



Delivering Special
Provision Locally

DSPL7 SENDCo Training Booklet Summer 2026



SENDCo Training - Contents

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: Updated for Summer Term

Dates for 2025-26

SENCo Forum	Transition Events	LHNF Panel Dates	HfL Briefings	VSEND Drop-in
Autumn – 24th September <i>(Service updates – 1-3pm)</i> Spring – 14th January <i>(Service updates – 9.30-11.30)</i> Summer – 22nd April <i>(Service updates – 9.30-11.30)</i>	Year 6-7 Transition meetings: Harpenden 8th June – 9-12 St Albans 10th June – 9-12 EY Transition morning Tuesday 9th June – 9-12	<i>A new funding system starts in April 2026</i> Wed 17th September <i>(8.9.25)</i> Mon 20th October <i>(6.10.25)</i> Wed 19th November <i>(5.11.24)</i> <i>(Closing date for applications)</i>	<i>HfL Briefings are now fully funded. SENCos can join a local face to face session or attend a general online webinar.</i> Autumn: 11th Nov <i>(9.30-11.30)</i> Spring: 11th March 1-3 Summer: 17th June 9.30-11.30	<i>SENCos can attend a half termly session- please email to book if you need support with using VSEND.</i> 1st Oct <i>(1-2.30)</i> 26th Nov <i>(9-10.30)</i> 10th Feb <i>(9.30-11)</i> 23rd March <i>(1-2.30)</i> 5th May <i>(9.30-11)</i>
Early Behaviour Solutions	Behaviour 'At Risk' Panel	Focussed Intervention Funding Clusters	MH/Early EBSA Surgery	SEND Solutions
<i>Primary staff can book a 30 min slot 1.00-4.00pm to discuss children with emerging behaviour difficulties.</i> Wed 10th September Wed 8th October Wed 12th November Wed 7th January Wed 4th February Wed 4th March Wed 15th April Wed 6th May Wed 3rd June Wed 1st July	<i>A 30 min appointment can be booked 9.30-11.30 to discuss CYP at risk of suspension or perm. exclusion</i> Monday 13th October Monday 8th December Monday 2nd February Monday 23rd March Monday 18th May Monday 29th June	<i>See new guidance. Applications are taken first to the local cluster meetings.</i> Spring 1 clusters: 19th- 28th Jan Spring 2 clusters: 2-9th March Summer 1 clusters: 27 April-6th May Summer 2 clusters: 15th- 24th June	<i>SENCos can book a 30min slot (3pm, 3.30pm, 4pm) to discuss Mental health or EBSA concerns with Harri Nicholas and Elaine Bridle</i> Tues 30th Sept Tues 4th Nov Tues 2nd Dec Tues 27th Jan Tues 24th Feb Tues 24th March Tues 28th April Tues 2nd June Tues 7th July	<i>SENCos/class teachers can book a 20 min slot with the Collett outreach teacher/DSPL7 to discuss concerns not related to SEMH or behaviour needs</i> Autumn 1 - 14th Oct Autumn 2 - 10th Dec Spring 1 - 10th Feb Spring 2 - 18th March Summer 1 - 12th May Summer 2 - 8th July
Secondary Behaviour advice	Cedars PSB Panel	FIF Panels	Primary MH leads Network	Secondary Pastoral Network
Meetings held at Links Academy Wollam Crescent site from 1.30pm - 4.30pm Thurs 2nd October Thurs 4th December Thurs 12th February Thurs 19th March Thurs 14th May Thurs 18th June	Thurs 20th Nov <i>(applications by 7.11.25)</i> Thurs 12th March 2026 <i>(applications by 27.2.26)</i> Thurs 18th June 2026 <i>(applications by 5.6.26)</i>	<i>FIF- See new guidance. Applications are taken first to the local cluster meeting.</i> Summer 1 – Application Deadline 24th April Panel 20th May Summer 2 – Application Deadline 15th June Panel 15th July	Meetings are held online and organised by public health. To receive an invite please email: Kennedy.taylor@Hertfordshire.gov.uk Wed 5th November (1.30pm - 3pm) Tues 10th March (1.30pm - 3pm) Thurs 11th June (1.30pm - 3pm)	<i>Meetings are held at Townsend School from 4-5.15pm.</i> Wednesday 15th October Wednesday 11th March Wednesday 10th June

Key Dates:

Dates for 2025-26

September 2025	October 2025	November 2025	December 2025
8.9.25 – LHNF closing date 10.9.25 – Early Behaviour solutions 17.9.25 – Introduction to EF skills 17.9.25 – LHNF panel 24.9.25 – SENCo Forum 30.9.25 – MH/early EBSA surgery	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’ 15.10.25 – Secondary Pastoral Network 20.10.25 – LHNF panel	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 19.11.25 – LHNF panel 20.11.25 – Cedars Panel 26.11.25 – VSEND drop-in	2.12.26 – MH/early EBSA surgery 8.12.26 – Primary Behaviour ‘At Risk’
January 2026	February 2026	March 2026	April 2026
7.1.26 – Early Behaviour solutions 14.1.26 – SENCo forum 27.1.26 – MH/early EBSA surgery	2.2.26 – Primary Behaviour ‘At Risk’ 4.2.26 – Early Behaviour solutions 10.2.26 – VSEND drop-in 24.2.26 – MH /early EBSA surgery 27.2.26 – closing date for Cedars requests	3.3.26 – LHNF deadline 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 23.3.26 – Primary Behaviour ‘At risk’ 23.3.26 – VSEND drop-in 24.3.26 – MH /early EBSA surgery	15.4.26 Early behaviour Solutions 22.4.26 – SENCo forum 22.4.26 – TA Solutions 24.4.26 – FIF application deadline 29.4.26 – MH /early EBSA surgery
May 2026	June 2026	July 2026	
5/6.5.26 – FIF clusters 5.5.26 – VSEND drop-in 6.5.26 – Early Behaviour solutions 12.5.26 – SEND Solutions 18.5.26 – Primary Behaviour ‘At Risk’ 20.5.26 – FIF panel	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 15.6.26 – FIF application deadline 17.6.26 – HfL SEND Briefing 18.6.26 – Cedars panel 29 th – 3 rd July FIF Cluster meetings 29.6.26 – Primary behaviour ‘At risk’	1.7.26 – Early Behaviour solutions 7.7.26 – MH/early EBSA surgery 8.7.26 – SEND Solutions 15.7.26 – FIF panel	



Delivering Special
Provision Locally

DSPL7 (ST ALBANS, HARPENDEN &
VILLAGES) TRAINING PROGRAMME

FIF Panel dates 2026

Focused Intervention Funding (**FIF**) is being implemented at the beginning of the Summer Term following a review of the Local High Needs Funding (LHNF) system.

Application Process - Forms will need to be completed and sent with password protection by the Application deadline to:

Email address: FIF@dspl7.org.uk

Application Deadline	Cluster folder access	Cluster Meeting Date	Panel Date
24th April 2026	27th April	5th and 6th May	20th May
15th June 2026	22nd June	29th June-3rd July	15th July
14th Sept 2026	21st September	28th Sept-2nd Oct	14th Oct
9th Nov 2026	16th November	23rd-27th Nov	9th Dec
11th Jan 2027	12th January	18th-22nd Jan	3rd Feb
15th Feb 2027	22nd February	1st-5th March	17th March



admin@dspl7.org.uk



01727 519229



www.dspl7.org.uk

The Ollie Foundation



Suicide Prevention in the RSHE Curriculum

The inclusion of suicide prevention in the Relationships, Sex, and Health Education (RSHE) curriculum from September 2026 marks a significant step forward in supporting student well-being. By addressing this sensitive topic, educators can play a pivotal role in equipping students with the knowledge and resilience needed to navigate mental health challenges.

The Role of Educators

Educators are on the frontline of fostering a supportive environment for students. It is crucial for them to feel confident and prepared to discuss suicide prevention in a manner that is both informative and sensitive.

How The OLLIE Foundation Can Help

The OLLIE Foundation can deliver a bespoke 90-minute suicide prevention and awareness session for your staff, tailored to your school's needs. This can be offered as part of an INSET day or as a twilight session, providing staff with practical guidance, age-appropriate strategies, and the confidence to support young people effectively. Additionally we can deliver a smaller more focused session for the Safeguarding Leads and consider the policies in place and updates required.

Building a Supportive Environment

By integrating suicide prevention into the RSHE curriculum, schools have the opportunity to create a more informed and supportive community. This not only benefits students' mental health but also fosters a culture of understanding and empathy.

Next Steps

To learn more about how we can help you support your staff, email us at contactus@theolliefoundation.org



One Life Lost Is Enough

For general enquiries please call **07715 311 891** or email contactus@theolliefoundation.org.

The Ollie Foundation

Educators

At OLLIE, we understand the diverse needs of educational settings. We offer a tailored and holistic approach encompassing well-being, early prevention, intervention, and postvention services for both staff and students. Our off-the-peg sessions are comprehensive, but our dedicated team is always ready to craft bespoke solutions to meet your unique needs.

From nurturing a growth mindset to addressing sensitive topics like suicide, we provide engaging and innovative awareness talks. Our sessions are available online and in-person, from primary through to university. In times of sudden loss, our 'Write to Release' session and guidance documents offer invaluable support.

The OLLIE Foundation provides schools, colleges and universities with comprehensive and expert support, suitable for staff, students and the wider community. Please [contact us](#) to explore how we can work together.

Training and awareness sessions for staff

OLLIE is proud to offer Mental Health First Aid, ASIST and Suicide First Aid, as well as our own adaptable, [bespoke awareness talks](#) that will leave staff feeling confident in their new knowledge and expertise and how to apply it.

Available online or in person, we provide comprehensive suicide prevention, intervention and postvention training through to talks that uncover current staff well-being levels and tools to ensure good mental health can be maintained.

Check out our [resources](#), including videos highlighting the risk and protective factors of suicide.

Our range of accredited and CPD courses has you covered. [Contact OLLIE](#) today to discuss your training needs.

The Ollie Foundation

Awareness sessions for students

Are you witnessing a decline in some students' well-being, especially those languishing on waiting lists? Are you looking for additional support before their mental health deteriorates further?

OLLIE's Curriculum of Hope will support students to consider their emotional health through a blend of well-being education, neuroscience and philosophical talks and activities, offering a range of empowering and highly transferable knowledge-based skills.

Our wide range of talks, education and well-being activities can support EVERYONE and can play a useful role in your wider wellbeing plan, supporting staff and students – those who are doing fine, as well as those who may be waiting for meaningful support to become available.

By sharing an overview of their internal physiological survival system, students are better able to understand not only how this automated system works, but how they can now work with it to harness, if not control, its energy, instead of having it control them.

For primary schools we have 'Planting the Seed', free to download [here](#).

We will share tools and strategies that can support students through challenging times, leaving them confident to maintain strong boundaries to protect their mental health. OLLIE's Curriculum of Hope promotes good mental health and for older students can include age-appropriate, sensitively presented suicide awareness talks.

Important Resources that are free to download:

We offer schools a wide range of free resources, that can be accessed via our website:

Guidance for Educational Settings Following a Suicide or Sudden Death is a comprehensive document that will support you to create policies and procedures for your setting to refer to in the event of a suicide or sudden death in your community.

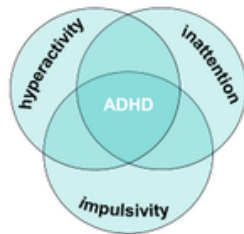
A Safe Plan can play a vital role in keeping someone safe when they are feeling distressed or thinking about suicide, and can be used to record what they can do should their well-being deteriorate, or to prevent deterioration.

Behind Closed Doors

Throughout the year we are hosting a series of panel discussions exploring difficult and often unspoken issues affecting young people today, including mental health, emotional wellbeing, online pressures and help-seeking. These events aim to create a safe, informed and supportive space for open dialogue, reducing stigma and encouraging early support.



Hertfordshire ADHD Training



Free Training ADHD & Girls (online)

11th February 2026, 9:30am to 11:30am

19th May 2026, 9:30am to 11:30am

This online training is a follow-on from the full day/two twilight ADHD training (Although it is not essential to have completed this to access the course). To book, please email ADHDTraining@hertfordshire.gov.uk with your name and setting. Your booking will be confirmed by email.

Aims of the training:

- To further develop your understanding of ADHD and its typical impact and presentation in females
- 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

Suitable for those teaching in primary or secondary in mainstream,
Educational Support Centres or special schools.
Not advised for Early Years teachers.



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 ADHDTTraining@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



Introduction to Autism (Level 1)

This online training will take about 30 minutes to complete.

It aims to develop an understanding of:

- 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 \(hertfordshire.gov.uk\)](#)



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.

[Click here for the Level 1 HAT E- learning course form](#)

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 11th June 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-11th-june-2026>



Autism & Anxiety

Thursday 7th May 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-7th-may-2026>



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 11th June 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-11th-june-2026>



Autism & Anxiety

Thursday 7th May 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-7th-may-2026>



Autism & Brick Skills

Tuesday 16th June 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-16th-june-2026>

Autism & Girls

Wednesday 20th May 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 differences



To book please visit:

<https://events.hertfordshire.gov.uk/send-academy/hat-autism-and-girls-workshop-20th-may-2026-1>

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

Tuesday 9th June 2026 09.30-11.30

- 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-9th-june-2026>

Autism & Demand Avoidance

Wednesday 29th April 2026 09.30 - 11.30

- 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:

[HAT Autism and Demand Avoidance Workshop 29th April 2026 | Hertfordshire County Council](#)

Social Stories

Wednesday 17th June 09:30 - 11:30

- 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-17th-june-2026>



Autism & EBNA

Tuesday 2nd June 2026 09.30 - 11.30

- What is EBNA and why is it different 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-2nd-june-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 & Sexual Vulnerability suitable for practitioners working with children aged 9 and upwards.

Level 3: Autism 'Lite Bites'



Tuesday 19th May 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.

Tuesday 19th May 2026 10:00-10:30

Please register here:

<https://events.hertfordshire.gov.uk/send-academy/hat-lite-bite-sensory-circuits-19th-may-10am>



Tuesday 19th May 2026 11:30-12:00

Please register here:

<https://events.hertfordshire.gov.uk/send-academy/hat-lite-bite-sensory-circuits-19th-may-2026-1130am>



- ✓ 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.

Structured Teaching Approaches

The aims of the training are:

- To recognise why structured teaching is important for autistic children & young people/those with social communication differences.
- To understand how to implement structured teaching in everyday learning.

Tuesday 19th May 2026 09:15-09:45

Please register here:

<https://events.hertfordshire.gov.uk/send-academy/hat-lite-bite-structured-teaching-approaches-19th-may-0915am>



Tuesday 19th May 2026 10:45-11:15

Please register here:

<https://events.hertfordshire.gov.uk/send-academy/hat-lite-bite-structured-teaching-approaches-19th-may-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.



Thursday 25th June 2026

- 2 topics with only 1 time slot
- Each session lasts 30 minutes.
- Register by using the links or QR codes provided in this flyer

Intensive Interaction

The aims of the training are:

- What is intensive interaction?
- Who would you use intensive interaction for?
- Why is intensive interaction important?
- What does intensive interaction look like in practice and when would you use it?

Thursday 25th June 2026

09:15 - 09:45

Please register here:

<https://events.hertfordshire.gov.uk/send-academy/hat-lite-bite-intensive-interaction-25th-june-2026-915am>



Anticipation Games & People Games

The aims of the training are:

- What are anticipation games? What are 'People games'?
- Why do we play anticipation and people games?
- Examples of anticipation and people games

Thursday 25th June

10:00 - 10:30

Please register here:

<https://events.hertfordshire.gov.uk/send-academy/hat-lite-bite-anticipation-games-people-games-25th-june-2026-10am>



BDA - British Dyslexia Association: Dyslexia and Dyscalculia

About **Dyslexia**

Dyslexia is a neurological difference and can have a significant impact during education, in the workplace and in everyday life. As each person

is unique, so is everyone's experience of dyslexia. It can have varying impacts, and it can co-occur with other specific learning difficulties.

It usually runs in families and is a life-long condition.

It is important to remember that there are positives to thinking differently. Many dyslexic people show strengths in areas such as reasoning and in visual and creative fields.

BDA Training courses - click here

Training for **Dyscalculia**

BDA offer a wide range of training courses for dyscalculia

Onsite Training

BDA offers dyscalculia awareness training and strategies to support maths learning difficulties in schools for all staff.

Virtual Training

BDA offers half day open training courses for teachers and support staff:

- What is Dyscalculia and how do we identify it?
- The theorists behind maths teaching and learning.
- Teaching Early Number work
- Using Concrete Materials to develop understanding
- Maths Anxiety and how to support it

Click to view

Webinars to watch for professionals

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.



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, q/u, n/w.

Dyslexia Training

- 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

Visual Impairment training

Here is a bit of information about each course (Objectives) :

Effective Access:

Understand the impact of vision impairment upon learning and development. Become equipped with strategies and techniques to support access for children and young people with vision impairment. Understand the specific strategies and techniques which may benefit the children and young people with vision impairment you are working with.

Resource Modification and Access:

For Staff supporting children and young people with vision impairment who require modified print or Braille

Workshop objectives:

To have experience of Word programme skills to produce accessible documents using styles and formatting techniques
Opportunities to create accessible diagrams using Word and Excel
Identify and problem-solving concerns raised by workshop members

Connect and Learn:

Please make sure you bring the students Connect and Learn, charger and Ipevo camera

Workshop objectives:

To have experience of Supernova software settings and shortcut keys.
To understand how to access a laptop using short cut keys.
Identify and problem-solving concerns raised by workshop members

If you are interested in any of the courses listed below in April or June please go ahead and sign up using our in-house booking system – Contensis, the link has been provided on the far right of the table (2 tickets per school) For more information please email Priya Patel -

Priya.Patel@hertfordshire.gov.uk

Effective Access (Initial VI Training)

Date	Course Name	Location	Times	Contensis Signup Link
Wednesday 29th April	Effective Access for Children and Young People with Vision Impairment	Farnham House, Stevenage	9.15am-4pm	https://events.hertfordshire.gov.uk/send-academy/effective-access-for-children-and-young-people-with-vision-impairment-master-copy-2
Monday 8th June 2026	Effective Access for Children and Young People with Vision Impairment	Apsley	9.15am-4pm	https://events.hertfordshire.gov.uk/send-academy/effective-access-for-children-and-young-people-with-vision-impairment-master-copy-1
Monday 29th June 2026	Effective Access for Children and Young People with Vision Impairment	Farnham House, Stevenage	9.15am-4pm	https://events.hertfordshire.gov.uk/send-academy/effective-access-for-children-and-young-people-with-vision-impairment-master-copy-3

Visual Impairment training

Date	Course Name	Location	Times	Contensis Signup Link
Wednesday 22nd April	Resource Modification and Access	Farnham House, Stevenage	9.15am-2pm	https://event s.hertfordshire e.gov.uk/send = academy/res ource-
Friday 24th April	Connect and Learn	Apsley	9.15am- 2.30pm	https://event s.hertfordshire e.gov.uk/send = academy/con nect-and-
Friday 5th June	Connect and Learn	Farnham House, Stevenage	9.15am- 2.30pm	https://event s.hertfordshire e.gov.uk/send = academy/con nect-and-
Wednesday 10th June	Resource Modification and Access	Farnham House, Stevenage	9.15am-2pm	https://event s.hertfordshire e.gov.uk/send = academy/res ource-
Wednesday 1st July	Resource Modification and Access	Apsley	9.15am-2pm	Email Priya Patel 26

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

Thursday 21st May 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

Thursday 2nd July 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

Hertfordshire Speech and language Training



Ages and stages



Attention and listening



Early years



Feeding eating and drinking



**Growing up with more than one
language/bilingualism**



Higher level language skills



Page in Progress



Selective mutism



**Social communication and
interaction**



Speech



Spoken language



Stammering



Understanding language



**Vocabulary and word finding
difficulties**



Scan QR code
for more information

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) ⬇

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

Hertfordshire Speech and language Training

Selective Mutism training video and resources

Selective mutism (SM) is used as a term to describe children and young people (CYP) who are able to talk comfortably to some people, such as family members and close friends, but are silent or unable to talk freely when other people are present. There is no guarantee that CYP who have SM will overcome it. But with the right support from home and school, they can work through it. Without this support and a united, consistent approach, CYP with SM will experience unnecessarily high levels of anxiety on a daily basis.

The Kent children's speech and language therapy service offers comprehensive online training sessions that are open to everyone, this may be all you need to turn things around and a referral to the HCT speech and language therapy (SALT) service may not be necessary. Persistent lack of communication, despite being able to talk freely in some situations, creates feelings of anxiety, frustration and inadequacy, both for the individuals and those supporting them. Training will give you an understanding of what causes CYP to withdraw from communication or become silent

in certain situations (selective mutism) and help you provide appropriate support. Please access online training sessions as recommended in the table below (within the link). Sessions can be accessed at your own pace and as many times as you like. We advise downloading and saving or printing off the accompanying handout packs in advance.

Free training on selective mutism:

kentcht.nhs.uk/childrens-therapies-the-pod/speech-and-language-therapy/selective-mutism/

Scan QR code for more information



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:

Monday 11th May '26 3.30-4.30pm

Friday 9th October '26 1.00-2.00pm

VSEND in Hertfordshire Training - Summer term 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](#)



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 - DSPL 5	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 - DSPL 5	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>

Different Belongs - A Neurodiversity Toolkit for Teachers



Welcome

Different Belongs is a neurodiversity toolkit for teachers. Below you will discover a set of resources for teachers to use in primary schools to help all children understand Autism and ADHD. The resources are aimed at Years 5 and 6, but can be adapted for other age groups.

This project is the result of co-production with Autistic and ADHD children and young people and professionals from ADD-vance and Nessie. It has been funded by Hertfordshire County Council and the NHS.

These resources are designed to help children and young people learn about neurodivergence in a way that is respectful, positive, and affirming.

These materials:

- Are **neuro-affirmative**
- Respect **individual differences**
- Can be used **flexibly**, in ways that suit your setting and your learners

There is no "right" order or "right" way to use them. Please choose what feels appropriate for your group.

'The children were transfixed by the assembly and are still talking about it. It was really powerful and we loved the poem.'

Important Note

Please use these resources with **care and positive intent**.

The aim is to help children and young people feel:

- safe
- understood
- accepted
- validated

These materials should never be used to shame, label, or single out anyone.

Contact details:

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



Different Belongs – Resources

Please click on the links below – you will be taken to a webpage where you can download the resources.

Ready-to-use Assembly

A PowerPoint slide pack with notes for teachers, including a short, interactive quiz video clip with a poem and a song.

[Ready to use Assembly](#)

Lesson plans

Three comprehensive lesson plans which can be used for PSHE lessons, group work, one-off sessions or longer learning.

[Lesson Plans](#)

Neuroaffirming Posters for Display

A range of posters featuring quotes from the "Different Belongs" poem for display around your school.

[Different Belongs - Posters](#)

Neuroinclusive School Audit

This audit is designed to help schools create real, lasting change for neurodivergent pupils.

[Coming Soon](#)

Student Neurodiversity Champions

This section explains what a Neurodiversity Champion is and how the role can work in your school.

[Coming Soon](#)

Song

An inclusive song made for all children, can be used in assemblies, music lessons and with the school choir.

[Coming Soon](#)

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>



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 by maximus

Ready to help families feel healthier and happier?

Beezee
by maximus

Refer to Beezee today!

We run **free** healthy lifestyle programmes, commissioned by Hertfordshire County Council. We help families and young people develop healthy habits that last for life.

We offer:

Beezee **FAMILIES**

- Free 12-week group programme - available in-person or online
- Cooking lessons and physical activity sessions
- Learn at their own pace on the Academy
- Tailored support for 5-15 year olds.



- Free programme in person or online
- Explores 5 themes across 8 weeks
- Help parents provide a healthy start for their child
- For families with under 5 year olds.

Beezee **YOUTH**

- Free 8-week group programme - available in-person or online
- Explores how to look after physical, social and mental wellbeing
- Learn at their own pace on the Academy
- Tailored support for 13-17 year olds.

We also offer 1:2:1 appointments with our Wellbeing Coordinator and Nutritionists - available all year round.

Please contact us on:



01707 248648



hellohertfordshire@maximusuk.co.uk



hrt.maximusuk.co.uk



Eligibility criteria apply, please see our website for more details

24-2084

hellohertfordshire@maximusuk.co.uk

BeeZee Youth - summer timetable



**FREE Healthy Lifestyle support
for families in Hertfordshire**

**Our FREE 12 week in-person programme
starts on 27th April 2026, with an intro call beforehand**



Monday	Tuesday	Wednesday	Thursday
HATFIELD Birchwood Avenue Primary School, AL10 0PS 5:00 - 7:00pm	CHESHUNT Oakview Primary School EN7 6LB 5:00 - 7:00pm	STEVENAGE Oval Community Centre SG1 5RD 5:00 - 7:00pm	WATFORD Chater Junior School WD18 0ND 5:00 - 7:00pm
** NO SESSION **	HEMEL HEMPSTEAD Hobletts Manor Junior School HP2 5JS 5:00 - 7:00pm	BOREHAMWOOD St Michael's & All Angels Church Hall WD6 5EQ 5:00 - 7:00pm	** NO SESSION **
ONLINE (10 weeks) (ages 5 - 8) 5:30 - 6:30pm (ages 9 - 12) 6:30 - 7:30pm	ONLINE (10 weeks) (ages 5 - 8) 5:30 - 6:30pm (ages 9 - 12) 5:30 - 6:30pm (ages 9 - 12) 6:30 - 7:30pm	ONLINE (10 weeks) (ages 9 - 12) 5:30 - 6:30pm	** NO SESSION **



h.t.maximusuk.co.uk

Scan to find our online timetable!



hellohertfordshire@maximusuk.co.uk



01707 248 648



Our programmes are for children above their ideal weight, see our website for more information.

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 Information

INFORMATION AND ADVICE ABOUT EMOTIONALLY BASED SCHOOL NON-ATTENDANCE (EBSNA) FOR FAMILIES

EBSNA can affect children and young people of any school age. It can happen as a result of a wide range of different factors – home, wider family, community, school, friendships – often a combination of some or all of these.

WHY COULD MY CHILD BE ANXIOUS?

Anxieties can stem from a number of things such as:

- An unmet special educational need such as autism, ADHD, dyslexia or dyspraxia
- Friendship issues, not 'fitting in', or bullying
- Finding schoolwork confusing and overwhelming
- Separation anxiety
- Trauma
- Bereavement
- Low self-esteem
- The environment itself - especially for those who are autistic and/or neurodivergent



A child might become anxious about school at any stage. It can occur when children start school or transition into secondary school, or it might be related to puberty or hormonal changes. Read more on the [Local Offer website](#).



WHAT ARE THE WARNING SIGNS

- ? Can you spot patterns in your child's absence from school, e.g. certain days/activities?
- ? Does your child regularly say they don't want to go to school, or reluctant/delaying going to school?
- ? Does your child struggle with changes to environment, routine or stimulus?
- ? Are there physical symptoms on school days e.g. tummy aches, feeling sick, headaches?

(NB please always check with a GP to rule out any medical cause or illness).



WHAT TO DO

- 👍 Ask for a meeting with your child's school involving someone who knows your child e.g. class teacher, pastoral lead, SENCo. Be prepared by taking along any notes about the things your child finds difficult.
- 👍 Work together with school to build a child centred plan that understands the underlying problems which are making your child feel anxious about going to school. This could include adjustments to help your child access their education. There are tools which can help such as [Hertfordshire's EBSNA Framework](#).
- 👍 Include your child's voice in any plan as they are more likely to be able to stick to it. Check in after a while and review it with your school to see what is working well and what is not.
- 👍 Do advocate for your child's needs but also understand the limitations as to what your school might be able to do.
- 👍 If the agreed strategies are not working, speak again with your school to identify other services and professionals that might be able to support your child. The [Herts Hub](#) has a wealth of mental health signposting and ideas for early help.



STRATEGIES TO TRY AT HOME

- ✓ Develop a plan for the evenings, which can include calming activities before bedtime e.g. gentle music, bath, story or reading.
- ✓ Also plan for the morning, and where possible get things ready for the next day the night before (school bag, lunch box etc).
- ✓ Make a diary which includes your child's worries and also identifies positives and what works well.
- ✓ Respond with empathy whilst encouraging small, manageable steps.
- ✓ Visual timetables at home and school might also help.

REMEMBER...

- 🕒 With the right plan in place, being in school supports your child's academic progress, social development and mental wellbeing.
- 🕒 Small steps are often big wins.
- 🕒 ...also ensure that you find ways to support your own wellbeing in the process.



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](#)

Tuesday 17 June

4pm to 5pm

[Join the meeting now](#)

Meeting ID: 342 461 328 096 0

Passcode: Ao2bN35n

Wednesday 18 June

10am to 11am

[Join the meeting now](#)

Meeting ID: 362 146 365 497 6

Passcode: Ch6Sn2QQ

Monday 23 June

2.30pm to 3.30pm

[Join the meeting now](#)

Meeting ID: 365 977 037 879 2

Passcode: eS2e5F5z

Wednesday 25 June

2pm to 3pm

[Join the meeting now](#)

Meeting ID: 352 739 072 850 3

Passcode: QF6RZ3yN



Separate EBSNA Pack on DSPL7 website with more information

Mental health Leads Training - awaiting new dates

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





Spring 2	Phase Transfers – Myth Busting Coverage • 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 • What happens next • Q&A	Tuesday 24th February 9.30-11.30am
		Wednesday 18th March 3.30-5.30pm
Summer 1	Access to Education Coverage • What is access to education, what does this include (EOTIS, EHE, ESMA, CME, Perm Ex) • Poor/low attendance – what settings HAVE to do/be aware of • Reduced timetables – what settings HAVE to do/be aware of • EBSA - Supportive/preventive strategies • Including key legislation throughout	Friday 17th April 1.30-3.30pm
		Monday 18th May 9.30-11.30am



Hertfordshire
SEND
ACADEMY

Summer 2	To be confirmed	Thursday 4th June 3.30-5.30pm
	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.	Monday 13th July 9.30-11.30am

Book on to training sessions here

[Send Academy | Hertfordshire County Council](#)

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

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.

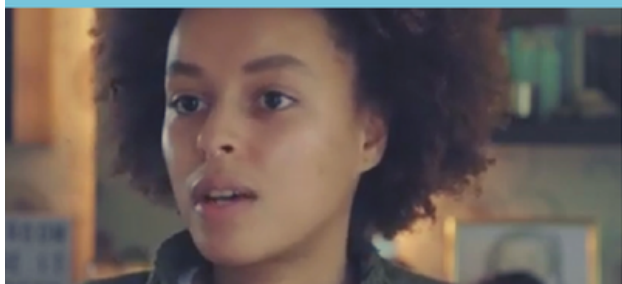
WWW.NIPINTHEBUD.ORG



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

WWW.NIPINTHEBUD.ORG



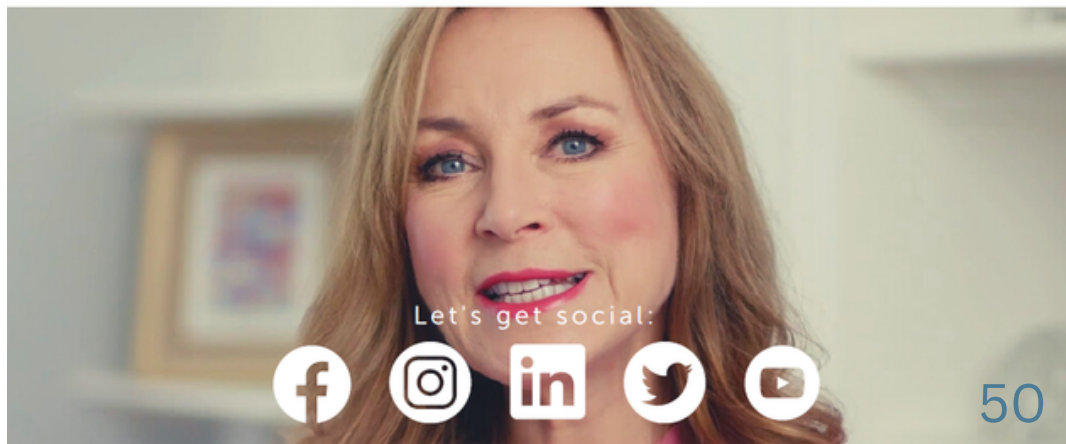
WHO WE WORK WITH

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 people's 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.

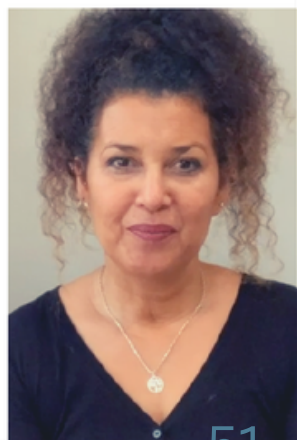
We are also very lucky to have Alis Rocca as part of this project. Alis brings with her over 18 years as a teacher, senior leader, Head Teacher, and Education Consultant which is seamlessly blended with her passion for physical and mental health and wellbeing, connected to personal and organisational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



The Bridge



What is The Bridge?

The Bridge is a support group designed for parents, carers and young people in school years 6,7 and 8 who are struggling with school attendance. This includes those who are not attending school at all or on a significantly reduced timetable.

Purpose of The Bridge?

The group aims to provide a safe and supportive environment where families can:

- Share experiences
- Receive emotional and practical support
- Build confidence and resilience

Topics Covered

- Anxiety and worries related to school.
- Friendships and social dynamics
- Health and wellbeing
- Neurodiversity
- The Future

Who is running the group?

The sessions are facilitated by Alison and Karina from the Intensive Family Support Team, working alongside a range of specialist professionals who offer tailored insights and support.

Session Details

Sessions will run for 12 weeks starting on Thursday 16th April 2026—9th July 2026

Time: 12:30pm-2:30pm

Where: Welwyn Garden City Cricket Club, 288 Knightsfield, WGC, AL8 7NQ

Please contact Alison or Karina with any questions:

Alison.cowie@hertfordshire.gov.uk or karina.saunders@hertfordshire.gov.uk



Early Years Emotional Wellbeing and Behaviour TRANSITION Drop-In Sessions.

DSPL 7 & 8 – St Albans and Dacorum

Virtual TRANSITION DROP-IN SESSIONS for Early Years settings in the **SUMMER** Term with Julie McElhinney, an Early Years Emotional Wellbeing and Behaviour Specialist:

[Book time with Julie McElhinney: Wednesday 29th April 2026 Transition EWB Drop-In](#)

[Book time with Julie McElhinney: Wednesday 13th May 2026 Transition EWB Drop-In](#)

[Book time with Julie McElhinney: Friday 5th June 2026 Transition EWB Drop-In](#)

[Book time with Julie McElhinney: Thursday 18th June 2026 Transitions EWB Drop-In](#)

The aim of these sessions is to discuss and plan for children transitioning in September 2026. The focus is Emotional Wellbeing and Behaviour. If you have previously submitted a Single Service Request for the child, it is **not** necessary to submit a new one for this meeting. It may also be helpful for both settings to attend (the current setting and the setting to which the child will be transitioning in September '26)

If this is a new referral, please complete a single service request form (EY SEND and state on the form that it is the EY EWB Drop-In session that you require). Parental consent is needed to discuss individual children. The link for the Single Service Request Form: [Hertfordshire Service Request Form - Children and young people](#)

Any questions, please email me directly at Julie.McElhinney@hertfordshire.gov.uk

BOOKING: Please click on the preferred date link above. Once in the booking system, **please access the calendar and find the relevant date.** Choose a time that suits you.

Available times

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Early Years Transition Drop in Sessions



Summer term Early years Emotional Well-being and behaviour FREE virtual Lite Bite training
(No need to book a place – please just click on the MS Teams link below for the session you wish to attend)

We see you "Boys" Early Years	Monday 20 th April 2026 – 10 -11 am
	Microsoft Teams meeting Join: https://teams.microsoft.com/join/398825018749277p=8kx3qks37oH7ufzc4 Meeting ID: 398 825 018 749 27 Passcode: 8NZ9Ky2n Need help? System reference Dial in by phone +44 20 3321 5200,,928280386# United Kingdom, City of London Find a local number Phone conference ID: 928 280 386# For organizers: Meeting options Reset dial-in PIN
Biting in the Early Years	Thursday 14th May 2026 10.00am-11.00am Join: https://teams.microsoft.com/join/36642407564947?p=XKl2wVvi5oQDV2HWv0 Meeting ID: 366 424 075 649 47 Passcode: 7ST6kF7q

The Emotional Wellbeing and Behaviour Specialists are excited to offer these FREE virtual lite bite training opportunities on basic popular topics which occur within the Early Years.

These short lite bite sessions will support the TAB ethos and approach for children under 5 in their developmental journeys.

Any questions please email your local EWBS

Julie.Mcelhinney@hertfordshire.gov.uk (DSPL 7&8)
Dominique.johnson@hertfordshire.gov.uk (DSPL 6&9)
Denise.filer@hertfordshire.gov.uk (DSPL 3,4&5)
Anna.Mutch@hertfordshire.gov.uk (DSPL 1&2)

Early Years Transition Drop in Sessions

Risk taking play in the Early Years	Wednesday 6th May 2026 10.00 am –11.00 am Join: https://teams.microsoft.com/meet/3167222584471?p=arftHMPGmW6bcjE69p Meeting ID: 316 722 258 447 1 Passcode: G3Sw6RX3
Supporting children in the Early years to build resilience	Tuesday 28th April 2026 10.00 am-11.00am Microsoft Teams meeting Join: https://teams.microsoft.com/meet/32849279953462?p=MBEjXugtKt6FP47IkQ Meeting ID: 328 492 799 534 62 Passcode: iW6BD2ke
Separation and transitions in the Early Years	Monday 18th May 2026 10.00am-11.00am Join: https://teams.microsoft.com/meet/31424824169269?p=vkizq1gnS5g2ZudO2M Meeting ID: 314 248 241 692 69 Passcode: HC23R6bv
"Feelings" is there more to it than happy and sad?	Monday 20th April 11.15 – 12.15 Microsoft Teams meeting Join: https://teams.microsoft.com/meet/31543560556690?p=LI5TzXTveTVy0M7H30 Meeting ID: 315 435 605 566 90 Passcode: ph26Tn3Q Need help? System reference Dial in by phone +44 20 3321 5200, 382650823 United Kingdom, City of London Find a local number Phone conference ID: 382 650 823# For organizers: Meeting options Reset dial-in PIN

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Neurodiversity Support Hub

For Parents, Carers and
Professionals across Hertfordshire

 **01727 833 963**

 **supporthub@add-vance.org**

Whether you need practical advice, emotional support
or simply a listening ear, we're here for you.

Helpline hours:

Term Time: Mon, Wed & Fri: 9am - 1pm

Tues & Thurs: 9am - 3pm

Wed evenings (by appointment): 7pm - 9pm

School Holidays: Mon - Fri: 9am - 1pm

**All our helpline team are parents/carers
of neurodivergent children.**





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>

Tuesday 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
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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 May	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



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LINKS
ACADEMY
ST ALBANS

and

DSPL7

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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).

Wednesday 10 th September	Wednesday 8 th October	Wednesday 12 th November
Wednesday 7 th January	Wednesday 4 th February	Wednesday 4 th March
Wednesday 15 th April	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



admin@dspl7.org.uk



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and

DSPL7

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



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2026 SEND Coffee Mornings

DSPL7 & Vista Support Services 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.

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 28 th January 2026	Laura Tarrant - ASD & PDA
Tuesday 17 th March	Jess Pickle - First Steps, eating disorders, ARFID
Wednesday 13 th May	Kayleigh Clayton - Speech and language
Tuesday 30 th June	Elaine Bridle- ADHD

Vista Support Services



vistasupportservices.org.uk



info@vistasupportservices.org.uk



01727 519128

DSPL7



dspl7.org.uk



admin@dspl7.org.uk



01727 519229



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



admin@dspl7.org.uk



www.dspl7.org.uk



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