Archbishop Holgate's School

Inclusion Corner

SPRING 1 NEWSLETTER: February 2023

Welcome to our 'Inclusion Corner' newsletter feature - we hope you find this newsletter both an informative and uplifting read. For those of you with students new to AHS, a quick overview is below:

Each half term, our Inclusion Corner newsletter will aim to: share important information and links to inform parents and carers on Special Educational Needs, shining a spotlight on a different area of need; celebrate our students' achievements, both in and out of school; publicise news and events that may be of interest to our SEND parents and carers; and finally, introduce parents and carers to each member of our inclusion team here at AHS.

Celebrating SEND at AHS

Our teachers and support staff do a phenomenal job supporting students with SEND here at AHS.

Mr Gladstone

Year 7 Design Technology

Year 7 Technology groups have moved onto a favourite topic - 'The Blockhead'. This is a practical unit where students get introduced to the tools and machines in the workshops. It is a noisy, busy and exciting unit for all students to take part in, using saws, drills and sanding machines for the first time. For some of our hearing impaired students this can however be confusing and disorientating as they sometimes struggle to understand and engage over the noise of the workshop. As a class we have come up with some simple ways to ensure that everyone is included and we keep everyone safe. So when we are doing practical work we all switch off and take off our hearing devices to ensure the noise is not overwhelming. Instead of asking everyone to stop and switch off the machines - we all put both hands in the air to show that we know we have to stop and that we have put our tools down. When it is time to listen to the next set of instructions - we ensure that all of our friends have heard and have stopped as well. When the teacher is showing how to use new machines - we make sure to use as many hand signals, visual demonstrations and written cues (labels / signs / etc.) as possible. The result - there is some amazing practical work coming out of everyone in the class.

SEND spotlight: Cognition & learning

In this issue, we are going to explore factors that affect students' ability to learn and retain information, and how we can work together as a school and at home to boost students' long term memory and retention skills.

We hope that these tips will enable you as parents and carers to support your children out of school - be that with completing homework, revising for exams or just generally supporting their learning and enjoyment of school.

The 'Sciency Bit'

The four types of memory are sensory, short-term, working, and long-term.

Sensory Memory

Sensory memory is a very brief (about three seconds) recall of a sensory experience, such as what we just saw or heard. Some compare sensory memory to a quick snapshot of what you just experienced that quickly disappears.

Short-Term Memory

Short-term memory is that brief period of time where you can recall information you were just exposed to. Short-term often encompasses anywhere from 30 seconds to a few days, depending on who is using the term.

Working Memory

Working memory can be defined as the ability of our brains to keep a limited amount of information available long enough to use it. Working memory helps process thoughts and plans, as well as carries out ideas.

> ***"Whatever you think about, that's what you remember. Memory is the residue of thought."***
>
> **Daniel Willingham**

You can think of working memory as your short-term memory combining strategies and knowledge from your long-term memory bank to assist in making a decision or calculation.

Working memory has been connected to executive functioning (Executive function describes the mental processes and skills used to perform tasks, concentrate on new information and negotiate decisions. They are needed to execute tasks - prioritise, plan and focus on completion - while avoiding outside distractions. Executive function usually develops during childhood and adolescence).

Long-Term Memory

Long-term memory encompasses memories that range from a few days to decades. In order for successful learning to take place, information has to move from the sensory or the short-term memory to the long-term memory.

Cognition and learning at AHS

As a place of learning, our aim at AHS is to support all students to retain the relevant knowledge and skills in their long-term memory to enable them to be as successful as possible, both in exams, and as young people going into the wider world.

However, the process of retaining information into our long-term memory can be much more challenging for students with a specific SEND need such as dyslexia, ADHD, Autism or Speech, Language and Communication issues.

Cognitive load is the amount of mental resources used in working memory used to perform various tasks. In education cognitive load is essentially the amount of effort a student's brain is having to make in order to learn new information.

The good news is there are a number of memory strategies for children that you can use to help improve their short-term and long-term memory.

Top tips to help students manage their cognitive load and improve long-term memory

1) **Be direct and explicit with instructions**
You can use hand signals, visual cues and body language to support your instructions. Keep your instructions short, clear and do not ask students to complete more than 3 things at one time. Some students also find it helpful to have these instructions presented visually or as a flow chart.

2) **Create rhymes, songs and mnemonics**
Help your child make a rhyme, poem, or song from the information they are learning. Our brains are wired to remember music and patterns, so using music or rhymes can help your child improve their memory and recall.

3) **Encourage active learning**
Make learning more engaging for your child by having discussions about different topics, ask them what they think. This could be over breakfast in the morning, or reviewing what they have done at school over dinner. This encourages students to keep the information in their minds long enough to answer questions about it, helping them develop critical thinking skills while improving memory power.

4) **Create mind maps**
Create a mind map of various ideas and how they relate to each other. Building connections between words and topics helps children actively engage with the material and develop a deeper understanding, which is an important part of memory.

5) **Ask your child to teach you**
Encourage your child to explain the information they are learning to you (or a sibling or friend). Make it a challenge to see how much they can remember. Then go back and review any of the material your child was unsure about.

6) **Break information into smaller chunks**
Bite-size amounts of information are easier to remember than tackling a lot of material at once. Start small with the basics and build comprehension from there. Organise the information with headings, lists, and colours to make it easier for your child to recall later.

An interesting read!

Gucci and Paris Fashion Week:
How dyslexia made me an artist

"I just felt alienated. Other kids were always moving up, and I was stuck writing the same lines over and over again."

Street artist Navinder Nangla has been making waves in the fashion world with his work spanning fashion hubs London, Paris and Seoul.

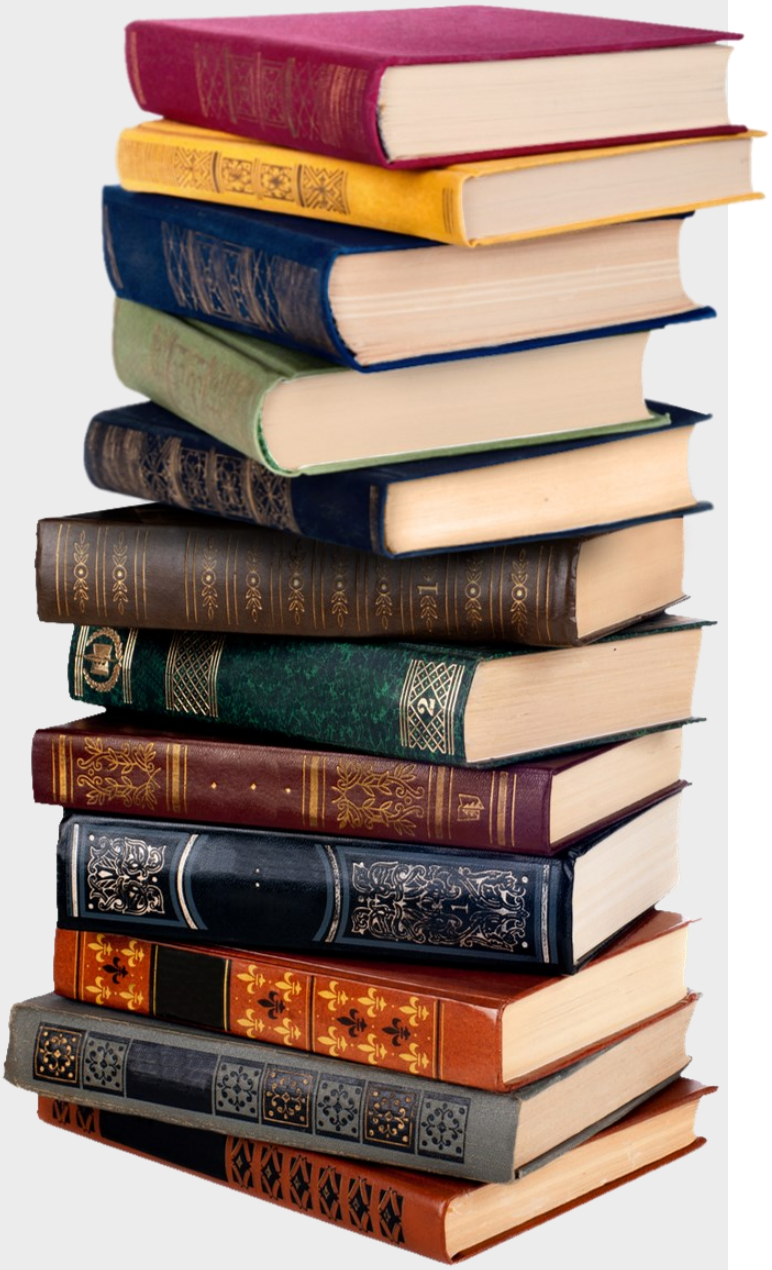
Though he might now have been picked up by the likes of Gucci and Converse, the road to recognition hasn't been easy - due to his struggles with dyslexia. The 27 year old, known as Nav, spent many years of his childhood with undiagnosed dyslexia and he feels this held him back at school.

"I just thought it was pretty embarrassing," he says, as he recalls going to school and having to sit with a staff member in class. "I felt like I wasn't allowed to do school properly."

Being from a South Asian background, Nav believes the delay in his diagnosis was due to the stigma surrounding learning difficulties in his community.

"Brown parents wouldn't like to admit that their child has dyslexia, so they wouldn't even get them tested." It wasn't until Nav, from Northamptonshire, started secondary school that he was encouraged to do a dyslexia test by a teacher, where he was diagnosed.

Read the full article here: https://www.bbc.co.uk/news/newsbeat-64028082



Year 11 exams

How to support your child in the run up to exams

At AHS we recognise that exams are a stressful but very important time. We are really proud of the support we put in place to enable all our students to be successful in their exams and we are proud of the efforts the young people in Key Stage 4 and 5 make every single year.

In simple terms students need to:

- **Plan their time and make a clear revision timetable**
- **Identify a suitable place to work and revise, this might be at home or it might be in school**
- **Identify areas of focus for revision and ensure they are clear on exactly what they need to know**
- **Plan how they will revise and the strategies that work best for them**
- **Make sure they build time for rest into their exam planners and revision timetable**

We provide students with the best support we can in order to facilitate their journey through a process which can be daunting and anxiety laden. Beyond working hard in lessons, attending Period 6 and completing homework, students are expected to work independently to complete their own revision at home in the lead up to exams. But where to begin, what to do and how long to revise for are questions that can often lead to procrastination, loneliness or complete avoidance all together. While teachers have given you lots of materials to support your revision this is a 'one stop shop' to support you to get off the starting blocks and get revising:

https://sites.google.com/pmat.academy/revision-resources/home

SEND Coffee Morning

This is advanced notice for our next SEND Coffee Morning for parents and carers to be held in our Library and Resource Centre on Saturday 18 March from 10am - 12pm. This event will be mainly dedicated to all things KS4/KS5 and how to support students in the run up to their exams. We strongly advise parents and carers of our Year 11 and Year 13 SEND students to attend.

During the morning, you will get a chance to:

- **Gather important information and advice about how to support students with their revision**
- **Gather SEND friendly revision resources for core subjects**
- **Meet with many of the staff who are part of our inclusion and intervention team.**
- **Chat with other parents of SEND students**
- **Access important resources about our SEND offer at AHS and find out how you can support students outside of school too**
- **Enjoy refreshments**
- **Ask any questions you might have about SEND at AHS**

We would love to see as many of you there as possible!

Important SEND updates from CYC this month!

City of York Council SEND Universal Offer - Spring Term 2023

At the end of this newsletter you will find the full calendar of events for Spring term, up to 31 March 2023. Sessions range from parent autism drop ins, to understanding dyscalculia.

For information on how to book these sessions, please see underneath the timetable on page 9.

Specialist Teaching Team for Autism

Wednesday Parent Support Spring 2023

Topic talks led by the Specialist Teaching Team for Autism, including time for peer support.

Virtual: 10am - 11am. this year we have moved to Microsoft Teams. Due to confidentiality issues, we will be unable to discuss named children during this time. In person: 1.30pm - 2.30pm. Address: YIKS All About Autism Hub, Clifton Children's Centre YO30 6BF (In front of Clifton Green School)

Autism and Adolescence

Wednesday 1 February, 10am - 11am (online) and 1.30pm -2.30pm (in person)

Using Visuals

Wednesday 22 February, 10am - 11am (online) and 1.30pm - 2.30pm (in person)

Masking

Wednesday 15 March, 10am - 11am (online) and 1.30pm - 2.30pm (in person)

Online Safety

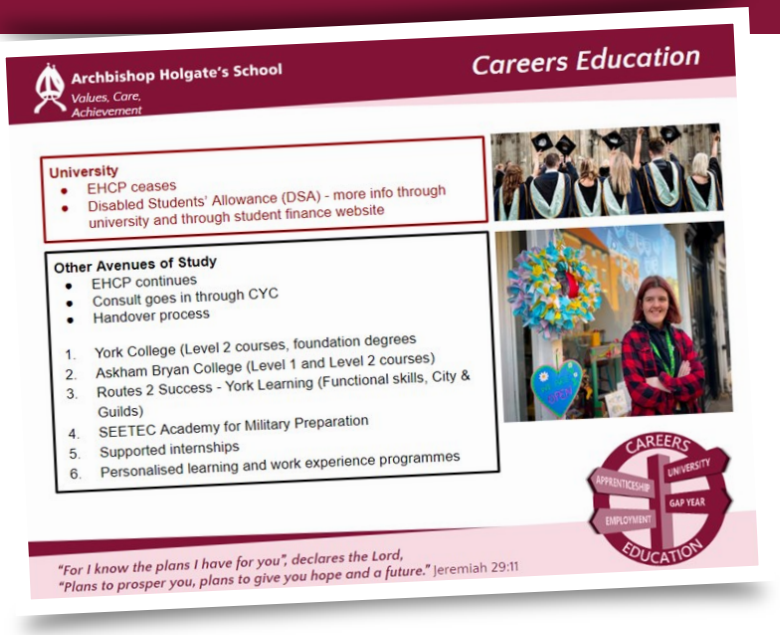
Wednesday 29 March, 10am - 11am (online) and 1.30pm - 2.30pm (in person)

To book your virtual place on a Microsoft Teams session, please email your name and email address, stating which session/s you would like to book to: parentcarerautismsupport@york.gov.uk

Who else can help with SEND support for my child?

- **The Local Authority:** www.yor-ok.org.uk/families/Local%20Offer/sendlocaloffer
- **CAMHS:** www.valeofyorkccg.nhs.uk/rss/home/mental-health/children-and-young-people
- **SENDIASS:** www.yorksendiass.org.uk
- **Mental Health Charities:** archbishopholgates.academy/supporting-our-students-emotional-health
- **York Inspirational Kids:** www.keyworking.co.uk/index.html
- **Young Carers:** yorkcarerscentre.co.uk/young-carers
- **Disability Living Allowance:** www.gov.uk/dla-disability-living-allowance-benefit
- **Family Fund:** www.familyfund.org.uk
- **Short Breaks Provision:** www.york.gov.uk/ShortBreaks
- **Applying for Transport:** www.york.gov.uk/TransportToSchoolOrCollege
- **Family Action:** www.family-action.org.uk/what-we-do/children-families/send/send-info
- **Your local GP:** Initial concerns about behaviour, not meeting age-expected milestones, sleeping patterns, energy levels (low and high), diet, mood swings.

Post 16 Corner:
I have an EHCP, what's best for me?



Financial support and advice

If your child has an EHCP and wants to go to university, their EHCP will cease when they arrive at their university placement. As a consequence of this, their funding for any extras they might have needed in school, such as a reader or a scribe in exams, 1:1 support in lessons and any equipment, will end when they go to university.

However, support will still be available for these extras at university through the Disabled Student Allowance (DSA). This funding covers the study related costs due to any mental health problems, long-term illness or disability. You can apply for DSA on its own or in addition to any student finance, and students don't have to pay it back at the end of their studies. The type of support and how much will be allocated is not means tested, it is dependent on the students' individual needs and not the household income.

Your child will need to apply for DSA at the same time as they apply for student finance. They can apply in principle for this ahead of A Level results day. To apply they will need to fill in an online form and then they may have to go to an assessment centre to complete a needs assessment to work out exactly what help they will need at university. There is a charge for the assessment, however this will be reimbursed if DSA is assigned. At the assessment centre they will also give information about how the DSA will be paid - on some occasions it is paid straight into the student's bank account and on others it is paid directly to the university providing the service and/or equipment. Find out more here: https://www.gov.uk/disabled-students-allowance-dsa

Do you and your child know the options available to you for Post 18 study?

- Blueberry Academy (2 years to 16+) www.blueberryacademy.co.uk
  Learning difficulties, Autism, SEMH, Disabilities
- Tang Hall Smart (14+ hours a week, 16+) www.tanghallsmart.com
  Drama, Dance, Music, Art, Sport
- United Responses (16+) Studying alongside work placements www.unitedresponse.org.uk
- Project Choice (One year programme, 16+) Study with NHS and community work placements. Work placements are unpaid www.hee.nhs.uk/our-work/project-choice-supported-internships
- Routes 2 Success (One year, 16+) Part of York Learning - a supportive study programme yorklearning.org.uk/learning-for-everyone/routes-2-success/#1653653523393-e99580ec-4666
- Pinc College (two or three years, 16+) Specialist college for creative education pinccollege.co.uk

City of York Council SEND Universal Offer Spring Term 2023

Offer for Parents
SENCO offer
Staff Training

More details on booking any of these please see the end of the calendar

		Monday	Tuesday	Wednesday	Thursday	Friday
Week 1: 2-6 January	a.m.	Little Stars Portage Group 10 - 11.30am at Carr Childrens Centre		Parent Autism Workshop (Virtual): Managing Emotions 10-11am Parent EP Phone Line 930-1130am		Portage Music Group 10 – 11.30am at Carr Childrens Centre
	p.m.	Little Stars Portage Group 1 – 2.30pm at The Avenues		Parent Autism Drop in Workshop: Managing Emotions 1.30-2.30pm Social Communication Portage Group 1 - 3.30pm at Carr Childrens Centre	SENCO autism phone line 2-5 pm	EY SENCO Advice line St Pauls Nursery ERP 1230-330pm
Week 2: 9-13 January	a.m.	Little Stars Portage Group 10 - 11.30am at Carr Childrens Centre Open session at **St Paul's ERP** 9 - 11	SENCO autism phone line 9-12 noon	Parent EP Phone Line 930-1130am Parent Autism Phone line 9-12noon Autism Education Trust - Making Sense of **Autism** 1 9.30-11.30 a.m.		Portage Music Group 10 – 11.30am at Carr Childrens Centre Implementing Wellcomm across settings to improve speech and language outcomes for children under 5. **St Paul's ERP** 9 – 10:30am

	p.m.	SENCO autism phone line 2-5 pm Little Stars Portage Group 1 – 2.30pm at The Avenues	**Autism** TA Support Group: Anxiety 1.30 - 3 p.m. Teams Making Speech Sounds fun Virtual **Haxby Road ERP** 3.30 – 4.30	Parent Autism Drop-in At the Autism Hub 1-3pm Social Communication Portage Group 1 - 3.30pm at Carr Childrens Centre **Deaf and Hearing Support Team** primary training (online) 4 - 5pm		EY SENCO Advice line St Pauls Nursery ERP 1230-330pm
Week 3: 16-20 January	a.m.	Open visit to **St Oswalds ERP** to observe strategies and resources 10 – 11.30am Little Stars Portage Group 10 - 11.30am at Carr Childrens Centre	SENCO autism phone line 9-12 noon	Parent Autism Workshop (Virtual): Toileting 10-11am Parent EP Phone Line 930-1130am Autism Education Trust Making Sense of **Autism** 2 9.30-11.30 a.m		Portage Music Group 10 – 11.30am at Carr Childrens Centre
	p.m.	Little Stars Portage Group 1 – 2.30pm at The Avenues Sharing good practice **St Oswalds ERP** 1 – 3 pm	Primary **Autism** Champions- EY focus 1.30- 3 p.m	Parent Autism Drop in Workshop: Toileting 1.30-2.30pm Social Communication Portage Group 1 - 3.30pm at Carr Childrens Centre	SENCO autism phone line 2-5 pm Low Arousal Approaches Virtual **Haxby Road ERP** 3.30 – 4.30	EY SENCO Advice line St Pauls Nursery ERP 1230-330pm
Week 4: 23 Jan – 27 Jan	a.m.	Little Stars Portage Group 10 - 11.30am at	SENCO autism phone line 9-12 noon	Parent Autism Phone line 9-12noon		Portage Music Group 10 – 11.30am at Carr Childrens Centre

		Carr Childrens Centre		Parent EP Phone Line 930-1130am		
	p.m.	SENCO autism phone line 2-5 pm Little Stars Portage Group 1 – 2.30pm at The Avenues	Secondary **Autism** Champions 1.30- 3 p.m	Parent Autism Drop-in At the Autism Hub 1-3pm Social Communication Portage Group 1 - 3.30pm at Carr Childrens Centre **Deaf and Hearing Support Team** secondary/post 16 training (online) 4 - 5pm	Designated Teacher for Children in Care Network 1-3pm Intensive and musical interactions – what are they and how do I do them? **St Paul's ERP** 2:30 – 4	EY SENCO Advice line St Pauls Nursery ERP 1230-330pm
Week 5: 30 Jan – 3 Feb	a.m.	Little Stars Portage Group 10 - 11.30am at Carr Childrens Centre	SENCO autism phone line 9-12 noon	Parent Autism Workshop (Virtual): Autism and Adolescence 10-11am Parent EP Phone Line 930-1130am		Portage Music Group 10 – 11.30am at Carr Childrens Centre
	p.m.	Little Stars Portage Group 1 – 2.30pm at The Avenues Parent Helpline for children with SpLD (dyslexia) 1 – 3pm		Parent Autism Drop in Workshop: Autism and Adolescence 1.30-2.30pm Social Communication Portage Group 1 - 3.30pm at Carr Childrens Centre	SENCO autism phone line 2-5 pm Working Memory Virtual **Haxby Road ERP** 3.30 – 4.30	EY SENCO Advice line St Pauls Nursery ERP 1230-330pm
Week 6: 6-10 February	a.m.	Little Stars Portage Group 10 - 11.30am at	SENCO autism phone line 9-12 noon	Parent Autism Phone line 9-12noon		Portage Music Group 10 – 11.30am at Carr Childrens Centre

		Carr Childrens Centre	Coffee and catch up for parents of CYP working with Medical Needs HT Team Carr Children's Centre 9.30-10.30am	Parent EP Phone Line 930-1130am **Moving and Handling** Refresher and Back Care Training – For teachers and TAs, 8:45 – 12:00 (Virtual)		
	p.m.	Little Stars Portage Group 1 – 2.30pm at The Avenues SENCO autism phone line 2 – 5pm	**Autism** Zones of Regulation 3.30-4.30 p.m Social Stories Virtual **Haxby Road ERP** 3.30 – 4.30	Parent Autism Drop-in At the Autism Hub 1-3pm Planning for reintegrating CYP with EBSA back to school 3.30pm-4.30pm (Virtual) Social Communication Portage Group 1 - 3.30pm at Carr Childrens Centre	SENCO autism phone line 2-5 pm What is Dyscalculia? 3.30pm-4.30pm **St Oswalds ERP** The Graduated Response 1 Assess and Plan. **St Paul's ERP** training for Sencos 2:30 – 4 Hob Moor Oaks in Action **Hob Moor Oaks** 1 - 3pm	EY SENCO Advice line St Pauls Nursery ERP 1230-330pm
Half Term						
Week 7: 20-24 February	a.m.	Little Stars Portage Group 10 - 11.30am at Carr Childrens Centre	SENCO autism phone line 9-12 noon	Parent Autism Workshop (Virtual): Using visuals 10-11am Parent EP Phone Line 930-1130am		Portage Music Group 10 – 11.30am at Carr Childrens Centre Open visit to **St Oswalds ERP** to observe strategies and resources 10 – 11.30am

						Open session **St Paul's ERP** 9 - 11
	p.m.	SENCO autism phone line 2-5 pm **EY Autism** TA Support Group 3 - 4.30 p.m. Teams Little Stars Portage Group 1 – 2.30pm at The Avenues		Parent Autism Drop in Workshop: Using visuals 1.30-2.30pm Early Years Child in Care Practitioner Network 1:30 -3pm Social Communication Portage Group 1 - 3.30pm at Carr Childrens Centre **Deaf and Hearing Support Team** Early Years training 4-5pm		EY SENCO Advice line St Pauls Nursery ERP 1230-330pm Sharing good practice **St Oswalds ERP** 1 – 3 pm
Week 8: 27 Feb – 3 March	a.m.	Little Stars Portage Group 10 - 11.30am at Carr Childrens Centre	SENCO autism phone line 9-12 noon.	Parent EP Phone Line 930-1130am	The Graduated Response 2 Do and Review **St Paul's ERP** Training for SENCOs 9 – 10:30	Portage Music Group 10 – 11.30am at Carr Childrens Centre
	p.m.	Little Stars Portage Group 1 – 2.30pm at The Avenues Parent Helpline for children with SpLD (dyslexia) 1 – 3pm		Social Communication Portage Group 1 - 3.30pm at Carr Childrens Centre	SENCO autism phone line 2-5 pm Scaffolding language development Virtual **Haxby Road ERP** 3.30 – 4.30	EY SENCO Advice line St Pauls Nursery ERP 1230-330pm
Week 9: 6 – 10 March	a.m.	Little Stars Portage Group 10 - 11.30am at	SENCO autism phone line	Parent Autism Phone line 9-12noon		Portage Music Group 10 – 11.30am at Carr Childrens Centre

		Carr Childrens Centre	9-12 noon	Parent EP Phone Line 930-1130am		
	p.m.	Little Stars Portage Group 1 – 2.30pm at The Avenues SENCO autism phone line 2-5 pm	**Autism** TA Support Group: Peer Awareness 1.30 - 3 p.m. Teams	Parent Autism Drop-in At the Autism Hub 1-3pm Social Communication Portage Group 1 - 3.30pm at Carr Childrens Centre	Supporting Pupils with PDA Virtual **Haxby Road ERP** 3.30 – 4.30 **PHN Team** Adapting PE in the Primary School 3:30pm – 4:30	EY SENCO Advice line St Pauls Nursery ERP 1230-330pm Early Years SENCO Training 9:30 – 12:30pm Pathfinder Teaching School Hub, Archbishop Holgate Secondary School
Week 10: 13-17 March	a.m.	Little Stars Portage Group 10 - 11.30am at Carr Childrens Centre	SENCO autism phone line 9 - 12noon	Parent Autism Workshop (Virtual): Masking 10-11am Parent EP Phone Line 930-1130am		Portage Music Group 10 – 11.30am at Carr Childrens Centre
	p.m.	Little Stars Portage Group 1 – 2.30pm at The Avenues		Parent Autism Drop in Workshop: Masking 1.30-2.30pm Social Communication Portage Group 1 - 3.30pm at Carr Childrens Centre Autism Education Trust Good **Autism** Practice 1 3.30-5.30pm	SENCO autism phone line 2-5 pm Practical Skills to develop independent learners 3.30pm-4.30pm **St Oswalds ERP** Designated Teacher for Children in Care Network 1-3pm	EY SENCO Advice line St Pauls Nursery ERP 1230-330pm Early Years SENCO Training 9:30 – 12:30pm Pathfinder Teaching School Hub, Archbishop Holgate Secondary School
Week 11: 20 – 24 March	a.m.	Little Stars Portage Group 10 - 11.30am at	SENCO autism phone line 9-12 noon	Parent Autism Phone line 9-12noon		Portage Music Group 10 – 11.30am at Carr Childrens Centre

		Carr Childrens Centre EY **Autism** Education Trust Training 9.30-11.30am **St Paul's ERP** open session 9 - 11		Parent EP Phone Line 930-1130am		
	p.m.	SENCO autism phone line 2-5 pm Little Stars Portage Group 1 – 2.30pm at The Avenues		Parent Autism Drop-in At the Autism Hub 1-3pm Social Communication Portage Group 1 - 3.30pm at Carr Childrens Centre Autism Education Trust Good **Autism** Practice 2 3.30-5.30pm	Drop in session for TAs/Teachers for advice on meeting SLCN/ASC needs within mainstreaml **Haxby Road ERP** 3.30 – 4.30	EY SENCO Advice line St Pauls Nursery ERP 1230-330pm
Week 12: 27 – 31 March	a.m.	Open visit **to St Oswalds ERP** to observe strategies and resources 10 – 11.30am Little Stars Portage Group 10 - 11.30am at Carr Childrens Centre	SENCO autism phone line 9-12 noon	Parent Autism Workshop Online Safety 10-11am Parent EP Phone Line 930-1130am		Portage Music Group 10 – 11.30am at Carr Childrens Centre
	p.m.	Little Stars Portage Group 1 – 2.30pm at The Avenues Sharing good practice **St Oswalds ERP**	Primary & Secondary Autism Champions 1.30- 3 p.m. Supporting pupils with high anxiety and ASC Virtual	Parent Autism Drop in Workshop: Online safety 1.30-2.30pm Social Communication Portage Group 1 - 3.30pm at	SENCO autism phone line 2-5 pm	EY SENCO Advice line St Pauls Nursery ERP 1230-330pm

		1 – 3 pm	**Haxby Road ERP** 3.30 – 4.30	Carr Childrens Centre		
Easter Break						

More Details for booking

JOINING DETAILS FOR FAMILIES			
What	Who is this for?	Where	How
Coffee and catch up for CYP working with Medical Needs HT Service	Parents by invite	TBC	To book email - elizabeth.marsden@york.gov.uk or alyson.harris@york.gov.uk
Dyslexia / SpLD Parent Phone line	All age	Phone line	Call Jacqui Webster on 01904 555429
Little Stars Portage Group	Parents of pre-school children	The Avenues Children's Centre, Sixth Avenue, Tang Hall YO31 0TX Or at Carr Childrens Centre Acomb	No need to book – just come along. Any queries, please ring or text Shahenaz on 07771 978 930
Parent Autism Drop In	All age	Autism Hub	Drop in! ☺
Parent Autism Phone Line	All age	Phone line	To book a time slot, contact parentcarerautismsupport@york.gov.uk
Parent Autism Workshop (face to face)	All age	Autism Hub	No need to book.
Parent Autism Workshop (virtual)	All age	Virtual – Teams	To book a timeslot, contact parentcarerautismsupport@york.gov.uk
Parent EP Phone Line	All age	Phone line	to book email: EPsupportline@york.gov.uk
Portage Music Group and Portage Social Communication Group	Early years	Carr Childrens Centre Acomb	By invitation only

JOINING DETAILS FOR SENCOs			
What	Who is this for?	Where	How
SENCO Autism Phone Line	All age	Phone line	To book a telephone support call, please email sendcoautismsupport@york.gov.uk
Early Years SENCO Autism Phone Line	Early Years	Phone line	To book a telephone support call, please email EYSupport@york.gov.uk, or call 01904 555133
Early Years SENCO Training	Early Years	Pathfinder Teaching School Hub, Archbishop Holgate Secondary School	For more details contact Nicola Dos Santos, Nicola.DosSantos@york.gov.uk

JOINING DETAILS FOR COURSES	
What	How
For all AUTISM courses	Use MYLO to book courses City of York Council's MyLO (learningpool.com) Any queries please direct to sendcoautismsupport@york.gov.uk
For all DEAF AND HEARING SUPPORT TEAM courses	Contact Shelley Nicol at shelley.nicol@york.gov.uk
For all HAXBY ROAD ERP courses	Contact Lucy Battersby at l.battersby@ebor.academy
For all PHN courses	Contact Lucy.Nicol@york.gov.uk
For all HOB MOOR OAKS events	Contact Olivia Hargreaves at SMTP:adminhmo@hm.ebor.academy
For all ST OSWALDS ERP courses	Contact Jacqui Webster at 01904 555429
For all ST PAULS EARLY YEARS ERP courses	Contact EYSupport@york.gov.uk or call 01904 555133
For Moving and Handling Training	Contact Emma Sharpe emma.sharpe@york.gov.uk
For Planning for reintegrating CYP with EBSA back to school	Contact Lucy.Nicol@york.gov.uk