who are new to working in a school which has previously had whole school delivery of Level 2 HAT Autism in Schools Training.

To register for a place please send an email with the delegates name, email address and setting to AutismTraining@hertfordshire.gov.uk

Please put **Level 2 Autism Training** in the subject line of the email.

AutismTraining@hertfordshire.gov.uk

Level 3: Autism 'Lite Bites'



Wednesday 28th January 2026

- 2 topics with 2 time slots for each
- Each session lasts 30 minutes.
- Register by using the links or QR codes provided in this flyer

Sensory Circuits

The aims of the training are:

- To recognise what sensory circuits are.
- To understand when to use sensory circuits.
- To establish who would benefit from use of sensory circuits.

Wednesday 28th January 2026 09:15-09:45

Please register here:

<https://events.hertfordshire.gov.uk/send-academy/hat-lite-bite-sensory-circuits-28th-january-2026-0915am>



Wednesday 28th January 2026 10:45-11:15

Please register here:

<https://events.hertfordshire.gov.uk/send-academy/hat-lite-bite-sensory-circuits-28th-january-2026-1045am>



- ✓ Available to those employed in Hertfordshire mainstream or special schools, or any Hertfordshire Early Years setting.
- ✓ Suitable for practitioners working with children of any age, where these interventions are developmentally appropriate.

Introduction to Autism (Level 1)

This online training will take about 30 minutes to complete.

- Some basic principles of autism
- Challenging some myths and stereotypes
- The strengths and areas differences
- Simple reasonable adjustments and strategies for practitioners to consider

To complete please visit:
[Autism eLearning form \(hertfordshire.gov.uk\)](https://www.hertfordshire.gov.uk/autism-elearning-form)



Level 2: Autism in School

Whole setting INSET day or 2 x 2-hour twilight sessions

The aims of the training are:

- To dispel myths and to challenge stereotypes.
- To develop a deeper understanding of Autism
- To better understand the day-to-day experience of those with Autism
- To be equipped with tools to support



To book, please email us at autismtraining@hertfordshire.gov.uk with HAT Level 2 in the subject box. Include approximate staff numbers; whether twilight or full day; and potential dates for delivery.



Level 2 Courses

The training workshops all take place online.
Register by using the links or QR codes provided in this flyer.

Autism & Sensory **Thursday 5th March 2026 09.30 - 11.30**

- Understand how sensory integration typically develops and how it may impact on autistic children/young people.
- To understand how sensory differences may impact on autistic children/young people.
- To have a range of strategies and approaches to support those with sensory differences.

To book please visit:

<https://events.hertfordshire.gov.uk/send-academy/hat-autism-and-sensory-workshop-5th-march-2026>



Autism & Anxiety **Wednesday 4th February 2026 09.30 - 11.30**

- To gain fuller understanding of anxiety.
- To know how anxiety can affect autistic children & young people/those with social communication differences.
- To provide strategies to support those with anxiety.

To book please visit:

<https://events.hertfordshire.gov.uk/send-academy/hat-autism-and-anxiety-workshop-4th-february-2026>



Autism & Brick Skills

Wednesday 21st January 2026 09.30 -11.00

- To make social groups motivating for pupils with social communication differences.
- To understand why and how to bring structure and visual organisation into social activities.
- To learn how to facilitate a brick skills group.

To book please visit

<https://events.hertfordshire.gov.uk/send-academy/hat-autism-and-brick-skills-workshop-21st-january-2026>



Autism & Girls

Tuesday 10th February 2026 09.30 -11.30

- To increase understanding of autism in girls
- To develop helpful strategies and approaches to support autistic girls/those with social communication difficulties

To book please visit:

<https://events.hertfordshire.gov.uk/send-academy/hat-autism-and-girls-workshop-10th-february-2026>



ADHD and Girls workshop -
launching in Spring 2026 -
date tbc

AutismTraining@hertfordshire.gov.uk

Level 3 Courses

The training workshops all take place online.

Register by using the links or QR codes provided in this flyer.

Autism & Understanding Behaviours

Wednesday 18th March 2026 09.30am-11.30am

- To understand how autism impacts the way a child/young person processes and responds.
- To better understand behaviour as communication and the purpose of behaviour for the individual child.
- To be equipped with strategies and tools to analyse behaviour in line with the graduated response and work therapeutically to support and manage the need.

To book please visit:

<https://events.hertfordshire.gov.uk/send-academy/hat-autism-and-understanding-behaviour-workshop-18th-march-2026>



Autism & Demand Avoidance

Tuesday 24th February 2026 09.30am - 11.30am

- To develop an understanding of demand avoidance.
- To understand and identify anxiety.
- To develop helpful strategies and approaches to support autistic children & young people with demand avoidance responses.

To book please visit:

<https://events.hertfordshire.gov.uk/send-academy/hat-autism-and-demand-avoidance-workshop-24th-february-2026>



Social Stories

Tuesday 3rd February 09:30am - 11:30am

- To recognise why Social Stories are a useful tool to support social understanding.
- To understand what a Social Story is... and what it is not.
- To learn how to write an effective social story.



To book please visit:

<https://events.hertfordshire.gov.uk/send-academy/hat-social-stories-workshop-3rd-february-2026>

Autism & EBNA

Thursday 19th March 2026 09.30am - 11.30am

- What is EBNA and why is it difference for autistic children/young people/those with social communication differences.
- How to identify early signs of EBNA and steps to ensure early intervention.
- How to develop school-wide policy to ensure effective practice



To book please visit:

<https://events.hertfordshire.gov.uk/send-academy/hat-autism-and-emotion-based-non-attendance-19th-march-2026>

Please Note

Workshops are suitable for practitioners working with children aged 5 and upwards, with the exception of:

- ✓ Demand Avoidance suitable for practitioners working with children aged 7 and upwards.
- ✓ Autism and EBNA suitable for practitioners working with children aged 9 and upwards.
- ✓ Social Stories suitable to practitioners working with children aged 7 and upwards.
- ✓ Autism & Puberty suitable for practitioners working with children aged 9 and upwards.

SEND SAS: Cognition & Learning Team Traded Offer

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

New courses under development including:

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



THE ORDINARILY AVAILABLE PROVISION INITIATIVE: PART 2

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

Delivery: spring/summer 2026

Online/in-person: extended programme details tbc

Audience: senior leaders/SENCOs/subject leaders

Cost: fully funded through HCC contract

COMING SOON

Hertfordshire ADHD Training



Hertfordshire ADHD Training



Delivered **free** to all staff in your Hertfordshire maintained school/setting

New SENDSAS Level 2 ADHD training for Primary* & Secondary schools

Aims of the training:

- To develop your **understanding of ADHD** and its impact on learners
- To give you **practical ideas and strategies** to support learners with ADHD to achieve their full potential
- To build a **pro-active and positive** culture of understanding ADHD

Why not book now to secure your 2025/26 inset dates?

ADHD Level 2 training	
Whole day inset	Free
2 x twilights	Free

Whole School INSET day or 2 x 2 hour twilights on dates of your choice**

Also look out for flyers with dates for central training delivery at HCC (cost attached)

To enquire please email ADHDTraining@hertfordshire.gov.uk with your name, setting & preferred date

Why not also book our implementation support sessions to ensure you get the most from our training?

ADHD training implementation support	
½ day	£350
2 x ½ day	£600

* Not recommended for Early Years settings **Subject to availability of trainers

Hertfordshire Speech, Language and Communication Needs Training

“SLCN and learning – essential training for teachers by teachers”

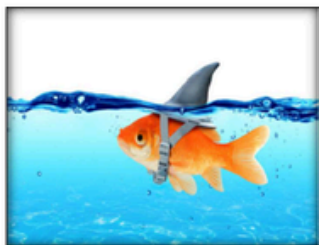


Free Training For Secondary School Staff



This training is 2 hours long and will be delivered online via MS Teams.
Please book spaces using the email below.

SLCN and Behaviour



Thursday, 26th February 2026
9:30 – 11:30 via MS Teams

To book please send delegate name,
setting and email address to
SLCNTraining@hertfordshire.gov.uk

This training will:

- Unpick the crossover between SLCN and behaviour, and SLCN and social and emotional difficulties.
- Explore how unmet language and learning needs can present as emotional / behavioural difficulties.
- Help teachers and teaching assistants see beyond the presenting need to support the underlying unmet needs of the child or young person.

To book a space please send delegate name, school email address and setting name to SLCNTraining@hertfordshire.gov.uk

Hertfordshire Speech, Language and Communication Needs Training

“SLCN and learning – essential training for teachers by teachers”



Free Training For Primary and Secondary School Staff



This training is 2 hours long and will be delivered online via MS Teams.
Please book spaces using the email below.

SLCN in the Primary Classroom

Tuesday, 10th March 2026
9:30 – 11:30 via MS Teams

To book please email delegate name,
setting and email to
SLCNTraining@hertfordshire.gov.uk

SLCN in the Secondary Classroom

Tuesday, 24th March 2026
9:30 – 11:30 via MS Teams

To book please email delegate name,
setting and email to
SLCNTraining@hertfordshire.gov.uk

This training will:

- Unpick the role that language plays in learning
- Enable staff to identify barriers for CYPs around language and learning.
- Demonstrate evidence-based ways teachers can support learners with SLCN
- Develop teachers' practice and competencies so they can enable learners to access language in the classroom

Please note these training sessions are not suitable for Early Years settings.

SLCNTraining@hertfordshire.gov.uk

[Click here to email](#)

Hertfordshire Speech and language Training

Fun with Sounds - targeted speech groups for nursery and reception (virtual)



Making language visible (face to face)



Supporting vocabulary development in primary schools (face to face)



Making the most of the language for thinking resource (face to face)



Supporting children and young people who stammer (virtual)



Communication Skills for Bilingual Children & Young People (Virtual)



An introduction to selective mutism (SM) (Virtual)



Blanks levels of questioning (face to face)



Scan QR code for more information



Hertfordshire Speech and language Training

Setting up small-steps (Virtual)



Narrative approach to learning language in the classroom
(virtual)



Learning how to use colourful semantics (face to face)



Using Wellcomm toolkit (face to face)



Dysphagia Virtual Training



Information carrying words (face to face)



Supporting social communication for school-aged children



Supporting social communication in early years settings
(Virtual)



Talking with children (virtual)



Scan QR code for more information



Vision Impairment training

Date- 2026	Course Name	Times
Monday 12th Jan	Effective Access for Children and Young People with Vision Impairment	9.15am-4pm
Wednesday 28th Jan	Resource Modification and Access	9.15am-2pm
Friday 30th Jan	Advanced Drawing	9.15am-2.30pm

We improve Residents' lives	We work with Integrity	We act Sustainably	We champion Equality & fairness
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[Email Priya Patel - here to book](#)



VSEND in Hertfordshire Training - Spring term dates tbc



Valuing SEND in Hertfordshire

IMPOWER

Key dates for Autumn Term 2025

Did you know over 90% of Hertfordshire's mainstream schools are now trained in VSEND? Did you know paediatricians make use of the tool as part of their diagnostic pathways for young people? This tool is Hertfordshire's expected approach to the graduated response and information-sharing.

Full training for schools/settings

*Virtual training for those who have never used VSEND before
Suitable for SENCOs and SLT looking to understand VSEND*

Book by emailing vsend@hertfordshire.gov.uk

3:30pm-5:00pm on Wednesday 24th September
11:00am-12:30pm on Monday 6th October



Full training for Early Years settings

*Virtual training for PVI's and other EY's settings who have never used VSEND before
Suitable for SENCOs and managers looking to understand VSEND*

Book by emailing vsend@hertfordshire.gov.uk

3:30pm-5:00pm on Wednesday 1st October
3:00pm-4:30pm on Monday 6th October

Joint work with a SENDIAGO

Have a complex case you'd like support to work through? Feel like you could use it as a learning opportunity for your wider staff? Request a joint piece of work involving guidance from start to finish, including signposting and training for SENCOs and the teaching team.

Request by emailing katy.alexander@hertfordshire.gov.uk

Note: this joint work is subject to SENDIAGO capacity

Watch this space for:



- Setting readiness training and workshops
- Moderation sessions
- Focused work



Call/email Ask SALI or email vsend@hertfordshire.gov.uk for any queries

[Click to email VSEND here](#)

Moving and handling training for mainstream schools



Under guidance from Manual Handling Operations Regulations, 1992, managers have a duty to ensure that staff members carrying out manual handling tasks require adequate and appropriate training.*

*If you are from a specialist provision setting, please contact the service directly to discuss training needs and associated cost.

This course is specifically for teachers, learning support assistants (LSAs) and special educational needs co-ordinators (SENCOs) who support a child with a physical and neurological impairment where the child is unable to move without physical assistance. This includes activities where the carer is carrying out any lifting, pushing and pulling tasks. This is not suitable for children with only behavioural difficulties.

The course will cover legislation, anatomy, biomechanics, ergonomics and basic handling principles. As there are some practical elements, delegates need to wear comfortable, practical clothing and flat shoes.

Attendees are required to book their own place to complete a workbook prior to attending the training and will need to follow a link that will be emailed to them individually.

Friday 28 November 9:30 am — 12:30 pm →

The New QE2 Hospital, Howlands, Welwyn Garden City, AL7 4HQ

Thursday 15 January 2026 09:30 am — 12:30 pm →

Marlowes Health and Wellbeing Centre, Hemel Hempstead, HP1 1 LD

Monday 26 January 2026 9:30 am — 12:30 pm →

The New QE2 Hospital, Howlands, Welwyn Garden City, AL7 4HQ

Monday 9 February 2026 9:30 am — 12:30 pm →

The New QE2 Hospital, Howlands, Welwyn Garden City, AL7 4HQ

Thursday 5 March 2026 09:30 am — 12:30 pm →

Marlowes Health and Wellbeing Centre, Hemel Hempstead, HP1 1 LD

[Click here to book](#)

Sensory Advice - Schools open forum

Virtual Advice sessions

School universal workshop: Understanding children's sensory preferences

Our understanding of sensory preferences information session is designed for teachers, teaching assistants, and Special Educational Needs Coordinators (SENCOs) who want to deepen their knowledge of sensory processing in children and young people. The session explores different types of sensory processing differences and how these can affect participation in everyday school activities. It provides practical advice and evidence based strategies that can be implemented directly within the classroom or wider school environment.

Watch the session 'Understanding children's sensory preferences':

[Understanding Children's Sensory preferences - YouTube link](#)

School open forum virtual advice sessions

Our schools' open forum virtual advice sessions take place once per half term and are open to teachers, teaching assistants, and Special Educational Needs Coordinators (SENCOs). These sessions are designed to provide advice and support for children and young people who experience sensory differences that may affect their participation in learning and everyday school activities.

The sessions follow an open forum format, where school staff can discuss sensory-related concerns with a member of the Sensory team. Practical advice and strategies will be shared that can be implemented within your school setting. It's also an opportunity to hear questions from other schools and exchange ideas on approaches that have worked well in different settings. Due to the nature of the forums, we ask that you please do not refer to children and young people by their names to maintain confidentiality. Click on sessions to book:

Tuesday 20th Jan '26 3.30-4.30pm

Tuesday 10th March '26 3.30-4.30pm

Monday 11th May '26 3.30-4.30pm

Friday 9th October '26 1.00-2.00pm



Individual training offered by Nessie

Whether you know what you are looking for, or need some help - our qualified, experienced team are happy to help you plan effective training for your setting: Just fill out this [simple form](#) and we will get back to you.

Short 2.5 hour Training - Can be adapted for professionals and parents

Supporting Children and Young People's Mental Health - Topics include:

- Anxiety - An Overview
- Emotional Based School Avoidance (EBSA)
- Bereavement & Loss (including traumatic death; divorce and separation)
- Positively Supporting Children & Young People who Self-Harm
- Positive Behaviour Support (PBS - BILD)
- Supporting Trans and Gender Questioning Young People
- Trauma & Attachment
- Mental Health Assessment & Evaluation
- Staff Wellbeing
- Arts for Wellbeing
- Single Session Thinking - Targeted Therapeutic intervention

Bespoke content available on request - Please email info@nessieined.com or fill out our [enquiry form](#).



Neurodiversity Mental Health training for Professionals and Parents/Carers

Topics include:

- Supporting Autistic / Neurodiverse Children and Young People
- Displaying self-injurious/self-harming behaviours
- Understanding sexuality
- Positive Mental health - An overview of co-current conditions
- EBSA and Autism
- Masking
- Gender questioning
- Girls and Autism
- Supporting children with ASC / ADHD with:
- Anxiety
- Bereavement and loss
- Behaviours that challenge

2 day practitioner Autism Awareness Training coming soon!

Bespoke content available on request - Please email info@nessieined.com or fill out our [enquiry form](#).

Nessie have lots of live and recorded to play back webinars to access via the website, examples:

Name	Date	Time	Audience	Event Type	Topic
EBSA Supervision and Support for Staff Delivering My Feelings & Me - DSPL5	Wednesday 7th May 2025	3:00pm to 4:30pm	Delegates - Professionals	Live Workshop	EBSA
EBSA Drop-in/Support Session - Professionals - DSPL2	Wednesday 14th May 2025 to Monday 14th Jul 2025	3:00pm to 4:30pm	Delegates - Professionals	Live Workshop	EBSA
EBSA Supervision and Support for Staff Delivering My Feelings & Me - DSPL6 - Professionals	Monday 19th May 2025	3:00pm to 4:30pm	Delegates - Professionals	Live Workshop	EBSA

Name	Date	Time	Audience	Topic
DSPL5 Incredible Years Programme: for parents and carers of children in year 6	Thursday 24th Apr 2025 to Thursday 17th Jul 2025	10:00am to 12:00pm	Delegates - Parents	Incredible Years
Understanding my Autism/ADHD: My World & Me for Primary School Ages, pre-diagnosis (Online)	Monday 28th Apr 2025 to Monday 14th Jul 2025	2:00pm to 3:00pm	CYP - MyWorld	Understanding My Autism / ADHD
Understanding my Autism/ADHD: My World & Me for those in Secondary School (Online)	Tuesday 29th Apr 2025 to Tuesday 8th Jul 2025	10:00am to 11:00am	CYP - MyWorld	Understanding My Autism / ADHD
Understanding my Autism/ADHD: My World & Me for school years 4-6 (9-11 year olds) Online	Tuesday 29th Apr 2025 to Tuesday 8th Jul 2025	2:00pm to 3:00pm	CYP - MyWorld	Understanding My Autism / ADHD
Understanding My Autism/ADHD (pre-diagnosis): for children in Primary School	Wednesday 30th Apr 2025 to Wednesday 9th Jul 2025	2:00pm to 3:00pm	CYP - MyWorld	Understanding My Autism / ADHD
Understanding my Autism/ADHD: My World & Me for young people in Secondary School (pre-diagnosis) Online	Thursday 1st May 2025 to Thursday 10th Jul 2025	2:00pm to 3:00pm	CYP - MyWorld	Understanding My Autism / ADHD
EBSA Supervision and Support for Staff Delivering My Feelings & Me - DSPL5	Wednesday 7th May 2025	3:00pm to 4:30pm	Delegates - Professionals	EBSA
Parent Support Sessions - DSPL5	Friday 9th May 2025	10:00am to 12:00pm	Delegates - Parents	Incredible Years
Supporting a Child Experiencing Bullying - Live Webinar for Parents/Carer in Cambridgeshire & Peterborough	Wednesday 14th May 2025	9:30am to 11:30am	Delegates - Parents	Bullying
EBSA Drop-in/Support Session - Professionals - DSPL2	Wednesday 14th May 2025 to Monday 14th Jul 2025	3:00pm to 4:30pm	Delegates - Professionals	EBSA

Contact details:

- **Email** - info@nessieined.com
- **Website** - <https://nessieined.com>



ADD-vance

For:

- for Educational settings ADD-vance can provide a variety of training

About:

- as Autism and ADHD are complex conditions often misunderstood. ADD-vance offers interactive and fun training to promote understanding of neurodiversity whilst enabling professionals to manage and cope with their own unique situation.

Details:

- ADD-vance have the training below readily available for professionals but are also happy to tailor and develop workshops to your specific needs.

- Understanding Autism: Tips and Tools Educators
- Understanding ADHD: Tips and Tools for Educators
- Understanding PDA: Tips and Tools for Educators
- Understanding and Managing Challenging Behaviour
- Understanding and Managing Sensory Differences
- Understanding and Managing Everyday Transitions
- Using Social Stories and Comic Strip Conversations

Contact details

- **Telephone** - 01727 833963
- **Email** - training@add-vance.org
- **Website** - <http://www.add-vance.org>



Space offer training courses and workshops for school professionals - examples below-

- Anger and Conflict
- Anxiety
- Autistic Girls
- EHCP Annual Reviews
- EHCP Application
- EHCP Application for SENCOs
- Emotional Regulation
- Executive Functioning
- Mental Health in Primary aged children
- Mental Health in Secondary aged children
- Sensory signs, signals and solutions
- Understanding Autism
- Understanding ADHD
- Understanding Autism and ADHD

For more information or to book please contact -

Email: admin@spaceherts.org.uk

Phone: 01920 452270

website: <https://spaceherts.org.uk>

Dyslexia Training - online

[Nip in the Bud - videos - click to watch](#)

Signs of dyslexia (Primary school age)

- If a child has an uneven academic profile – strong in some areas, weaker in others – this may be an indication of dyslexia.
- If family members have similar weaknesses.
- Slow or problematic development of speech and language

Remember that not all dyslexic children will display the same weaknesses and abilities. Some of the main issues are:

- Slow speed of processing information.
- Difficulty following instructions.
-
- Difficulty finding the right word or forming answers to questions.
- Forgetting words altogether.
- Poor motor skills and pencil grip leading to poor handwriting and messy work.
- Trouble retaining phonetic information (smaller sounds that make up words).
- Confusion between letters which look and sound similar, particularly b/d, p/g, p/q, n/u, m/w.
- Slow progress with reading and reading aloud.
- Finding it difficult to blend sounds together.
- Struggle to learn sequences, such as days of the week, months of the year, the alphabet or times tables.
- Difficulty with time concepts, learning to tell the time, keeping to time, yesterday, today, tomorrow.
- Confusion with place value e.g., units, tens, hundreds.
- Differentiating between up and down, left and right, east and west.

[Made by Dyslexia - videos - click to watch](#)

Take our essential training first

Take our free 1 hour training on Microsoft Learn to start Empowering Dyslexic Thinking in your school today.

ESSENTIAL training for every educator, it outlines the 7 Dyslexic Thinking skills in kids and explains why they are vital to our AI-powered world today.

Once you've taken it, take a deeper dive with our 3 additional courses below.



MADE BY
DYSLEXIA

Recognising Dyslexia in Children

Our film explores what dyslexia is and how it might feel to have dyslexia.

Our factsheet explores signs of dyslexia. This introductory factsheet contains headline information.

So, what is dyslexia?

In simple terms, dyslexia is a developmental difference in learning which affects the ability to learn to read and write fluently. Dyslexia often runs in families and without intervention, affected children are at risk of educational underachievement.

Dyslexia primarily impacts reading and writing but people with dyslexia may experience a wide range of difficulties including memory problems, organisational difficulties and problems in information processing especially in the language regions of the brain.

Dyslexic people may have difficulty processing and remembering information they see and hear; in turn this can affect learning across the curriculum, for example in mathematics and when learning a foreign language.

Dyslexia occurs across the range of intellectual abilities.

Every dyslexic child is an individual. Every experience of dyslexia is unique.

Some students with dyslexia may avoid reading because it can be both tiring and stressful. Their lack of 'print experience' can exacerbate their basic difficulties and compromise further their ability to keep pace with their classmates. In turn, this may lead to declining levels of self-esteem and confidence.

Although Dyslexia often creates challenges for children, dyslexic children can also develop amazing talents if they are given the time and space to explore other ways of learning which work for them.

Signs of dyslexia (Primary school age)

- If a child has an uneven academic profile – strong in some areas, weaker in others - this may be an indication of dyslexia.
- If family members have similar weaknesses.
- Slow or problematic development of speech and language

Remember that not all dyslexic children will display the same weaknesses and abilities. Some of the main issues are:

- Slow speed of processing information.
- Difficulty following instructions.
- Fidgeting.
- Difficulty finding the right word or forming answers to questions.
- Forgetting words altogether.
- Poor motor skills and pencil grip leading to poor handwriting and messy work.
- Trouble retaining phonetic information (smaller sounds that make up words).
- Confusion between letters which look and sound similar, particularly b/d, p/g, p/q, n/u, m/w.

- Slow progress with reading and reading aloud.
- Finding it difficult to blend sounds together.
- Struggle to learn sequences, such as days of the week, months of the year, the alphabet or times tables.
- Difficulty with time concepts, learning to tell the time, keeping to time, yesterday, today, tomorrow.
- Confusion with place value e.g., units, tens, hundreds.
- Differentiating between up and down, left and right, east and west.

Next steps

If there are concerns that a child may be dyslexic it would be good for the parent and the teacher/or the Special Educational Needs Coordinator (SENCO) to discuss this and perhaps apply for a diagnostic assessment carried out by a certified dyslexia assessor. In the meantime, the child could start receiving the appropriate support they need straight away in the classroom setting.

If dyslexia is left untreated it can lead to:

- Frustration
- Low self esteem
- Anxiety or other co-occurring mental health conditions
- Withdrawal from friends or others
- Behaviour issues

Potential strengths in dyslexic children

- Creativity
- Imagination
- Curiosity
- Being good at solving problems and puzzles
- Thinking outside the box
- Thinking in pictures rather than words
- Showing talent in other areas such as sport, art, music
- Being observant
- Being empathetic and intuitive



Families feeling safe - Protective Behaviours

About training for professionals



Protective Behaviours Level 1

The Level 1 (Foundation) training is 2 days with each day usually held one week apart. We explore the 5 key elements of the Protective Behaviours process including the 2 themes that form the basis of the PBs process. Previous knowledge or training in PBs is not required for this course. [Read More](#)



Protective Behaviours Level 2

The Level 2 (Intermediate) training is 3 consecutive days. It is suitable for a range of organisations, teams and individuals who have been trained at Level 1 (Foundation) and are using Protective Behaviours. It provides professional development and progression onto other PBs courses. [Read More](#)



Families Feeling Safe Facilitator Training

This training is 2 days for people who wish to deliver our evidence-based Protective Behaviours programme for mums, dads and carers within their organisation and become a registered programme facilitator. Applicants will need to have completed both Protective Behaviours Level 1 (Foundation) and Level 2 (Intermediate) training courses. [Read More](#)



Morris Facilitator Training

This 1-day training course is for people working with children and parents or carers who wish to deliver it within their organisation. Applicants will need to have completed Protective Behaviours Level 1 (Foundation) and Level 2 (Intermediate) training in order to apply for this. [Read More](#)

Protective Behaviours for professionals

BeeZee Youth

Beezee
YOUTH



Want to help your students
feel more confident?

We run Beezee Youth, a **FREE** health and wellbeing programme designed for 13-17 year olds. Our team can deliver this programme to young people in your school.

With Beezee Youth, young people can:

Talk about
the topics that
matter to them



Learn how to navigate
body confidence, social
media, and more



Understand their
wellbeing and
set goals



Find out more

TODAY



@ BZBInfo@maximusuk.co.uk

hrt.maximusuk.co.uk

01707 248 648


Hertfordshire

BeeZee Youth


Winter Timetable


Upcoming Healthy Families Programme Dates - Hertfordshire (Starting w/c 26th January)

Mondays

In Person (Morning)


 Starting 26th January

 10am - 12noon

 High Trees Family Centre,
Broxbourne, EN10 6AE
(c/o Hertford Regional
College, Broxbourne
Centre)

Tuesdays

Online (Morning)

 Starting 27th January


 10am - 11.15am

 Online

Wednesdays

Online (Morning)


 Starting 28th January


 10am - 11.15am

 Online

Wednesdays

Online (Evening)

 Starting 28th January

 5.30pm - 6.45pm


 Online

All programmes run for 8 weeks with a break.
Free crèche facilities available for in-person sessions.

Find out more:

 01707 248648

 herfordshire@henry.org.uk

 www.henry.org.uk/hertfordshire



Beezee
in Hertfordshire

FREE healthy lifestyle support for families and young people in Hertfordshire.

Beezee Families: 12 week programme for 5- 15 year to make small, sustainable changes around food and physical activity - by making it fun whilst doing so.

Beezee Youth: aimed at young people age 13-17 working with the young person to discover practical strategies to improve physical, mental and social well being in a non judgmental way.

HENRY - support babies and young children under 5 to have a healthier start for a brighter future.

[Link for professionals to make a referral](#)

EBSNA Framework



EBSNA Framework Briefing

We would like to invite all schools to access one of four free webinars to find out more details around the EBSA Framework and how it can be used by schools to strengthen early identification and implement support.

Hertfordshire County Council (HCC), in partnership with the Educational Psychology service, Attendance Team, EMWiE Team and SENDSAS have worked collaboratively to develop an EBSA framework for schools to support the identification of factors contributing to reduced access to education.

This practical framework is underpinned by the **Emotionally Based School Absence (EBSA): Guidance for Schools** document, produced by the Educational Psychology Service in 2021 and reference will be made to this.

Intended outcomes of the sessions:

- To learn about the EBSA framework and **how it can be used**
- To **view the framework** and understand how the questionnaires can be used
- To consider how this tool can be used with **CYP and parents** within their schools for **early identification**

Separate EBSNA Pack on DSPL7 website with more information

Mental health Leads Training

Introduction to Mental Health Leads Training for new MHLs/Deputy MHLs

This training is provided by Hertfordshire County Council and is free for all education settings in Hertfordshire. The training is designed to give an overview of information and services to support your role as a school/college Mental Health Lead. Suitable for MHLs and Deputy MHLs who have had no formal training or are new to their role.

Topics include

- Staff wellbeing
- What is emotional wellbeing and mental health in children and young people
- What are the roles and responsibilities of a mental health lead in education
- Introduction to the Department for Education **Whole School/College Approach (WSCA) to Emotional and Mental Wellbeing**
- How to create or further develop your own WSCA action plan
- An overview of Children & Young Peoples Mental Health Services in Hertfordshire and how to access them
- Practical examples and sharing of good practice

Robertson House in person	Monday 15 Sept 2025	Wednesday 19 Nov 2025	Wednesday 21 Jan 2026	9:15pm to 3:30pm
Online		Wednesday 15 Oct 2025	Tuesday 3 Mar 2026	9:30pm to 3pm

Mental Health Leads Refresher Training

This training is provided by Hertfordshire County Council and is free for all education settings in Hertfordshire. The training is designed to give an overview of information and services to support your role as a school/college Mental Health Lead. Suitable for MHLs and Deputy MHLs who have had not accessed any training in the last two years.

Topics include

- Staff wellbeing
- Emotional wellbeing and mental health in children and young people
- Recap of the Department for Education **Whole School/College Approach (WSCA) to Emotional and Mental Wellbeing**
- Overview of Hertfordshire's Emotional Mental Wellbeing in Schools Mark
- An overview of Children & Young Peoples Mental Health Services in Hertfordshire and how to access them
- Practical examples and sharing of good practice

Online	Tuesday 23 Sept 2025	Thursday 13 Nov 2025	Monday 12 Jan 2026	Tuesday 24 Mar 2026	9:15pm to 12:30pm
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To book your place please email schoolsmh@hertfordshire.gov.uk

Places are limited to two representatives per education setting





Term	Session Title	Dates – Microsoft Teams
Autumn 1	Annual Reviews Coverage <ul style="list-style-type: none"> • What, why and how in Annual Reviews • Ensuring a person-centred approach <ul style="list-style-type: none"> • The new Annual Review form • The Annual Review guidance 	Wednesday 24th September 9.30-11.30am
		Thursday 16th October 3.30-5.30pm
Autumn 2	Education Health Care Needs Assessment Requests (EHCNAR) Coverage <ul style="list-style-type: none"> • The Statutory Process • What & why surrounding EHCNAR <ul style="list-style-type: none"> • The new EHCNAR form • The Parent Portal 	Friday 7th November 1.30-3.30pm
		Wednesday 17th December 9.30-11.30am
Spring 1	The Graduated Approach – Sharing practice Coverage <ul style="list-style-type: none"> • The Graduated Approach • Ordinarily Available/High Quality Teaching <ul style="list-style-type: none"> • Reasonable Adjustments <ul style="list-style-type: none"> • Written evidence • Sharing practice throughout and opportunities to share and see what other settings are doing 	Monday 12th January 3.30-5.30pm
		Thursday 12th February 1.30-3.30pm



Spring 2	<p>Phase Transfers – Myth Busting</p> <p>Coverage</p> <ul style="list-style-type: none"> • What are phase transfers • Timescales and best practice • What to do if you are the setting the CYP is moving from • What to do if you are the setting the CYP is moving to <ul style="list-style-type: none"> • What happens next <ul style="list-style-type: none"> • Q&A 	<p>Tuesday 24th February</p> <p>9.30-11.30am</p>
		<p>Wednesday 18th March</p> <p>3.30-5.30pm</p>
Summer 1	<p>Access to Education</p> <p>Coverage</p> <ul style="list-style-type: none"> • What is access to education, what does this include (EOTIS, EHE, ESMA, CME, Perm Ex) <ul style="list-style-type: none"> • Poor/low attendance – what settings HAVE to do/be aware of • Reduced timetables – what settings HAVE to do/be aware of <ul style="list-style-type: none"> • EBSA - Supportive/preventive strategies • Including key legislation throughout 	<p>Friday 17th April</p> <p>1.30-3.30pm</p>
		<p>Monday 18th May</p> <p>9.30-11.30am</p>



Hertfordshire
SEND
ACADEMY

Summer 2	<p>To be confirmed</p> <p>Summer 2 does not have a focus at the moment and that is because we want this to be relevant and led by improvement nearer the time, this may be a combination of feedback from training sessions on what else is needed, identified areas of focus through audits or through feedback from a potential Ofsted revisit by this point.</p>	<p>Thursday 4th June</p> <p>3.30-5.30pm</p>
		<p>Monday 13th July</p> <p>9.30-11.30am</p>

Book on to training sessions here

[Send Academy | Hertfordshire County Council](#)

For enquiries, please email sendacademy@hertfordshire.gov.uk

DSPL7

Delivering Special Provision Locally

THE INCLUSIVE CLASSROOM SERIES

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

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

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

Access the training [here](#).

Format: Online

Cost: Fully funded for Hertfordshire schools

(Science is partially funded. Cost: £29)



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



TRAINING & EVENTS.





We are a charity set up to raise awareness about childrens' (between 7-16) mental health. Our mission is to be part of the change to see earlier interventions for young children who are either struggling with mental their mental health or living non-neurotypical lives in a neuro-typical world.

WWW.NIPINTHEBUD.ORG



WHY ARE WE HERE?

We're all too aware that certain expectations of young children in certain settings that lack understanding can often lead to issues with self esteem and mental health struggles. We are here to raise awareness and empower people (parents, carers, teachers and school communities) so that they can recognise and respond to ALL childrens needs as early as possible.

Mental health had a profound impact on our founders', Kitty and Daniel's lives. Their daughter first displayed symptoms of OCD at the age of eight but wasn't diagnosed until well into her late teens - precisely because there was such a serious lack of information about children's mental health conditions at the time. Nip in the Bud® was set up to encourage awareness and empower communities about mental health in young children through our free films & resources.



OUR RESOURCES (FILMS & FACTSHEETS) COVER

ATTENTION DEFICIT
HYPERACTIVITY
DISORDER (ADHD)

ANXIETY
DISORDERS

AUTISM SPECTRUM
CONDITION (ASC)

DEPRESSION

EATING DISORDERS

CONDUCT &
OPPOSITIONAL
DEFIANCE
DISORDERS

OBSESSIVE
COMPULSIVE
DISORDER (OCD)

SELF-HARM

TRAUMA

POST-TRAUMATIC
STRESS DISORDER
(PTSD)

MANAGING
EMOTIONS



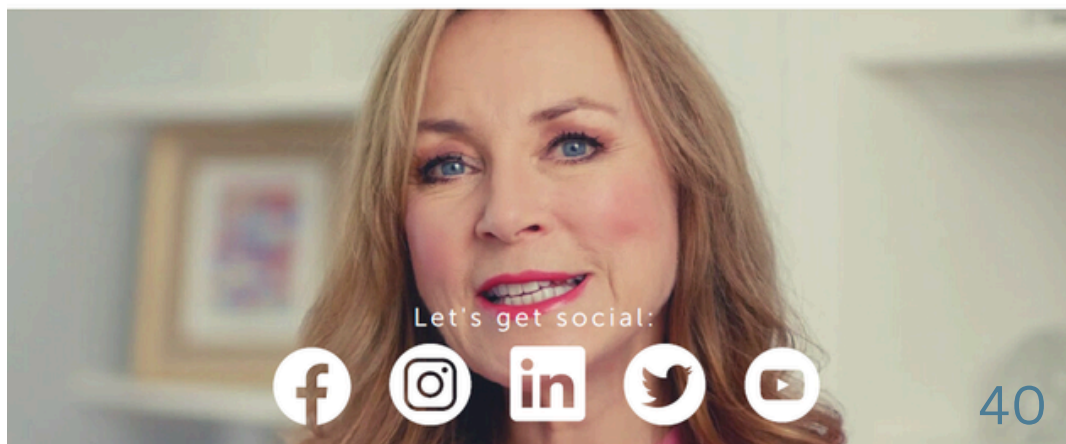
WHO WE WORK WITH

We work with a range of paediatric psychologists, psychiatrists; mental health experts & educationalists ([Dr Bettina Hohnen](#); [Dr Dennis Ourgin](#), [Dr Sian Williams](#), & [Dr David Trickey](#)) who are focussed on childrens well-being to promote early intervention (recognition & response) - to bridge the gap between experts, families & carers with evidence-based information.

In conjunction with these experts we also work with children and their families, who are a vital part of our films. Working & talking with these families in our films, helps contextualise childrens' (& their parents') experiences, to raise awareness & support other families who may feel alone in the search for answers or support. We aim to de-stigmatise any conversations around mental health & neurodiversity & raise up children's voices of their experiences so that they are front & centre of our work.

We also work with a range of incredible film makers, all documentary makers, who are equally engaged and passionate about the topics and people we work with. Examples of some of our films on [ADHD | Autism Spectrum from a child's perspective](#) | [Autism Spectrum from the parent's perspective](#) | [Different Ways of Learning - Let's Connect](#)

We are respectful of small teams who have tight communities & close ties & hope that our films will be part our support for them. Our executive producer, Sam Wrightson, is a seasoned producer & director, who is also part of a loving neurodiverse family and community. Sam also brings with her BBC best practices of safe-guarding to the filming process. Our goal is to increase the prospects of early intervention & to reduce the risks of issues or conditions becoming more serious in later years. .





WE'RE ALSO ABOUT TO LAUNCH A PODCAST

We're very aware, from the children, families and adults who we've met who have gone through mental health challenges or experienced life as a neurodivergent person, living in a "neuro-typical" world, that film is sometimes a challenge.

So we've decided that a Podcast is the perfect way to ensure that we don't lose the chance to tell peoples' stories, purely because they'd prefer not to be on film.

Our regular podcast aims to raise awareness and understanding of mental health conditions in children and young people, in order to offer support and information to our local community.

The podcast will feature information, advice and tips on how to recognise and respond to mental health needs. Guests will range from SENDCos, teachers, medical experts, parents, as well as children and young people.

This will allow the opportunity for the community to have a voice and be able to share their knowledge and experiences in order to help others. The goal is to increase the prospects of early intervention and to reduce the risks of mental health conditions becoming more serious in later years.

We are also very lucky to have Alis Rocca as part of this project. Alis brings with her over 18 years as a teacher, senior leader, Head Teacher, and Education Consultant which is seamlessly blended with her passion for physical and mental health and wellbeing, connected to personal and organisational leadership development.

Alis's ability to empathise and communicate with young children, combined with her knowledge of how to support them, their families (& through her 'whole school' approach, her teaching staff and school communities) makes her the perfect expert to bring these critical conversations to life.

OUR LATEST LAUNCH: EARLY INTERVENTION

Our mission is to promote the importance of Early Intervention so we were keen to look at how to facilitate it in the lives of families we aim to support.

"Early Intervention" is our latest series - 4 short films. Each made to support parents and carers who are navigating the journey from feeling like something feels different with their child to getting the right help - be that from schools, their GPs to applying for an ECHP - demystifying the process with helpful tips from experts in the field - again with our wonderful friend Alis Rocca.



Nip In the Bud

It is important to 'Nip in the Bud'

What is the aim of Nip in the Bud?

Nip in the Bud uses Short Films and Downloadable Factsheets to inform and educate parents and teachers of primary school children, to help recognise potential mental health conditions in children.

Many adults with mental health disorders will have struggled, undiagnosed, for many years. In many cases these conditions will have begun in childhood or adolescence.

Films and Printable Materials / Factsheets

Our films on the website
www.nipinthebud.org explain:

- Anxiety
- Depression
- Conduct Disorder
- Attention Deficit Hyperactivity Disorder (ADHD)
- Obsessive Compulsive Disorder (OCD)
- Post-Traumatic Stress Disorder (PTSD)

The Information & Support section on the website has been prepared by experts from Children's Services at the Maudsley Hospital.

More films will be made and please send us suggestions for future topics – we need your help to deliver further, relevant, meaningful information and downloadable materials!



Who does Nip in the Bud target?

Nip in the Bud is engaging with Primary School Head Teachers, teacher training colleges, educationalists, GPs, the Department for Education, Department of Health and Mental Health charities.

How can primary schools get involved?

Teaching staff, Special Educational Needs Co-ordinators (SENCOs), counsellors, school nurses, teaching assistants and social workers have an ongoing, privileged opportunity of working with parents to talk about children's welfare. Parents Evenings, Parent Forums and all types of school events can be used to show relevant Nip in the Bud films – gently, but assertively, informing parents and staff about potential mental health conditions, where to find medical advice, support for individuals and whole families, and address any issues of stigma or bullying relating to the condition.





TA Academy Training Offer 25/26

All training sessions will be online

1.30pm - 3pm

AUTUMN TERM 2025

Thursday 9 October - Introduction to SEND and understanding an EHCP.

<https://forms.office.com/e/GibPwFk7Ad>

Thursday 13th November - EBSNA Framework

<https://forms.office.com/e/t2FAXMC1XU>

SPRING TERM 2026

Wednesday 28th January - Cognition and Learning support in the classroom

<https://forms.office.com/e/sKxVqmPDGK>

Wednesday 17th March - Positive Behaviour Support strategies

<https://forms.office.com/e/KxrX58nnUm>

SUMMER TERM 2026

Wednesday 20th May - Colourful Semantics

<https://forms.office.com/e/FFpn5Xdtwa>

Wednesday 17th June - Trauma and Attachment awareness

<https://forms.office.com/e/snYaHBgEn7>



Delivering Special
Provision Locally

SEND Solutions 25/26

The Blue Tangerine - Collett

SENDCos/class teachers can book a 20 min slot with the Collett outreach teacher/DSPL7 SEND lead to discuss SEND concerns **not related to SEMH or behaviour (3- 4.30pm)**

Dates

Tuesday 14 th October	Wednesday 10 th December	Tuesday 10 th February
Wednesday 18 th March	Tuesday 12 th March	Wednesday 8 th July

Sessions run from 3.00pm - 4.30pm online. Four timeslots are available.

3.00- 3.20pm	3.20 -3.40pm	3.40- 4.00pm
4.00-4.20pm		

To book a place, please email admin@dspl7.org.uk



admin@dspl7.org.uk



01727 519229



[dspl7_stalbansandharpenden](#)



www.dspl7.org.uk



DSPL7, The Hub, 228 Hatfield Road, St Albans, AL1 4LW

Primary Behaviour 'At Risk' surgery 2025-6

These new Primary surgeries are to discuss and raise awareness of any children in the DSPL7 area with escalating behaviour, who may be on reduced timetables, may already have received fixed term suspensions, may need a managed move or time in Cedars and who are at risk of permanent exclusion, The surgery panel consists of personnel from the Integration team, Links Outreach, DSPL7 and local Heads.

Dates		
Monday 13th October	Monday 8th December	Monday 2nd February
Monday 23rd March	Monday 18th May	Monday 29th June

Sessions run from 9:30 - 11:30am online. Four timeslots are available.

9:30 - 10:00am	10:00 - 10:30am
10:30 - 11:00am	11:00 - 11:30am

To book a 30 minute session please email admin@dspl7.org.uk, including the panel overview form with your request.





Delivering Special
Provision Locally

DSPL7 (ST ALBANS, HARPENDEN
& VILLAGES) TRAINING PROGRAMME

TA Solutions 25/26

These sessions are an opportunity for support staff to discuss anything SEND related to their roles. A 20 min online appointment can be booked with DSPL7 for advice.

Dates

Wednesday 24 th September Slots: 9am, 9.20am, 9.40am	Tuesday 18 th November Slots: 2pm, 2.20pm, 2.40pm	Wednesday 14 th January Slots: 12.30pm, 12.50pm, 1.10pm
Tuesday 24 th February Slots: 11.30am, 11.50am, 12.10pm	Wednesday 22 nd April Slots: 2pm, 2.20pm, 2.40pm	Tuesday 23 rd June Slots: 9am, 9.20am, 9.40am

To book a place, please email admin@dspl7.org.uk



admin@dspl7.org.uk



01727 519229



[dspl7_stalbandsandharpenden](https://www.dspl7.org.uk)



www.dspl7.org.uk



DSPL7, The Hub, 228 Hatfield Road, St Albans, AL1 4LW

Early Behaviour Solutions 2025/26

These sessions are an opportunity to discuss children in Y1-Y6 with emerging behaviour needs who need additional strategies from those already tried. Primary school staff can book a 30 min appointment with Links and Cedars outreach staff, DSPL7 and Therapeutic Thinking (when available).

Dates		
Wednesday 10 th September	Wednesday 8 th October	Wednesday 5 th November
Wednesday 7 th January	Wednesday 4 th February	Wednesday 4 th March
Wednesday 6 th May	Wednesday 3 rd June	Wednesday 1 st July
Six timeslots are available in each session:		
1:30 - 2:00pm	2:00 - 2:30pm	2:30 - 3:00pm
3:00 - 3:30pm	3:30 - 4:00pm	4:00 - 4:30pm

To book a place, please email admin@dspl7.org.uk





and



Emotional Wellbeing and Early EBSA Consultations 2025-6

These 30-minute consultations offer DSPL7 SENCos, Mental Health or EBSA Leads the opportunity to discuss concerns with Harri Nicholas and Elaine Bridle regarding:

- pupils' emotional wellbeing (not behaviour related)
- pupils displaying signs of early EBSA, with attendance between 85-90%

Dates		
Tuesday 30th September	Tuesday 4th November	Tuesday 2nd December
Tuesday 27th January	Tuesday 24th February	Tuesday 24th March
Tuesday 28th April	Tuesday 2 nd June	Tuesday 7th July
Three timeslots are available in each session:		
3.00-3.30pm	3.30-4.00pm	4.00-4.30pm

To book a place, please email admin@dspl7.org.uk



admin@dspl7.org.uk



01727 519229



www.dspl7.org.uk



LHNF Panels 2025-6

The Local High Needs Funding system is designed to support CYP with emerging high needs, or with needs that fall outside the EHCP process. 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 interventions and provision which go beyond quality first teaching and reasonable adjustments.

Application Process

The application process for Early Years settings and mainstream school settings has recently changed. School settings should apply in the usual way. Early Years settings should follow the new guidance - please see the DSPL7 website. Please submit all applications to the following email address: dspl7lhnpanel@dspl7.org.uk via Schools FX.

Application Deadline	LHNF Panel Date
Wednesday 3rd September	Wednesday 17th September
Monday 6th October	Monday 20th October
Wednesday 5th November	Wednesday 19th November
Friday 9th January	Monday 19th January
Wednesday 28th January	Wednesday 11th February
Tuesday 3rd March	Wednesday 18th March



SEND 25/26 Coffee Mornings

DSPL7 & Vista St Albans+ host coffee mornings where School and SEND Family Workers are available to support parents / carers of children with SEND regardless of a diagnosis. This is an informal and safe place for parents / carers to share information and chat. The DSPL7 SEND Lead and other professionals may also be available for discussions. There is no need to book to attend this drop in session.

Dates: Mornings on 8th October, 25th November, 28th January, 17th March, 13th May & 30th June

Time: 9:15 - 11:30am

Venue: The Hub, Fleetville Junior School, 228 Hatfield Road, St Albans, AL1 4LW. The Hub is to the right hand side of the school building at the bottom of the car park. **There is no parking available onsite, but 3 hours free parking is available nearby in Morrisons supermarket.**

Appointments

Running alongside our coffee mornings, there is also the opportunity to reserve a 20-30 minute appointment to speak to the following professionals between 9:30am - 12:00pm.

To book an appointment:

Please email
admin@dspl7.org.uk

Dates	Professionals attending
Wednesday 8 th October	Thelma Mugovera - Ask Sali (EHCP advice)
Tuesday 25 th November	Harri Nicholas - EBSA
Wednesday 28 th January	Laura Tarrant - ASD & PDA
Tuesday 17 th March	Jess Pickle - First Steps, eating disorders, ARFID
Wednesday 13 th May	Tanya Suri - Speech and language
Tuesday 30 th June	Elaine Bridle- ADHD

Vista contact details: EMAIL: info@vistasupportservices.org.uk

WEBSITE: vistasupportservices.org.uk **TEL:** 01727 519128

DSPL7 contact details: 01727 519229 admin@dspl7.org.uk

www.dspl7.org.uk



Delivering Special Provision Locally

Who are we?

DSPL7 supports parents and carers, staff in early years settings, schools, and further education colleges, by ensuring there is a range of provision and support services within the St Albans and Harpenden area for children and young people with additional needs.

Contact us



DSPL7, The Hub, 228 Hatfield Road, St Albans, AL1 4LW



01727 519229



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