

# Have you tried...

INCLUSION CONFERENCE  
MARKETPLACE INFORMATION



SHARING SOLUTIONS

*'Small things can make a big difference'*

1 CITY : 5 PRINCIPLES





## WELCOME TO OUR INCLUSION CONFERENCE MARKETPLACE

We are delighted to have over 50 stands sharing their knowledge, expertise and services to support inclusion in schools. A big thank you to the schools and organisations that have taken the time to come along and share information.

The marketplace session will run informally from 1.30-3.30pm, allowing delegates plenty of time to network and find out further information. Please do take the time to visit stands to hear about inclusive practices and opportunities.

Please note that the marketplace is provided for delegates to gain information, share ideas and hear about opportunities. The Inclusion Partnership is not responsible for quality assurance or endorsement of any content shared. You must apply your own due diligence and follow your processes.

**We hope you find the Marketplace useful, helpful and informative!**

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4.	The SEND Dynamic C.I.C.	The SEND Dynamic C.I.C.	Vicky Wright
5.	Inclusive Attendance	Inclusive Attendance Ltd	Wayne Harris
6.	SENDIASS	SENDIASS	Sarah Hart
7.	Sexual Health Promotion	Sexual Health Promotion	Meg Neill
8.	Education Welfare	DCC	Jonathan Howie
9.	Family Information Service	DCC	Judith Allbutt
10.	Family Hubs	DCC	Alix Manning Jones
11.	Positive Parenting Relationships	DCC	Amy Jones
12.	Junction 16	Respect Collaboration of Schools	Carolyn Maw
13.	Derby Youth Alliance	Derby Youth Alliance	Michelle Butler
14.	Public Health	DCC	Michelle Robinson
15.	Holiday Activities & Food Programme (HAF)	DCC	Clare Labram
16.	New Communities Achievement Team	DCC	Adem Repesa
17.	Changing Lives	Compass	Rachel Ramos
18.	Got Your Back - Derbyshire Victim Services	Derbyshire Victim Services	Lucy Clarke
19.	Mental Health and Wellbeing	Bridge the Gap	Jennifer Wyman
20.	Music, Art & Culture	Baby People	Baby J
21.	Exploitation Awareness	Safe and Sound	Helen West
22.	YMCA Derbyshire KEY COLLEGE	YMCA Derbyshire	Ellie Jackson
23.	STePS - Educational Psychology Service	STePS	Eleanor Moore
24.	Social Communication and Autism	STePS	Davinia Hammersley
25.	PSG/SSG	PSG/SSG	Iain Peel
26.	University of Derby Widening Access Team	University of Derby	Luke Gordon-Calvert
27.	The SEND - Student Legal Advice Centre	University of Derby	Chris Bristow
28.	BA(Hons) Special Educational Needs & Disability	University of Derby	Chris Bristow
29.	Mental Health and Wellbeing	Freedom Foundation	Anna Malik
30.	Derby Theatre	Derby Theatre	Tom Craig
31.	Derby City Council Prevent Team	DCC	Sally Siner
32.	Derbyshire Mental Health and Suicide Prevention	Public Health	Luke Oldham
33.	Life Lessons Ltd	Life Lessons Ltd	Jamie O'Connell
34.	Saturday Club	University of Derby	Hana York
35.	Esteem Multi Academy Trust	Esteem Multi Academy Trust	Kerry Ollett
36.	Rolls-Royce	Rolls-Royce	Bev Swindles
37.	Derby City Council - Young Carers	Derby City Council	Jonathan Howie

# SCHOOL MARKETPLACE

## 1. Attendance

<b>School name</b>	Chellaston Academy
<b>Contact name</b>	Laura Horvath
<b>Job title</b>	Assistant Headteacher
<b>Contact email</b>	l.horvath@chellaston.derby.sch.uk
<b>Context/ Issues / barriers that were present</b>	FSM Persistent Absence
<b>Brief outline of the approach</b>	Using FFT to identify FSM students 85-90% attendance. HOY/DHOY meet with them each fortnight to set bespoke attendance target to improve whilst drinking hot chocolate (with marshmallows!).
<b>Benefits/ outcomes for participants</b>	Develops relationship between student and pastoral team, builds sense of connectedness/belonging. Target feels achievable and is about improvement, not 'perfection', and gives space to understand any barriers.
<b>Training accessed to support this approach</b>	EBSNA, National Attendance Hub.
<b>Top Tips</b>	Keep the group number small each week.
<b>Next steps</b>	Develop a more robust way to track the impact of intervention.

## 2. Communication aids for students in class/ use of widget

School name	Arboretum Primary School
Contact name	Tilly Linnecor
Job title	Inclusion Manager
Contact email	N.linnecor@hotmail.co.uk
Context/ Issues / barriers that were present	We have lots of children with communication difficulties especially with autism and other disabilities. We use lots of symbols and visuals to aid in lessons/ with key interventions and with our graduated response. The resources we use helps children access lessons/communicate their needs and wants.
Brief outline of the approach	<ul style="list-style-type: none"> <li>• Use of symbols/ visuals and widget</li> <li>• Communication boards</li> <li>• Choice boards</li> <li>• Sensory circuits - visuals and choice boards</li> <li>• Task sheets</li> <li>• Now and then</li> <li>• Visual timetables</li> <li>• Individual timetables</li> <li>• Rewards chart</li> <li>• Reflective book- behaviour focused.</li> </ul>
Benefits/ outcomes for participants	<ul style="list-style-type: none"> <li>• Allows all children to access and feel calm and regulated using these resources</li> <li>• Allows non-verbal children to communicate.</li> </ul>
Training accessed to support this approach	Use of widget.
Top Tips	Adapt for your setting! Use your own photos before symbols.

### 3. School of Sanctuary

School name	City of Derby Academy
Contact name	Jo Bruce
Job title	AHT Inclusion
Contact email	jbruce@cityofderbyacademy.org
Context/ Issues / barriers that were present	To become part of a network of more than 680 primary and secondary schools, nurseries and sixth forms all committed to creating a culture of welcome, understanding and belonging for those forced to flee.
Brief outline of the approach	<p>To become a School of Sanctuary, a school must take an intentional and reflective approach to reviewing and refining school practice in relevant areas and demonstrate that they have implemented three key principles:</p> <p><b>LEARN</b> Schools help their students, staff and wider community learn about what it means to be seeking sanctuary and the issues surrounding forced migration.</p> <p><b>EMBED</b> Schools are committed to creating a safe and inclusive culture of welcome that benefits everybody, including anyone in their community seeking sanctuary.</p> <p><b>SHARE</b> Schools share their values and activities with their local communities.</p>
Benefits/ outcomes for participants	Students more aware of refuge, charity and how to make our school a more welcoming place for all students.
Training accessed to support this approach	Schools of sanctuary have several on line events and members will visit schools for support.
Next steps	Sharing what we have achieved so that more schools can join the network.

## 4. SEMH

School name	RESPECT Collaboration of Schools
Contact name	Pete Benyon
Job title	SEMH and Inclusion Advisor
Contact email	p.benyon@respectschools.co.uk
Aim of project/ programme/ approach	The SEMH and Inclusion Advisory service is tasked with connecting with schools in order to create SEMH informed and accepting environments that will proactively increase the probability of engagement and success for all pupils.
Brief outline of the approach	The service works closely with engaged schools individually to provide advice, guidance and training that the staff want and need to feel confident when working with pupils. This includes advice and support on school policy, systems and processes.
Benefits/ outcomes for participants	<p>“The importance of anticipation, to put support in before escalation. The importance of relationships, care and children feeling valued.” - quote from participant in training offered by service.</p> <ul style="list-style-type: none"> <li>• Time and support for staff to explore innovative and flexible solutions to meet individual needs</li> <li>• Increased confidence when dealing with unpredictable and challenging situations</li> <li>• Bespoke solutions for individuals and schools.</li> </ul>
Training accessed to support this approach	The Role of DICE
Top Tips	<ul style="list-style-type: none"> <li>• Create time in the school week for staff to have open dialogues about inclusion and behaviour</li> <li>• Increase focus on relationship and trust building between adults and children</li> <li>• Network and collaborate as much as possible with other schools in your area</li> <li>• Design systems to record and utilise post-incident learning to create more pro-active strategies.</li> </ul>
Next steps	Analyse, evaluate and interpret data from this year to inform next year’s strategy.

## 5. Attendance

<b>School name</b>	Allestree Woodlands School
<b>Contact name</b>	Rachael Lawmon
<b>Job title</b>	Attendance Officer and DDSL
<b>Contact email</b>	r.lawmon@woodlands.derby.sch.uk
<b>Context/ Issues / barriers that were present</b>	Nothing on offer to bridge the gap between home and school when child is severely absent. Needed a more therapeutic/emotional approach to reintegration and support.
<b>Brief outline of the approach</b>	Brochure produced outlining support. Timetable created to include regulation work, curriculum, time out and targeted work. Meetings with parents/students to discuss and launch effectively.
<b>Benefits/ outcomes for participants</b>	Still early days - waiting to see impact for students.
<b>Training accessed to support this approach</b>	EBSNA
<b>Next steps</b>	Develop the curriculum and provision.

## 6. Attendance

<b>School name</b>	Littleover Community School
<b>Contact name</b>	Suzanna Dallali
<b>Job title</b>	Behaviour Support and Inclusion Mentor
<b>Contact email</b>	s.dallali@littleover.derby.sch.uk
<b>Context/ Issues / barriers that were present</b>	We didn't have a role to tackle the rise of PA post-covid.
<b>Brief outline of the approach</b>	Development of my role to increase capacity in attendance support. Work with those 89% and under to deliver interventions, monitoring and then triaging.
<b>Benefits/ outcomes for participants</b>	Successful short-term interventions. Fluid interventions and support is flexible. Has forged positive relationships between parents and school. Have made referrals to SEN/Wellbeing teams after using ATTEND.
<b>Training accessed to support this approach</b>	EBSNA
<b>Top Tips</b>	Alternative perspective for positive relationships - not 'attendance officer'.
<b>Next steps</b>	Continue to develop a framework i.e. student and parent forms, contracts.

## 7. Attendance

<b>School name</b>	Landau Forte College Derby
<b>Contact name</b>	Alison Brannick
<b>Job title</b>	Principle
<b>Contact email</b>	abrannick@landau-forte.org.uk
<b>Context/ Issues / barriers that were present</b>	Improving attendance of the most vulnerable - may be disadvantage young people/ those with complex health or SEND needs.
<b>Brief outline of the approach</b>	<ul style="list-style-type: none"><li>• Completely personalised approach to removing the barriers to non attendance for the most vulnerable groups</li><li>• Building positive and trusting relationships with families</li><li>• Building strong relationships with appropriate external agencies.</li></ul>
<b>Benefits/ outcomes for participants</b>	<ul style="list-style-type: none"><li>• Attendance % for EHCP/ SEND students</li><li>• Persistent absence % for EHCP/SEND students</li><li>• Progress 8 score for EHCP/ SEND students.</li></ul>
<b>Top Tips</b>	Be patient and tenacious - it can take time to turn around attendance but it can be done.

## 8. Behaviour

School name	Alvaston Moor Academy
Contact name	Luke Platts
Job title	Assistant Principal
Contact email	lplatts@alvastonmoor.co.uk
Context/ Issues / barriers that were present	Escalating behaviours.
Brief outline of the approach	Whole school CPD delivered and working party to be organised
Benefits/ outcomes for participants	Staff have received further training on de-escalation and their response to behaviour.
Training accessed to support this approach	Yes, whole school CPD.
Top Tips	Pete is great and really engaging.
Next Steps	Continue working collaboratively.

## 9. Whole school approach towards de-escalation and support with creating a new relational behaviour policy

School name	Brookfield Primary School
Contact name	Katy Smith
Job title	Headteacher
Contact email	bpshead@learnerstrust.org
Context/ Issues / barriers that were present	A few children in our school who for a range of reasons were becoming dysregulated and had formed a strong relationship with myself, so we needed a more whole school approach to ensure that everyone was supporting children who may become dysregulated in school.
Brief outline of the approach	Whole school approach, inset days planned and follow up work completed in school.
Benefits/ outcomes for participants	Some of our learners are now much more able to say how they are feeling and use strategies we have put in place early. Staff are becoming much more engaged in thinking in a different way and reflecting on incidents, to ensure that we are meeting the needs of all learners and not escalating a situation.
Training accessed to support this approach	Inset day DICE training.
Top Tips	Regular discussions with staff to ensure that we are constantly thinking about how we can support all learners to feel safe and as regulated as possible in school.
Next Steps	Continue to develop our whole school policy to make it even more relational.

## 10. Neurodiversity working group

<b>School name</b>	Lees Brook Academy
<b>Contact name</b>	Hannah Davies
<b>Job title</b>	SENDSCO
<b>Contact email</b>	hdavies1@leesbrook.co.uk
<b>Context/ Issues / barriers that were present</b>	Meeting the needs of a range of neurodiverse learners.
<b>Brief outline of the approach</b>	Staff and teaching assistant CPL. Development of a staff working group with the support of Pete Beynon, where staff can openly share concerns and discuss approaches that can be used in the classroom to support our learners.
<b>Benefits/ outcomes for participants</b>	Staff to feel supported and able to openly share concerns and discuss the difficulties faced. Students to benefit from a wider range of classroom strategies and a better understanding of their individual needs.
<b>Training accessed to support this approach</b>	Pete Beynon SEMH support with training.
<b>Top Tips</b>	Open and honest approach to difficulties.
<b>Next Steps</b>	To strengthen the group with further strategies explored and shared across the wider staff body.

## 11. 1:1 sessions to support improving mental health and wellbeing

<b>School name</b>	Derby College
<b>Contact name</b>	Jill Hounslow-Eyre
<b>Job title</b>	Resilience Coordinator
<b>Contact email</b>	jill.hounslow-eyre@derby-college.ac.uk
<b>Context/ Issues / barriers that were present</b>	Working with students who don't meet the threshold for organisations such as CAMHS but are struggling with anxiety, low mood, depression, panic or some phobias. It doesn't matter if there is a diagnosis but rather how their day to day life is affected. This could be avoidance, safety behaviours, attendance, being in classroom, social interaction and other aspects of their life outside college.
<b>Brief outline of the approach</b>	Guided self-help strategies based on cognitive behaviour therapy to give students techniques they can use to help themselves. An assessment is completed with students and a SMART target is identified by the student based on the challenges around their mental health. Strategies are explained and discussed in each session and students then practice these and report back in the next meeting.
<b>Benefits/ outcomes for participants</b>	Students use progress towards their target to identify personal success. The Revised Children's Anxiety and Depression Scale (RCADS) is completed at the beginning, during and end of final session as an outcome tool. Data on attendance for students participating compared to the wider cohort of students is also collected, along with any changes for individual students noted.
<b>Training accessed to support this approach</b>	Enhanced Evidence Based Practice Level 7.
<b>Top Tips</b>	Giving students control and encouraging them to take responsibility. Normalising anxiety and low mood, where appropriate. Providing with students with the tools to allow them to help themselves. to take responsibility.
<b>Next Steps</b>	Other methods of reaching out to students who may not be ready for 1:1 sessions.

## 12. Schools Multi Agency Team

<b>School name</b>	Derby Moor Spencer Academy
<b>Contact name</b>	Rebecca Perkins
<b>Job title</b>	Multi Agency Team Manager
<b>Contact email</b>	RPerkins@derbymoorspencer.org.uk
<b>Brief outline of the approach</b>	Schools graduated early help and alternative provision.
<b>Benefits/ outcomes for participants</b>	<ul style="list-style-type: none"><li>• Preventing students and families reaching crisis point</li><li>• Reducing permanent exclusions.</li></ul>
<b>Training accessed to support this approach</b>	Emotion coaching, relational trauma informed practice.
<b>Top Tips</b>	Strong team, early intervention, student focused.
<b>Next Steps</b>	Sharing good practice.

## 13. SEND Parent Support Group

School name	St James Junior School
Contact name	Katrina Haines
Job title	SENDSCO/Assistant Head
Contact email	k.haines@stjames.derby.sch.uk
Context/ Issues / barriers that were present	<p>Parents were feeling isolated and judged because of their children's behaviour and needs. They didn't feel understood by the school and sometimes not by school staff.</p> <p>They felt judged by other parents. Often they didn't feel confident to seek support from signposted services.</p>
Brief outline of the approach	<p>I put out a message on Dojo to ask parents to attend a meeting if they wanted support with SEND and behaviour needs. 30+ parents attended the first meeting and we wrote down all the things that parents said they wanted support with and talked informally about different needs.</p> <p>We agreed to meet 2 or 3 times per half term and arranged with the cafe in the park to meet there. We have an informal discussion about different areas the parents asked about and share experiences and ideas together.</p> <p>Sometimes I arrange other services to come too such as Compass to support in different areas.</p> <p>Sometimes parents come regularly -sometimes they just drop in when they need support or advice on different things.</p>
Benefits/ outcomes for participants	<ul style="list-style-type: none"> <li>• Parents seek advice sooner</li> <li>• It has improved relationships</li> <li>• It has given parents easier access to SENDSCO</li> <li>• Concerns are addressed less formally and able to be addressed more quickly</li> <li>• Parents are supporting each other.</li> </ul>
Training accessed to support this approach	None.
Top Tips	Listening to what parents wanted and informal approach.
Next Steps	Opening up to infant parents to support transition. for parents. I would like to get to a stage to be able to run trips at the weekend with some of the families.

## 14. Drawing and Talking, Lego Therapy

School name	Dale Community Primary School
Contact name	Senco@dale.derby.sch.uk
Job title	Inclusion Manager
Contact email	Adele Doxey
Name of inclusion programme/ area theme	<ol style="list-style-type: none"> <li>1. Drawing and Talking</li> <li>2. Lego Therapy.</li> </ol>
Context/ issues / barriers that were present	<ol style="list-style-type: none"> <li>1. Increased SEMH needs and trauma</li> <li>2. High diagnosis of autism and social communication difficulties.</li> </ol>
Brief outline of the approach	<ol style="list-style-type: none"> <li>1. Drawing worries, trauma conversation starters. Leads/ drives conversation</li> <li>2. 3/4 children have allocated roles and socially communicate.</li> </ol>
Impact / outcomes for the student or school/ cohort	<ol style="list-style-type: none"> <li>1. <ul style="list-style-type: none"> <li>• Feel understood</li> <li>• Talk through trauma.</li> </ul> </li> <li>2. <ul style="list-style-type: none"> <li>• Increase social communication</li> <li>• Understanding of social cues.</li> </ul> </li> </ol>
Training accessed to support this approach	<ol style="list-style-type: none"> <li>1. Drawing and Talking</li> <li>2. Lego Therapy.</li> </ol>
Next steps	Increase capacity/ more children to access.

## 15. Pastoral

<b>School name</b>	Becket Primary
<b>Contact name</b>	Andy Beattie
<b>Job title</b>	Deputy Headteacher and SENCo
<b>Contact email</b>	senco@becket.derby.sch.uk
<b>Context/ issues / barriers that were present</b>	<ul style="list-style-type: none"><li>• Increased SEMH needs</li><li>• High deprivation</li><li>• Family engagement.</li></ul>
<b>Brief outline of the approach</b>	<ul style="list-style-type: none"><li>• Staff trained in Emotion Coaching/ Attachment and Trauma</li><li>• 3 x ELSA</li><li>• 8 place nurture</li><li>• Counsellor and Psychotherapist commissioned for 4.</li></ul>
<b>Impact / outcomes for the student or school/ cohort</b>	<ul style="list-style-type: none"><li>• Children accepted/ valued</li><li>• Children feel listened to</li><li>• Children better at talking through emotions.</li></ul>
<b>Training accessed to support this approach</b>	See above plus unconditional positive regard.
<b>Top Tips</b>	Persistence and consistency .

## 16. Nature based interventions

<b>School name</b>	Virtual School
<b>Contact name</b>	Graeme Ferguson
<b>Job title</b>	Head Teacher – Virtual School
<b>Contact email</b>	Graeme.Ferguson@derby.gov.uk
<b>Issue / barriers that were present</b>	<ul style="list-style-type: none"> <li>• Poor attendance identified for children known to social car.</li> <li>• Gaps evident between the cohort of these children and all pupils</li> <li>• Poor parental engagement.</li> </ul>
<b>Brief outline of the approach</b>	Working with the University of Derby, Virtual School and Primary Schools planned a 6-week intervention programme based in a local park. Pupils were helped to explore nature and their surroundings, in addition to developing their social skills.
<b>Impact / outcomes for the student or school/ cohort</b>	<ul style="list-style-type: none"> <li>• An ‘excitement’ in the participation of the initiative, pupils, staff and parents looking forward to the weekly sessions outdoors</li> <li>• Stronger relationships with staff in school for both children and parents</li> <li>• Positive emotional regulation was evidenced in school</li> </ul>
<b>Training accessed to support this approach</b>	University of Derby led the project, supported by Virtual and school staff. Development of ‘train the trainer’ model.
<b>Top Tips</b>	<ul style="list-style-type: none"> <li>• Low cost, not requiring a large outside area</li> <li>• The value and impact of targeted support.</li> </ul>
<b>Next steps</b>	Promote and expand the initiative across more schools.

## 17. Apprentice Teaching Assistants - Attendance, attainment and progress of children with a social worker

School name	Virtual School (Apprentice Teaching Assistants)
Contact name	Graeme Ferguson
Job title	Head Teacher – Virtual School
Contact email	Graeme.Ferguson@derby.gov.uk
Issue / barriers that were present	<ul style="list-style-type: none"> <li>• Poor attendance identified for children known to social care</li> <li>• Gaps evident between the cohort of these children and all pupils.</li> </ul>
Brief outline of the approach	Teaching Assistants appointed, jointly funded between the Virtual School and the School. The Apprentice TAs have been working in school with identified groups of pupils, using an outcomes framework to measure impact.
Impact / outcomes for the student or school/ cohort	<ul style="list-style-type: none"> <li>• Improved attendance for the cohort of pupils with a social worker</li> <li>• Stronger relationships with staff in school for both children and parents</li> <li>• The ongoing outcomes of the project initiative will be shared at the Inclusion Conference</li> </ul>
Training accessed to support this approach	<ul style="list-style-type: none"> <li>• Level 3 Apprentice TA qualifications</li> <li>• Attachment and Trauma (7-day course)</li> <li>• Additional training days – Drawing and Talking, Theraplay, FASD</li> <li>• Peer support network established.</li> </ul>
Top Tips	<ul style="list-style-type: none"> <li>• “Grow your own” – colleague development</li> <li>• The value and impact of targeted support.</li> </ul>
Next steps	Promote and expand the initiative across more schools.

## 18. Mental Health Trainee Nurses

<b>School name</b>	Chellaston Academy
<b>Contact name</b>	Dani Eyre
<b>Job title</b>	Deputy Headteacher
<b>Contact email</b>	d.eyre@chellaston.derby.sch.uk
<b>Issue / barriers that were present</b>	We were successful in being a supportive placement for a mental health trainee nurse. This lasted over 5 weeks and the role became a pivotal part of our wellbeing offer.
<b>Brief outline of the approach</b>	1:1 sessions for staff and students were offered, small groups for students and support in our 'clinic' was also offered.
<b>Impact / outcomes for the student or school/ cohort</b>	Having on-site, qualified mental health support, gave our students access to timely and accurate support. The students and staff really valued their time.

## 19. Supported Internship and Aspire

<b>School name</b>	Derby College Group
<b>Contact name</b>	Amy Bacon
<b>Job title</b>	Supported Work Experience and Job Coach Coordinator
<b>Contact email</b>	amy.bacon@derby-college.ac.uk
<b>Issue / barriers that were present</b>	Supported Internships - For students with inclusion needs who want to achieve paid employment, but need support to do this. Supported Internships were created as these young people are statistically.
<b>Brief outline of the approach</b>	Supported Internship - All students will need to have an EHCP, want to gain paid employment and have a Supported Internship placement. Students will attend college 1 day a week to develop employability skills and at least 2 days on placement. All students will be supported by a Job Coach. Aspire - learning will be through a combination of classroom and community-based learning. The timetable is flexible and will be tailored towards the needs of the individual students and is RARPA based, no formal qualification will be offered.
<b>Impact / outcomes for the student or school/ cohort</b>	Supported Internships - Sustainable Paid Employment, Aspire - access the world of work and academic courses at Level 1 and beyond as well as independent living.
<b>Training accessed to support this approach</b>	Supported Internships - Employability Skills and learning on the job, Aspire - Learners set targets which are then reviewed every half term.
<b>Next steps</b>	Supported Internship – Payed employment, Aspire programmes and level 1 and above within academic or vocational areas of the college or advance to apprenticeships.

## 20. National DfE Attendance Hub

School name	Landau Forte
Contact name	Allison Brannick
Job title	Principle
Contact email	abrannick@landau-forte.org.uk
Issue / barriers that were present	Raising attendance and reducing persistent absence in schools.
Brief outline of the approach	Schools were welcomed to apply for place as part of the National Attendance Hub programme. Schools were then matched to a 'hub' run by a lead school. Landau Forte was asked to become a lead school and to run the virtual meetings for schools across the UK. These virtual hub meetings are an opportunity to: refine your approach to managing attendance in school share good practice for managing attendance with others discuss any common challenges you're facing.
Impact / outcomes for the student or school/ cohort	Landau are sharing the resources they have compiled for the Attendance Hub with all Derby City schools to support their own approach to attendance.
Next steps	All schools can access the resources via the Landau Forte Hub website: <a href="https://landau-forte.org.uk/welcome-to-landau-forte-college-attendance-hub/">https://landau-forte.org.uk/welcome-to-landau-forte-college-attendance-hub/</a> (password: landau2024)

## 21. Night School - An alternative to Permanent Exclusion

School name	The Bemrose School
Contact name	Neil Wilkinson
Job title	Executive Headteacher
Contact email	nwilkinson@bemrose.derby.sch.uk
Issue / barriers that were present	Pupils who are at risk of permanent exclusion dropping out of mainstream where a school based intervention supports their longer-term education.
Brief outline of the approach	The Night School provision runs out of school hours and provides the pupils with their education within an alternative setting in school. They access a core curriculum, art, PE, PSHE and subjects of their choice.
Impact / outcomes for the student or school/ cohort	There has been a reduction in Permanent Exclusions from 6+ 10 years ago to none in the last 5 years. Pupils at risk of Permanent exclusion are not NEET and access qualifications. In 2023 all attained a GCSE in English and maths alongside at least one other qualification. 50% of the pupils in Night school have the opportunity to be reintegrated into school.
Training accessed to support this approach	We access mental health and Personal development for all pupils. There is a bespoke package in place for all around their behaviours that looks, though investment to reintegrate those who can. Staff who work in this provision are selected and have the skills to be effective in this environment. The lead has followed the NPQ in Behaviour and Culture.
Top Tips	This is a game changer for the culture and ethos across the school. It has reduced suspension and exclusion and is an understood school led intervention. Getting the staffing and investment right is key. This allows the culture to develop and it to become an effective intervention. Ofsted saw this as good practice.
Next, we plan to...	For us the next steps are to develop the learnt and co curriculum and develop the vocational skills that enthuse these learners.

# ORGANISATION MARKETPLACE

## 1. DCCT School Support - Super School Affiliation

Organisation name	DCCT – Super Schools Affiliation
Website	<a href="https://derbycountycommunitytrust.com/programmes/schools/super-schools-affiliation">https://derbycountycommunitytrust.com/programmes/schools/super-schools-affiliation</a>
Contact name	Richard Mansfield and Ed Garnett
Contact email	Richard.mansfield@dcct.co.uk
What we do	<p>Our Super Schools Affiliation encompasses an extensive offer for Derby City Schools and we provide ourselves on working with over 65 primary schools, 14 secondary schools and four special schools in the city.</p> <p>We believe in embedding sport and physical activity in the core of every school and have two level of affiliation providing varied levels of support: Core and Enhanced.</p> <p>In addition there are a varied array of Bolt On programmes which allow you to tailor a bespoke package according to the needs of your school, pupils, staff and families.</p>
Who we can support	<ul style="list-style-type: none"> <li>• Primary age children</li> <li>• Secondary age children</li> <li>• Families</li> <li>• School staff.</li> </ul>
Inclusion challenges we support	We offer a broad range of programmes .
Support/ programmes/ services we offer to schools to support them with inclusion	<ul style="list-style-type: none"> <li>• Coaching</li> <li>• Events</li> <li>• PE Training</li> <li>• Curriculum</li> <li>• Leadership</li> <li>• Physical Health</li> <li>• Mental Health and Wellbeing</li> <li>• Families.</li> </ul>

## 1. DCCT School Support - Secondary School Mentoring

Organisation name	Derby County Community Trust
Website	<a href="https://derbycountycommunitytrust.com">https://derbycountycommunitytrust.com</a>
Contact name	David Goulding
Contact email	David.goulding@dcct.co.uk
What we do	<p>We can provide one to one or small group mentoring delivered by our wide range of specialist staff that can provide tailor made interventions to meet the needs of the child/ young person. As well as working towards set outcomes all individuals will complete a personal development plan and have access to training and qualifications. Support can be focused on (but not limited to)</p> <ul style="list-style-type: none"> <li>• Careers and aspirations</li> <li>• Confidence, self-esteem, and personal resilience</li> <li>• Leadership and teamwork skills .</li> </ul>
Who we can support	<ul style="list-style-type: none"> <li>• Secondary age children</li> </ul>
Inclusion challenges we support	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Social, Emotional and Mental Health</li> <li>• Behaviour.</li> </ul>
Support/ programmes/ services we offer to schools to support them with inclusion	<p>This strand of our mentoring provision is delivered within secondary schools/provision and term time only. We aim to work with young people aged 11-18 who are at risk of not fulfilling their potential and meet one of our risk factors. All individuals accessing this strand should be working towards one of the below outcomes.</p> <ul style="list-style-type: none"> <li>• Develop skills and knowledge</li> <li>• Have improved confidence and self-esteem.</li> <li>• Feel inspired and engaged</li> <li>• Demonstrate more positive behaviours and attitudes towards others/peers</li> <li>• Improved interpersonal relationships</li> <li>• Engage positively with the community</li> <li>• Improve wellbeing and mental health</li> <li>• Improve physical wellbeing.</li> </ul>
Other information	<p>Pricing available upon request. Typically, our sessions are delivered weekly for 10 weeks or longer, depending on need. They usually take place on school site but we can also use off site facilities.</p> <p>All DCCT coaching staff have the following to ensure we always deliver high quality programmes in a safe environment:</p> <ul style="list-style-type: none"> <li>• FA Safeguarding training</li> <li>• FA First Aid training</li> <li>• A National Governing Body Level 2 qualification (in various sports)</li> <li>• Level 2 in mentoring and/or youth work</li> </ul> <p>Our staff undertake continuous professional development and are quality assured. All staff have an enhanced DBS check and have completed safeguarding training. Safeguarding and Compliance Manager: Kully Grewal-Pollard kg.pollard@dcct.co.uk</p>

## 1. DCCT School Support - Community Mentoring

Organisation name	Derby County Community Trust
Website	<a href="https://derbycountycommunitytrust.com">https://derbycountycommunitytrust.com</a>
Contact name	David Goulding
Contact email	David.goulding@dcct.co.uk
What we do	<p>This strand incorporates effective mentoring within our community engagement sessions. Based outside of curriculum time and has a focus of supporting young people aged 8-18 to engage more positively within the community. All referrals must work towards set outcomes and meet one or more of our set criteria/risk factors.</p> <p>Risk factors associated with young person:</p> <ul style="list-style-type: none"> <li>• Early involvement with crime</li> <li>• Early display of aggressive/disruptive behaviour within community</li> <li>• Alcohol and/or drug use</li> <li>• Domestic abuse/child abuse</li> <li>• Chaotic home environment</li> <li>• Parent involvement in crime/ASB</li> <li>• Low socio-economic factors</li> <li>• Negative school or social experiences.</li> </ul>
Who we can support	<ul style="list-style-type: none"> <li>• Primary age children</li> <li>• Secondary age children.</li> </ul>
Inclusion challenges we support	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Social, Emotional and Mental Health</li> <li>• Trauma and Attachment.</li> </ul>
Support/ programmes/ services we offer to schools to support them with inclusion	<p>Mentors will offer a tailored package to the individual to not only work towards achieving there set outcomes but to support with reducing risk factors associated with the individual. There is a split focus on mentoring provision and access to sport and activities and intervention can be between 60-90 minutes. Outcome we can support with are:</p> <ul style="list-style-type: none"> <li>• Develop skills and knowledge to support increased aspirations.</li> <li>• Demonstrate more positive behaviours and attitudes towards the community and peers.</li> <li>• Improved interpersonal social skills.</li> <li>• Engage positively with the community sports interventions.</li> <li>• Progress in to designated pathway (14+).</li> <li>• Volunteering</li> <li>• Education</li> <li>• Training</li> <li>• Improve wellbeing and mental health</li> <li>• Improve in physical wellbeing.</li> </ul> <p>All young people will need to have a completed referral submitted and will complete personal development plans as part of there time on the mentoring project.</p>

## Other information

Pricing available upon request.

Typically, our sessions are delivered weekly for a minimum of 10 weeks, in some cases depending on need, this can be extended. Location of sessions: DCCT community hubs/DCCT Office/Pride Park stadium.

All DCCT coaching staff have the following to ensure we always deliver high quality programmes in a safe environment:

- FA Safeguarding training
- FA First Aid training
- A National Governing Body Level 2 qualification (in various sports)
- Level 2 in mentoring and/or youth work.

Our staff undertake continuous professional development and are quality assured.

All staff have an enhanced DBS check and have completed safeguarding training.

Safeguarding and Compliance Manager: Kully Grewal-Pollard [kg.pollard@dcct.co.uk](mailto:kg.pollard@dcct.co.uk)

## 1. DCCT School Support - Premier League Inspires

Organisation name	Derby County Community Trust
Website	<a href="https://derbycountycommunitytrust.com">https://derbycountycommunitytrust.com</a>
Contact name	David Goulding
Contact email	David.goulding@dcct.co.uk
What we do	PL Inspires is a secondary school personal development programme that is delivered over each term and has a focus on supporting young people to actively fulfill their potential. This project can be delivered to groups of between 5-10 students who all identify within a similar need. Each project can have access to awards and qualifications, social action or literacy interventions.
Who we can support	Secondary age children
Inclusion challenges we support	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Social, Emotional and Mental Health</li> <li>• Behaviour.</li> </ul>
Support/ programmes/ services we offer to schools to support them with inclusion	<p>Derby County Community Trust has a wealth of experience delivering high quality education interventions for a variety of learners including SEND and Post 16, our project can include:</p> <ul style="list-style-type: none"> <li>• Female football leadership courses</li> <li>• Support with Gatsby benchmarking</li> <li>• Trips and events for students</li> <li>• Youth voice and volunteer opportunities</li> <li>• Numeracy and Literacy – supported by NLT</li> <li>• Football leadership/sports leadership</li> <li>• Social action projects</li> <li>• Careers aspirations ‘Dare to Dream’</li> <li>• Support with resilience and confidence</li> <li>• Qfqual recognised qualification through the Princes trust Achieve programme.</li> </ul>
Other information	<p>Pricing available upon request. Typically, our sessions are delivered weekly for 13-15 weeks, on school site. All DCCT coaching staff have the following to ensure we always deliver high quality programmes in a safe environment:</p> <ul style="list-style-type: none"> <li>• FA Safeguarding training</li> <li>• FA First Aid training</li> <li>• A National Governing Body Level 2 qualification (in various sports)</li> <li>• Level 2 in mentoring and/or youth work</li> </ul> <p>Our staff undertake continuous professional development and are quality assured. All staff have an enhanced DBS check and have completed safeguarding training. Safeguarding and Compliance Manager: Kully Grewal-Pollard <a href="mailto:kg.pollard@dcct.co.uk">kg.pollard@dcct.co.uk</a></p>

## 1. DCCT School Support - Mental Wellbeing Programmes

Organisation name	Derby County Community Trust
Website	<a href="https://www.derbycountycommunitytrust.com/">https://www.derbycountycommunitytrust.com/</a>
Contact name	Chelsea Moore
Contact email	chelsea.moore@dcct.co.uk
What we do	We run mental Wellbeing programmes for young people aged 11-17 in school and outside of school.
Who we can support	<ul style="list-style-type: none"><li>• Primary age children</li><li>• Secondary age children</li><li>• School staff.</li></ul>
Inclusion challenges we support	<ul style="list-style-type: none"><li>• Social, Emotional and Mental Health</li><li>• SEND</li><li>• Alternative provision .</li></ul>
Support/ programmes/ services we offer to schools to support them with inclusion	Tackle it, Tackle it Gaming .

## 1. DCCT School Support - Health Programmes

Organisation name	Derby County Community Trust
Website	<a href="https://www.derbycountycommunitytrust.com/">https://www.derbycountycommunitytrust.com/</a>
Contact name	Chelsea Moore
Contact email	chelsea.moore@dcct.co.uk
What we do	Derby County Community Trust is the charitable arm of Derby County Football Club. We use the power of the club to improve lives and communities through sport, physical activity, health and education.
Who we can support	<ul style="list-style-type: none"><li>• Primary age children</li><li>• Secondary age children</li><li>• Families</li><li>• School staff.</li></ul>
Inclusion challenges we support	<ul style="list-style-type: none"><li>• SEND</li><li>• Challenging Behaviour</li><li>• Healthy lifestyle intervention</li><li>• Low-level wellbeing support.</li></ul>
Support/ programmes/ services we offer to schools to support them with inclusion	EMPOWER, LIVE-IT, Physical literacy and Rammie's little movers.

## 1. DCCT School Support - PEIA Attendance Programme

Organisation name	PEIA Attendance Programme
Website	<a href="http://www.derbydirection.org.uk">www.derbydirection.org.uk</a>
Contact name	Laura Horvath
Contact email	<a href="mailto:Laura.horvath@dcct.co.uk">Laura.horvath@dcct.co.uk</a>
What we do	Derby County Community Trust is leading on the delivery of a Priority Education Investment Area attendance programme aimed at reducing persistent absence and unauthorised absence.
Who we can support	<ul style="list-style-type: none"> <li>• Primary age children</li> <li>• Secondary age children</li> <li>• Families</li> <li>• School staff.</li> </ul>
Inclusion challenges we support	Attendance.
Support/ programmes/ services we offer to schools to support them with inclusion	<p>We are offering a range of free opportunities for schools to access including:</p> <ul style="list-style-type: none"> <li>• <b>Universal CPD offer</b> An extensive offer to enable an inclusive approach to attendance. We have a range of local and national experts delivering training and seminars. We have also funded access for all schools to complete certified CPD through Inclusive Attendance <a href="https://inclusive-attendance.co.uk">https://inclusive-attendance.co.uk</a></li> <li>• <b>Targeted CPD offer</b> To upskill staff in targeted approaches and to develop a 'train the trainer' approach.</li> <li>• <b>Peer Review model</b> Utilising Alternative Provision and Ofsted expertise to develop an audit tool and peer review model.</li> <li>• Family engagement</li> <li>• To develop communication materials and resources to promote attendance.</li> </ul>
Other information	<p>Our CPD &amp; Networking offer is detailed on Derby Direction. <a href="https://derbydirection.org.uk/cpd-and-networking/">https://derbydirection.org.uk/cpd-and-networking/</a></p> <p>Please get in touch if you require any further information.</p>

## 1. DCCT School Support - FE and Degree Education

Organisation name	DCCT
Website	<a href="https://www.derbycountycommunitytrust.com/programmes/education-and-employability/score-princes-trust">https://www.derbycountycommunitytrust.com/programmes/education-and-employability/score-princes-trust</a>
Contact name	Bev Crighton
Contact email	Bev.crighton@dcct.co.uk
Please tick who you can offer support to (please tick all that are relevant)	Secondary age children
What support/ programmes/ services can you offer to schools to support them with inclusion? (e.g. mentoring, small group sessions, lunchtime club, intervention programme, referrals)	FE and Degree education
Please add any additional useful information	<ul style="list-style-type: none"> <li>• Post 16 education – study whilst playing football</li> <li>• Degree education delivered in partnership with University of South Wales</li> <li>• Community Football Coaching and Administration (BSc)</li> <li>• Sports Coaching and Development (BSc)</li> <li>• Sports Business and Management (BA)</li> <li>• Delivered from a variety of venues in Derby and Derbyshire .</li> </ul>

## 2. In Year Fair Access & Exclusions

<b>Organisation name</b>	In Year Fair Access – DCC
<b>Website</b>	Derby Direction / Local Offer / Schools Information Portal
<b>Contact name</b>	Ellen Wilkinson
<b>Contact email</b>	ellen.wilkinson@derby.gov.uk
<b>What we do</b>	In Year Fair Access and Exclusions.
<b>Who we can support</b>	<ul style="list-style-type: none"> <li>• Primary age children</li> <li>• Secondary age children</li> <li>• Families</li> <li>• School staff.</li> </ul>
<b>Inclusion challenges we support</b>	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Alternative provision</li> <li>• Social, Emotional and Mental Health</li> <li>• SEND.</li> </ul>
<b>Support/ programmes/ services we offer to schools to support them with inclusion</b>	EBSNA pathway.
<b>Other information</b>	How to navigate the new Derby City Pathway.

### 3. Derby City Virtual School

Organisation name	Derby City Virtual School
Website	<a href="https://www.derby.gov.uk/education-and-learning/derby-virtual-school/">https://www.derby.gov.uk/education-and-learning/derby-virtual-school/</a>
Contact name	Graeme Ferguson
Contact email	graeme.ferguson@derby.gov.uk
What we do	<p>Derby Virtual School is a service provided by a team of dedicated professionals to co-ordinate the educational needs of children in care, children previously in care and all other children with a social worker. Derby Virtual School is part of Derby City Council. The Virtual School motto is: “Thriving through relationships”.</p> <p>The Virtual School works in partnership with schools, carers and social workers to ensure that children known to social care receive the very best education possible to reach their potential in adult life. The school is ‘virtual’ because children and young people do not actually attend. They remain the responsibility of the school at which they are enrolled.</p>
Who we can support	<ul style="list-style-type: none"> <li>• Primary age children</li> <li>• Secondary age children</li> <li>• Families</li> <li>• School staff</li> <li>• Social care.</li> </ul>
Inclusion challenges we support	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Alternative provision</li> <li>• Social, Emotional and Mental Health</li> <li>• Trauma and Attachment</li> <li>• Behaviour / Relational Approaches.</li> </ul>
Support/ programmes/ services we offer to schools to support them with inclusion	<ul style="list-style-type: none"> <li>• Attachment and Trauma</li> <li>• Creative Mentoring</li> <li>• Nature Based Workshops</li> <li>• Relational Approaches to Behaviour Management</li> <li>• Play Therapy</li> <li>• Drawing and Talking.</li> </ul>
Other information	From September 2024 the Virtual School will have some responsibilities around Kinship Care.

## 4. The SEND Dynamic C.I.C.

<b>Organisation name</b>	The SEND Dynamic C.I.C.
<b>Website</b>	<a href="http://www.thesenddynamic.co.uk">www.thesenddynamic.co.uk</a>
<b>Contact name</b>	Vicky Wright
<b>Contact email</b>	<a href="mailto:vicky.wright@thesenddynamic.co.uk">vicky.wright@thesenddynamic.co.uk</a>
<b>What we do</b>	We provide services for parents of children and young people with SEND to navigate the education, health and care system. We are a user led community interest company limited by guarantee and everything we do is to benefit children and young people with SEND.
<b>Who we can support</b>	Families, Parents of children and young people with SEND.
<b>Inclusion challenges we support</b>	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Social, Emotional and Mental Health</li> <li>• SEND</li> <li>• Alternative provision .</li> </ul>
<b>Support/ programmes/ services we offer to schools to support them with inclusion</b>	Support for parents of pupils with SEND to navigate the system and have well-being support.
<b>Other information</b>	Free 30 minute advice appointments for parents bookable via our website. Free 8 week skills based course with therapy content for parents (Looking After You Too), Free legal surgery with Education solicitors. Peer support groups.

## 5. Inclusive Attendance

Organisation name	Inclusive Attendance Ltd
Website	<a href="http://www.inclusive-attendance.co.uk">www.inclusive-attendance.co.uk</a>
Contact name	Wayne Harris
Contact email	<a href="mailto:wayne.harris@inclusive-attendance.co.uk">wayne.harris@inclusive-attendance.co.uk</a>
What we do	Inclusive Attendance Ltd offers the only accredited CPD attendance program in the UK, fostering a culture of collective responsibility for attendance. With a track record of collaborating with over 500 schools, we have consistently delivered outstanding results in transforming attendance culture and improving outcomes.
Who we can support	<ul style="list-style-type: none"><li>• Primary age children,</li><li>• Secondary age children</li><li>• School staff</li><li>• AP and Specialist settings.</li></ul>
Inclusion challenges we support	Attendance.
Support/ programmes/ services we offer to schools to support them with inclusion	At Inclusive Attendance, we offer the exclusive accredited CPD attendance and implementation programme in the UK. Our bespoke Learning Modules and comprehensive programme enable all staff to access CPD, enhancing their understanding of roles and responsibilities for attendance and fostering a culture of inclusivity.

## 6. SENDIASS

Organisation name	Derby SENDIASS
Website	derbysendiass.org.uk
Contact name	Sarah Hart
Contact email	SENDIASS@derby.gov.uk
What we do	A free service offering information, advice and support for parents, carers and young people with Special Educational Needs and Disabilities from 0-25 years.
Who we can support	<ul style="list-style-type: none"> <li>• Primary age children</li> <li>• Secondary age children</li> <li>• Families</li> <li>• School staff</li> <li>• Young people up to the age of 25.</li> </ul>
Inclusion challenges we support	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Alternative provision</li> <li>• Social, Emotional and Mental Health</li> <li>• SEND</li> <li>• Behaviour/Relational Approaches .</li> </ul>
Support/ programmes/ services we offer to schools to support them with inclusion	Information and advice through our website, telephone line and drop in support sessions for school staff.

## 7. Sexual Health Promotion

Organisation name	Sexual Health Promotion
Website	<a href="https://www.yoursexualhealthmatters.org.uk/">https://www.yoursexualhealthmatters.org.uk/</a>
Contact name	Meg Neill
Contact email	meg.neill1@nhs.net
What we do	<p>At Derbyshire Integrated Sexual Health Services, we work to address sexual health inequalities, reduce stigma and promote positive sexual health for all.</p> <p>We work in collaboration with partners across Derby city and Derbyshire to offer accessible and high-quality education, support and services to those who need it most. Our Sexual Health Promotion team is made up of Promotion Practitioners and Outreach Workers who are based across the city and county offering a full range of sexual health education, support and services to meet the needs of our communities.</p>
Who we can support	<ul style="list-style-type: none"> <li>• Secondary age children</li> <li>• Anyone over the age of 13.</li> </ul>
Inclusion challenges we support	<ul style="list-style-type: none"> <li>• Alternative provision</li> <li>• SEND.</li> </ul>
Support/ programmes/ services we offer to schools to support them with inclusion	Our promotion practitioner team deliver targeted sexual health education sessions to vulnerable and hard to reach groups (young people and adults).

## 8. Education Welfare

Organisation name	DCC – Education Welfare
Website	<a href="http://www.derby.gov.uk">www.derby.gov.uk</a>
Contact name	Jonathan Howie
Contact email	<a href="mailto:jonathan.howie@derby.gov.uk">jonathan.howie@derby.gov.uk</a>
What we do	Education Welfare Service - providing universal and targeted attendance support for schools, including Sold Service options.
Who we can support	<ul style="list-style-type: none"><li>• Primary age children</li><li>• Secondary age children</li><li>• Families</li><li>• School staff.</li></ul>
Inclusion challenges we support	<ul style="list-style-type: none"><li>• Attendance</li><li>• SEND.</li></ul>
Support/ programmes/ services we offer to schools to support them with inclusion	Cluster support for attendance leads, Targeting Support Meetings, attendance casework support where unauthorised absence is present.

## 9. Family Information Service

Organisation name	Family Information Service
Website	<a href="http://www.derby.gov.uk">www.derby.gov.uk</a>
Contact name	Judith Allbutt
Contact email	<a href="mailto:judith.allbutt@derby.gov.uk">judith.allbutt@derby.gov.uk</a>
What we do	<p>The Family Information Service (FIS) is an information, advice and guidance service for parents and the professionals who work with them.</p> <p>We help parents to find and use childcare, including before, after and holiday care, as well as access Family Hub services such as parenting and mental health support. We manage the funding for all pre-school children and can advise parents on how to make childcare more affordable.</p>
Who we can support	<ul style="list-style-type: none"><li>• Families</li><li>• School staff.</li></ul>
Inclusion challenges we support	<ul style="list-style-type: none"><li>• Attendance</li><li>• Behaviour / Relational Approaches .</li></ul>
Support/ programmes/ services we offer to schools to support them with inclusion	Parenting training and support delivered by the Family Hubs.

## 10. Family Hubs

<b>Organisation name</b>	Family Hubs Derby City Council
<b>Website</b>	<a href="https://www.derby.gov.uk/community-and-living/family-hub-childcare/family-hub/what-is-family-hub/">https://www.derby.gov.uk/community-and-living/family-hub-childcare/family-hub/what-is-family-hub/</a>
<b>Contact name</b>	Alix Manning-Jones
<b>Contact email</b>	Alix.manning-jones@derby.gov.uk
<b>What we do</b>	Derby's Family Hub is here to help you find the right support at the right time for you and your family. We offer a range of activities, sessions, advice and support for families and young people aged from 0-19 years and up to 25 for young people with SEND.
<b>Who we can support</b>	<ul style="list-style-type: none"> <li>• Primary age children</li> <li>• Secondary age children</li> <li>• Families.</li> </ul>
<b>Inclusion challenges we support</b>	<ul style="list-style-type: none"> <li>• Social, Emotional and Mental Health</li> <li>• SEND</li> <li>• Parenting Programmes, Speech &amp; Language support, Well-being for young people, after school activities and family support through Early Help services.</li> </ul>
<b>Support/ programmes/ services we offer to schools to support them with inclusion</b>	<ul style="list-style-type: none"> <li>• Referrals into Early Help services</li> <li>• Support for families through a range of parenting programmes, mainly focusing on 0-5's</li> <li>• Sign-posting for after-school activities for primary &amp; secondary school children.</li> </ul>

## 11. Positive Parenting Relationships

Organisation name	Derby City Council
Website	<a href="https://www.derby.gov.uk/community-and-living/family-hub-childcare/family-hub/about-family-hub/family-hub-professionals/family-hub-training/#page-1">https://www.derby.gov.uk/community-and-living/family-hub-childcare/family-hub/about-family-hub/family-hub-professionals/family-hub-training/#page-1</a>
Contact name	Amy Jones
Contact email	amy.jones2@derby.gov.uk
What we do	A free (funded by DWP) training and resource project to support professionals working with parents and carers where there is conflict (suspect or evidenced) for coupled, co-parenting or separated parents.
Who we can support	<ul style="list-style-type: none"> <li>• Primary age children</li> <li>• Secondary age children</li> <li>• Families</li> <li>• School staff</li> <li>• Any agency working with families - resources are available for practitioner and family access</li> </ul>
Inclusion challenges we support	SEND, Behaviour/ Relational Approaches, Trauma and Attachment, Impact can be seen across many aspects of Children's lives - including education when conflict between parents is addressed appropriately and support to manage conflict positively.
Support/ programmes/ services we offer to schools to support them with inclusion	<ul style="list-style-type: none"> <li>• Training - Positive Parenting Relationships: Overview of parental conflict, tools and resources. (Knowledge, tools and resources)</li> <li>• Workshops - working with families around parent conflict (tools and skills)</li> <li>• Skills session - reflect refresh and review sessions (virtual)</li> <li>• Mentoring and coaching - Professionals support dealing or working with conflict</li> <li>• Support to facilitate group work for parents and school promotional events.</li> <li>• Digital interventions available for parents (self help or coached / guided by trained staff).</li> </ul>

## 12. Junction 16

<b>Organisation name</b>	Respect Collaboration of Schools
<b>Website</b>	<a href="https://junction-16.co.uk/">https://junction-16.co.uk/</a>
<b>Contact name</b>	Carolyn Maw
<b>Contact email</b>	c.maw@respectschools.co.uk
<b>What we do</b>	Alternative Provision for both Respect Collaboration of School students and those accessing it from other special or mainstream schools, is managed and overseen by Junction 16. Students can also be referred for a full time place into Respect Schools.
<b>Who we can support</b>	<ul style="list-style-type: none"> <li>• Primary age children</li> <li>• Secondary age children</li> <li>• School staff.</li> </ul>
<b>Inclusion challenges we support</b>	<ul style="list-style-type: none"> <li>• Alternative provision</li> <li>• Attendance</li> <li>• Social, Emotional and Mental Health</li> <li>• SEND</li> <li>• Behaviour / Relational Approaches</li> <li>• Trauma and Attachment .</li> </ul>
<b>Support/ programmes/ services we offer to schools to support them with inclusion</b>	Full and part time alternative provisions; alternative pathways; 1:1 and small groups; dedicated J16 Officer service; collaborative partnership.

### 13. Derby Youth Alliance

Organisation name	Derby Youth Alliance
Website	<a href="http://www.derbyyouthalliance.org.uk">www.derbyyouthalliance.org.uk</a>
Contact name	Michelle Butler
Contact email	<a href="mailto:michelle.butler@communityactionderby.org.uk">michelle.butler@communityactionderby.org.uk</a>
What we do	Derby Youth Alliance is a coalition of 10 organisations that support young people and their families in Derby City through individual and place referrals, specialist projects and events.
Who we can support	<ul style="list-style-type: none"><li>• Primary age children</li><li>• Secondary age children</li><li>• Families</li><li>• School staff.</li></ul>
Inclusion challenges we support	<ul style="list-style-type: none"><li>• Attendance</li><li>• SEND</li><li>• Behaviour/Relational approaches .</li></ul>
Support/ programmes/ services we offer to schools to support them with inclusion	Referral process for individuals or families, school events, specialist projects around transition or themes of risk and exploitation, networking opportunities.

## 14. Public Health Derby City Council

Organisation name	Public Health Derby City Council
Website	<a href="https://www.derby.gov.uk/health-and-social-care/public-health/">https://www.derby.gov.uk/health-and-social-care/public-health/</a>
Contact name	Michelle Robinson
Contact email	michelle.robinson@derby.gov.uk
What we do	Public Health contributes to reducing inequalities in the health of children and young people and improve the overall health of children and young people.
Who we can support	School staff
Inclusion challenges we support	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Social, Emotional and Mental Health</li> <li>• SEND</li> <li>• Behaviour/Relational approaches</li> <li>• Alternative provision</li> <li>• Trauma and Attachment</li> <li>• Inclusive of all aspects of health that are underpinned by mental health.</li> </ul>
Support/ programmes/ services we offer to schools to support them with inclusion	Networking support for DSMHL's.
Other information	<p>In partnership with Derbyshire County Public Health, the digital Whole School Approach wellbeing mapping tool has been developed to support schools to promote positive mental health and wellbeing. The mapping tool is separated into eight areas to reflect the eight key principles that underpin an effective whole school approach to promoting positive mental health and wellbeing.</p> <p>A whole school approach is a whole systems approach, and goes beyond learning and teaching in the classroom to pervade all aspects of school life including, importantly, the school's ethos and environment, and its partnerships with parents/carers and the wider community.</p> <p>The purpose of the tool is to provide a framework of quality standards so that schools can ensure practices are embedded and maintained in their ethos, pedagogy and culture. This tool can be used as part of a continuous journey so that wellbeing remains at the heart of the school community, helping to drive school improvement and change lives as a result.</p>

## 15. Holiday Activities & Food Programme (HAF)

<b>Organisation name</b>	Holiday Activities & Food Programme (HAF)
<b>Website</b>	<a href="http://www.derby.gov.uk/derbyHAF">www.derby.gov.uk/derbyHAF</a>
<b>Contact name</b>	Clare Labram
<b>Contact email</b>	Clare.labram@derby.gov.uk
<b>What we do</b>	The Holiday Activities & Food Programme (HAF) provides holiday clubs for children from reception to Year 11 who are in receipt of benefits related free school meals. The holiday club offer free activities and nutritious food during summer, winter and Easter holidays.
<b>Who we can support</b>	<ul style="list-style-type: none"> <li>• Primary age children</li> <li>• Secondary age children.</li> </ul>
<b>Inclusion challenges we support</b>	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Social, Emotional and Mental Health</li> <li>• SEND</li> <li>• Challenging Behaviour.</li> </ul>
<b>Support/ programmes/ services we offer to schools to support them with inclusion</b>	<p>Holiday clubs during summer, winter and Easter holidays for children eligible for benefits related free school meals.</p> <p>In addition, we have a small amount of funding to support children who may not be eligible for free school meals but are considered vulnerable in some other way, such as having additional needs looked after children or children experiencing difficulties in their home lives.</p>

## 16. New Communities Achievement Team

<b>Organisation name</b>	New Communities Achievement Team
<b>Website</b>	<a href="https://schoolsportal.derby.gov.uk/sold-services/brochure-23-24/sold-service-catalogue/new-communities-achievement-team/">https://schoolsportal.derby.gov.uk/sold-services/brochure-23-24/sold-service-catalogue/new-communities-achievement-team/</a>
<b>Contact name</b>	Adem Repesa
<b>Contact email</b>	Adem.repesa@derby.gov.uk
<b>What we do</b>	New Communities Achievement Team (NCAT) offers schools and academies in Derby advice and support around the issues of inclusion, progress and attainment of newly arrives children learning English as an additional language (EAL). The service also supports New Arrival EAL parents to participate in all aspects of school life and access the services in Derby. The team has capacity to offer interpreting /translation service in various new communities' languages.
<b>Who we can support</b>	<ul style="list-style-type: none"> <li>• Primary age children</li> <li>• Secondary age children</li> <li>• Families</li> <li>• School staff.</li> </ul>
<b>Inclusion challenges we support</b>	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• SEND</li> <li>• Challenging Behaviour</li> <li>• Parental engagement (EAL New Communities).</li> </ul>
<b>Support/ programmes/ services we offer to schools to support them with inclusion</b>	<ul style="list-style-type: none"> <li>• Language / curriculum support</li> <li>• Attendance/ behaviour support</li> <li>• Parental engagement support</li> <li>• Interpreting translation service</li> <li>• After school club support</li> <li>• Drop in service for new arrival families at Rosehill children's centre</li> <li>• Mentoring</li> <li>• SATs / GCSE support for EAL learners</li> <li>• CPD training to schools / academies.</li> </ul>

## 17. Changing Lives

<b>Organisation name</b>	Compass Changing Lives – Derby and Derbyshire MHST’s and Early Intervention Targeted Support Service (EITTS)
<b>Website</b>	<a href="https://www.compass-uk.org/services/compass-changing-lives/">https://www.compass-uk.org/services/compass-changing-lives/</a>
<b>Contact name</b>	Rachel Ramos
<b>Contact email</b>	ChangingLives@compass-uk.org
<b>What we do</b>	<p>Compass Changing Lives provides prevention and early intervention emotional wellbeing and mental health support to Children, Young People and Families (CYPFs) across Derby &amp; Derbyshire. Changing Lives is made up of two services, a Mental Health Support Team which supports schools and CYPF Derby, High Peak, Glossop, Erewash, Bolsover, the Derbyshire Dales, Chesterfield, Amber Valley and South Derbyshire and the Early Intervention Targeted Support Service which provides support across the county and city.</p> <p>We are a compassionate and friendly team who are here to help support children and young people’s mental health. We provide a free and confidential emotional health and wellbeing support for children and young people with mild to moderate emotional health and wellbeing needs.</p> <p>We provide a range of evidenced based interventions either one-to-one or in a group setting (usually 6-8 sessions based on what you need) for children and young people aged 5-18.</p> <p>The services are made up of Emotional Wellbeing Practitioners, Education Mental Health Practitioners, Mental Health Practitioners and Senior / Supervising Practitioners from a range of health and education backgrounds.</p>
<b>Who we can support</b>	<ul style="list-style-type: none"> <li>• Primary age children</li> <li>• Secondary age children</li> <li>• Families</li> <li>• School staff.</li> </ul>
<b>Inclusion challenges we support</b>	<ul style="list-style-type: none"> <li>• Social, Emotional and Mental Health</li> <li>• Challenging Behaviour.</li> </ul>
<b>Support/ programmes/ services we offer to schools to support them with inclusion</b>	<ul style="list-style-type: none"> <li>• Small group sessions</li> <li>• Staff training</li> <li>• Whole School Approach to mental health and emotional wellbeing</li> <li>• Referrals to service for group and 1:1 support for mild to moderate mental health need.</li> </ul>

## 18. Got Your Back - Derbyshire Victim Services

<b>Organisation name</b>	Got Your Back - Derbyshire Victim Services
<b>Website</b>	<a href="http://www.derbyshirevictimservices.co.uk">www.derbyshirevictimservices.co.uk</a>
<b>Contact name</b>	Lucy Clarke
<b>Contact email</b>	<a href="mailto:Lucy.Clarke@dvssupport.org">Lucy.Clarke@dvssupport.org</a>
<b>What we do</b>	Supporting young people in Derbyshire who have been affected by crime and bullying.
<b>Who we can support</b>	<ul style="list-style-type: none"><li>• Primary age children</li><li>• Secondary age children</li><li>• Families.</li></ul>
<b>Inclusion challenges we support</b>	Affected by bullying and crime.
<b>Support/ programmes/ services we offer to schools to support them with inclusion</b>	1:1 support and mentoring.

## 19. Mental Health and Wellbeing

<b>Organisation name</b>	Bridge the Gap Child Mental Health C.I.C.
<b>Website</b>	www.jwbridgethegap.com
<b>Contact name</b>	Jennifer Wyman
<b>Contact email</b>	jenniferwyman@jwbridgethegap.com
<b>What we do</b>	We are an Emotional Literacy based service, combining healthcare and education. Although we operate as a non-medical model we do work with clinically informed processes and practices. We want every child to know that they matter, they are loved and they are not alone...
<b>Who we can support</b>	<ul style="list-style-type: none"> <li>• Primary age children</li> <li>• Secondary age children</li> <li>• Families</li> <li>• School staff.</li> </ul>
<b>Inclusion challenges we support</b>	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Social, Emotional and Mental Health</li> <li>• SEND</li> <li>• Behaviour / Relational approaches</li> </ul>
<b>Support/ programmes/ services we offer to schools to support them with inclusion</b>	<p>Small Group Sessions, both low-level and more targeted support in specific areas. One to one support for children struggling with anxiety, emotional based school avoidance, emotional dysregulation, low self-esteem, low mood and fixed mindset.</p> <p>We work with children with additional needs such as ASD. Effective ACAMH award nominated training in aspects of supporting a whole school approach to supporting mental health, we specialise in all things linked to Emotional Literacy.</p> <p>On school portal for schools to access a full emotional health curriculum, CPD training for staff and resources and courses for parents. In person parent workshops. Groups and sessions at our hubs for schools to signpost parents to.</p>
<b>Other Information</b>	If you have any concerns about a child in your school, please do not hesitate to reach out for guidance.

## 20. Music, Art & Culture

<b>Organisation name</b>	Baby People
<b>Website</b>	<a href="https://www.babypeople.co.uk">https://www.babypeople.co.uk</a>
<b>Contact name</b>	Frankie Thomson
<b>Contact email</b>	frankie@babypeople.co.uk
<b>What we do</b>	Baby People is a music and arts development organisation. The UK's first dedicated Hip Hop school which uses art and culture to engage and support the needs of the most deprived in our communities. We believe that art and music can be empowering tools and forms of expression for people in all stages of life.
<b>Who we can support</b>	<ul style="list-style-type: none"> <li>• Primary age children</li> <li>• Secondary age children.</li> </ul>
<b>Inclusion challenges we support</b>	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Social, Emotional and Mental Health</li> <li>• SEND</li> <li>• Alternative provision</li> <li>• Trauma and attachment</li> <li>• Behaviour / Relational approaches.</li> </ul>
<b>Support/ programmes/ services we offer to schools to support them with inclusion</b>	<ul style="list-style-type: none"> <li>• Mentoring 1:1 sessions</li> <li>• Small group sessions</li> <li>• Large group workshops</li> <li>• Outreach sessions/workshops within schools or the community</li> <li>• HAF free half term activities</li> <li>• Free evening sessions in the community</li> <li>• Referrals from local authorities.</li> </ul>

## 21. Exploitation Awareness

<b>Organisation name</b>	Safe and Sound
<b>Website</b>	<a href="http://www.safeandsoundgroup.org.uk">www.safeandsoundgroup.org.uk</a>
<b>Contact name</b>	Helen West
<b>Contact email</b>	<a href="mailto:helen.west@safeandsoundgroup.org.uk">helen.west@safeandsoundgroup.org.uk</a>
<b>What we do</b>	Safe and Sound is a charity that supports families and children who are at risk of exploitation providing holistic 1:1 specialist caseworkers, group work, awareness and training.
<b>Who we can support</b>	<ul style="list-style-type: none"> <li>• Primary age children</li> <li>• Secondary age children</li> <li>• Families</li> <li>• School staff</li> <li>• Professionals.</li> </ul>
<b>Inclusion challenges we support</b>	<ul style="list-style-type: none"> <li>• Behaviour / Relational approaches</li> <li>• SEND</li> <li>• Trauma and attachment.</li> </ul>
<b>Support/ programmes/ services we offer to schools to support them with inclusion</b>	<ul style="list-style-type: none"> <li>• Lunch time clubs</li> <li>• Staff training</li> <li>• Group sessions</li> <li>• In school awareness classes</li> <li>• 1:1 support.</li> </ul>

## 22. YMCA Derbyshire KEY COLLEGE

Organisation name	YMCA Derbyshire
Website	<a href="https://keycollege.co.uk/">https://keycollege.co.uk/</a>
Contact name	Ellie Jackson
Contact email	Ellie.jackson@ymcaderbyshire.org.uk
What we do	At campuses in Derby, and Ilkeston, we provide a range of accredited full-time education for young people aged 16-18, and, if the student has an Education, Health and Care (EHC) plan, up to the age of 24 in some instances.
Who we can support	Secondary age children.
Inclusion challenges we support	<ul style="list-style-type: none"> <li>• Alternative provision</li> <li>• SEND</li> <li>• Behaviour/Relational approaches.</li> </ul>
Support/ programmes/ services we offer to schools to support them with inclusion	<ul style="list-style-type: none"> <li>• AP</li> <li>• Wrap Around</li> <li>• Referrals.</li> </ul>

## 23. STePS - Educational Psychology Service

<b>Organisation name</b>	STePS - Educational Psychology Service
<b>Website</b>	<a href="https://schoolsportal.derby.gov.uk/media/schoolsinformationportal/contentassets/documents/steps/specialistteachingservice/STePS-Service-Handbook-2023-2024-(1).pdf">https://schoolsportal.derby.gov.uk/media/schoolsinformationportal/contentassets/documents/steps/specialistteachingservice/STePS-Service-Handbook-2023-2024-(1).pdf</a>
<b>Contact name</b>	Eleanor Moore
<b>Contact email</b>	eleanor.moore@derby.gov.uk
<b>What we do</b>	Psychological support for Derby City children and school communities and psychological advice as part of the EHC Needs Assessment process.
<b>Who we can support</b>	<ul style="list-style-type: none"> <li>• Primary age children</li> <li>• Secondary age children</li> <li>• School staff.</li> </ul>
<b>Inclusion challenges we support</b>	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Social, Emotional and Mental Health</li> <li>• SEND</li> <li>• Behaviour/Relational Approaches</li> <li>• Trauma and Attachment.</li> </ul>
<b>Support/ programmes/ services we offer to schools to support them with inclusion</b>	A sold service offer to schools who have bought in the service, ELSA training and supervision, psychological advice for the EHCNA process and additional LA work on-request.
<b>Other information</b>	Ask about ELSA Training

## 24. Social Communication and Autism

<b>Organisation name</b>	STePS
<b>Website</b>	<a href="https://schoolportal.derby.gov.uk/steps/about-steps/">https://schoolportal.derby.gov.uk/steps/about-steps/</a>
<b>Contact name</b>	Davinia Hammersley
<b>Contact email</b>	davinia.hammersley@derby.gov.uk
<b>What we do</b>	STePS Social Communication and Autism Team provide training, support and advice to mainstream schools to help them to meet the needs of autistic pupils. Support maybe at the whole school level or individual child level.
<b>Who we can support</b>	<ul style="list-style-type: none"> <li>• Primary age children</li> <li>• Secondary age children</li> <li>• School staff</li> </ul>
<b>Inclusion challenges we support</b>	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Social, Emotional and Mental Health</li> <li>• SEND</li> </ul>
<b>Support/ programmes/ services we offer to schools to support them with inclusion</b>	Autism Education Trust (AET) Autism Advocates Training and Networks, Lego Therapy training and advice, Sensory Processing needs support, self-awareness / understanding my diagnosis work, support for transition and Zones of Regulation training and support.

## 25. PSG/SSG

Organisation name	PSG/SSG
Website	<a href="https://derbyschools.org.uk/">https://derbyschools.org.uk/</a>
Contact name	Iain Peel
Contact email	<a href="mailto:iain.peel@sdsa.net">iain.peel@sdsa.net</a>
What we do	The Primary Strategy Group and Secondary Strategy Group are the city wide steering groups covering the primary and secondary school communities. They are comprised of headteachers and other key sector and stakeholder leaders and identify priorities for the forthcoming year.
Who we can support	<ul style="list-style-type: none"><li>• Primary age children</li><li>• Secondary age children</li><li>• School staff.</li></ul>
Inclusion challenges we support	<ul style="list-style-type: none"><li>• Attendance</li><li>• Social, Emotional and Mental Health</li><li>• Alternative Provision</li><li>• SEND</li></ul>
Support/ programmes/ services we offer to schools to support them with inclusion	The primary and secondary phase priorities identify the principal priorities of these school phases.

## 26. University of Derby - Widening Access Team

<b>Organisation name</b>	University of Derby
<b>Website</b>	derby.ac.uk
<b>Contact name</b>	Luke Gordon-Calvert
<b>Contact email</b>	l.gordon-calvert@derby.ac.uk
<b>What we do</b>	<p>The Widening Access Team delivers outreach activity for primary schools, most Derbyshire secondary schools, alternative providers and special schools, and focuses on groups underrepresented in higher education including SEND students. Activities include campus visits and talks in schools about progression to higher education.</p> <p>The CivicLAB and team co-ordinate activity that underpins our Civic University Agreement which outlines how the University makes positive impact within our city and county. Some of the Civic initiatives include (but are not limited to!) the National Saturday Club, Derby Creative Arts Network, Creative People and Places Project, the Social Higher Education Depot (S.H.E.D), and the Civic Community Fund.</p>
<b>Who we can support</b>	<ul style="list-style-type: none"> <li>• Primary age children</li> <li>• Secondary age children</li> <li>• Families</li> <li>• School staff</li> <li>• Community groups.</li> </ul>
<b>Inclusion challenges we support</b>	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Social, Emotional and Mental Health</li> <li>• Alternative Provision</li> <li>• SEND.</li> </ul>
<b>Support/ programmes/ services we offer to schools to support them with inclusion</b>	Mentoring, staff training, campus visits, Civic Community Fund, National Saturday Club, S.H.E.D and other creative arts/cultural projects.

## 27. University of Derby – The SEND Student Legal Advice Centre

Organisation name	University of Derby
Website	<a href="https://www.derby.ac.uk/departments/derby-law-school/law-clinic/">https://www.derby.ac.uk/departments/derby-law-school/law-clinic/</a>
Contact name	Chris Bristow
Contact email	c.bristow@derby.ac.uk
What we do	The SEND Student legal advice Centre is an opportunity parents of children with SEND or young people (16+) with SEND to seek advice from a specialist final year law and BA SEND student, working under the supervision of a qualified solicitor and a specialist member of the SENDist. Tribunal.
Who we can support	<ul style="list-style-type: none"> <li>• Families</li> <li>• Young adults with SEND in full time education (16 to 25years).</li> </ul>
Inclusion challenges we support	<ul style="list-style-type: none"> <li>• SEND, Issues when a parent is in dispute with a local authority (Derby City/Derbyshire) an early years, school or FE setting regarding SEND.</li> </ul>
Support/ programmes/ services we offer to schools to support them with inclusion	The SEND Student legal advice Centre is an opportunity parents of children with SEND or young people (16+) with SEND to seek advice from a specialist final year law and BA SEND student, working under the supervision of a qualified solicitor and a specialist member of the SENDist. Tribunal. The students meet with the parents online and then prepare an advice note regarding their rights, avenues of redress and sign posting to further help and advice.
Other information	The Student Legal Advice Centre aims to provide the community of Derby City & Derbyshire with free advice and assistance in a number of areas of law, providing a wider access to justice. Members of the public can book appointments with our law & SEND students through our centralised email (studentlegaladvicecentre@derby.ac.uk)

## 28. University of Derby - (BA Hons) Special Educational Needs & Disability

<b>Organisation name</b>	University of Derby
<b>Website</b>	<a href="https://www.derby.ac.uk/undergraduate/education-childhood-inclusion-courses/special-educational-needs-disability-ba-hons/">https://www.derby.ac.uk/undergraduate/education-childhood-inclusion-courses/special-educational-needs-disability-ba-hons/</a>
<b>Contact name</b>	Chris Bristow
<b>Contact email</b>	c.bristow@derby.ac.uk
<b>What we do</b>	The University of Derby provides a dedicated degree, BA(Hons) Special Educational Needs & Disability enabling education staff to further their knowledge and skills as well develop workforce. BA SEND staff also offer bespoke school support and training.
<b>Who we can support</b>	<ul style="list-style-type: none"> <li>• Primary age children</li> <li>• Secondary age children</li> <li>• Families</li> <li>• School staff.</li> </ul>
<b>Inclusion challenges we support</b>	SEND
<b>Support/ programmes/ services we offer to schools to support them with inclusion</b>	Degree level programme for staff development and bespoke school support and training.
<b>Other information</b>	The BA(hons) SEND team are expert academics and practitioners covering a wide range of SEND issues including; neurodiversity, SEMH, inclusive classroom, legal & policy duties and complaints/SENDist.Tribunal.

## 29. Mental Health and Wellbeing

<b>Organisation name</b>	Freedom Foundation
<b>Website</b>	<a href="https://www.freedomfoundationuk.org/">https://www.freedomfoundationuk.org/</a>
<b>Contact name</b>	Anna Malik
<b>Contact email</b>	anna.malik@freedomfoundationuk.org
<b>What we do</b>	<p>Freedom Foundation improve children's physical and mental wellbeing through music, dance, and mentoring.</p> <p>Founded in 2018 we have been delivering arts and education projects with schools, alternative provisions, and our community. Through the power of music and dance children and young people learn how to craft songs and create dance routines whilst we equip them with the tools to manage their wellbeing, understand the impact social media has on their mental health and embrace their identity.</p> <p>We work with children and young people aged 2 – 25 with our range of creative projects enabling them to explore their individuality and creativity, allowing them to be physically active and mentally reactive.</p>
<b>Who we can support</b>	<ul style="list-style-type: none"> <li>• Primary age children</li> <li>• Secondary age children</li> <li>• School staff.</li> </ul>
<b>Inclusion challenges we support</b>	<ul style="list-style-type: none"> <li>• Alternative provision</li> <li>• Behaviour/Relational approaches</li> <li>• SEND.</li> </ul>
<b>Support/ programmes/ services we offer to schools to support them with inclusion</b>	<ul style="list-style-type: none"> <li>• Freedom Factory - Group Session (up to 30 or 10 for SEND/ 7-11 &amp; up to 15 11-16)-Curriculum Time / Lunch Time</li> <li>• DRIL - Small group sessions (up to 10 /11-16 young people at risk of exclusion also offers mentors)- Early intervention curriculum time</li> <li>• Y-WISE - Small group sessions (up to 10 11-16 young girls vulnerable or at risk of exclusion - social action project - early intervention -curriculum time)</li> <li>• Motivational Mornings - Group Sessions (up to 30 7-11/11-16) Morning period 1 at the start of the week. Mental wellbeing intervention and support</li> <li>• Teacher CPD sessions on mental wellbeing.</li> </ul>

## 30. Derby Theatre

Organisation name	Derby Theatre
Website	DerbyTheatre.co.uk
Contact name	Tom Craig
Contact email	T.craig2@derby.ac.uk
What we do	<ul style="list-style-type: none"> <li>• Plus one</li> <li>• Learning Programme</li> <li>• DCEP</li> <li>• CANVAS.</li> </ul>
Who we can support	<ul style="list-style-type: none"> <li>• Primary age children</li> <li>• Secondary age children</li> <li>• Families</li> <li>• School staff.</li> </ul>
Inclusion challenges we support	<ul style="list-style-type: none"> <li>• Alternative provision</li> <li>• Behaviour/Relational approaches</li> <li>• Trauma and Attachment.</li> </ul>
Support/ programmes/ services we offer to schools to support them with inclusion	<ul style="list-style-type: none"> <li>• Plus One</li> <li>• Learning Programme</li> <li>• DCEP</li> <li>• CANVAS.</li> </ul>

## 31. Derby City Council Prevent Team

<b>Organisation name</b>	Derby City Council
<b>Website</b>	<a href="https://www.derby.gov.uk/community-and-living/crime-prevention-community-safety/prevent/#page-1">https://www.derby.gov.uk/community-and-living/crime-prevention-community-safety/prevent/#page-1</a>
<b>Contact name</b>	Sally Siner
<b>Contact email</b>	sally.siner@derby.gov.uk
<b>What we do</b>	Prevent aims to safeguard individuals and communities from the threat of violent extremism by early interventions and support, which helps people steer their lives away from negative involvements towards a more positive and fulfilling life direction.
<b>Who we can support</b>	<ul style="list-style-type: none"> <li>• Primary age children</li> <li>• Secondary age children</li> <li>• Families</li> <li>• School staff</li> <li>• Prevent helps anyone.</li> </ul>
<b>Inclusion challenges we support</b>	<ul style="list-style-type: none"> <li>• Social, Emotional and Mental Health</li> <li>• SEND</li> <li>• Behaviour/Relational Approaches</li> <li>• Trauma and Attachment</li> <li>• Vulnerability to radicalisation.</li> </ul>
<b>Support/ programmes/ services we offer to schools to support them with inclusion</b>	Staff training, classroom-based workshops, support with individuals, advice around Prevent referrals, building resilience and critical thinking skills.

## 32. Derbyshire Mental Health and Suicide Prevention

Organisation name	Public Health
Website	<a href="https://derbyandderbyshireemotionalhealthandwellbeing.uk/">https://derbyandderbyshireemotionalhealthandwellbeing.uk/</a>
Contact name	Luke Oldham
Contact email	luke.oldham@derbyshire.gov.uk
What we do	MH and SP information for across city and county including a range of adult and CYP resources.
Who we can support	<ul style="list-style-type: none"><li>• Secondary age children</li><li>• Families</li><li>• School staff.</li></ul>
Inclusion challenges we support	<ul style="list-style-type: none"><li>• Mental health</li><li>• Suicide prevention</li><li>• Neurodiversity.</li></ul>

### 33. Life Lessons Ltd

Organisation name	Life Lessons Ltd
Website	lifelessons.co.uk
Contact name	Jamie O'Connell
Contact email	jamie@lifelessons.co.uk
What we do	<p>Life Lessons supports a whole school approach to teaching PSHE/RSHE. We connect to the lives of your students using videos across our spiral curriculum and lessons, form time activities and teacher CPD.</p> <p>Our approach supports educators to tackle negative influences and change the mindsets of young people through our RSHE curriculum. We film young people from all over the UK, from different backgrounds, with different experiences and views. These short videos model the conversation to your students making it easier for them to talk about topics such as healthy relationships, consent, puberty and sexual health – everything in the curriculum.</p>
Who we can support	<ul style="list-style-type: none"> <li>• Secondary age children</li> </ul>
Inclusion challenges we support	<ul style="list-style-type: none"> <li>• Behaviour / Relational Approaches</li> <li>• Sex and Health Education</li> <li>• Whole School Approach to Relationships .</li> </ul>
Support/ programmes/ services we offer to schools to support them with inclusion	<p>We provide schools with a wide range of resources to be able to deliver a whole-school approach to Relationships, Sex and Health Education. Our materials include:</p> <ul style="list-style-type: none"> <li>• Staff CPD and training</li> <li>• A vast video library of young people discussing their experiences</li> <li>• Expert videos to cover RSHE statutory requirements, bring the expert voice into the classroom to support teacher confidence</li> <li>• Behaviour intervention packages</li> <li>• A full spiral curriculum from year 7-13 and inclusive, up-to-date lesson slides covering RSHE statutory requirements</li> <li>• Tools to support impact evaluation</li> <li>• Tools to support parent communication and engagement within RSHE.</li> </ul>

## 34. Saturday Club

Organisation name	University of Derby
Website	<a href="https://saturday-club.org/club/university-of-derby/">https://saturday-club.org/club/university-of-derby/</a>
Contact name	Hana York
Contact email	derbysatclub@derby.ac.uk
What we do	<p>The University of Derby Saturday Club is excited to run the subject strand Society &amp; Change and is inviting young people from Derby/Derbyshire who have interest in creative and artistic practice to explore themes such as wellbeing, city spaces, youth voice, freedom, protest and justice, race and racism, politics, education, creativity, resilience, vibrancy, green and growth.</p> <p>Aimed at 13-16 year olds, being a member of this club means that you will be at the centre of everything that it does, ensuring that you have the best time whilst being hands on as you make, curate, design, build, explore and develop your skills and have a platform for your voice. You will do this under the guidance of a fantastic range of guest practitioners and artists.</p>
Who we can support	Secondary age children
Support/ programmes/ services we offer to schools to support them with inclusion	<p>Sessions will predominantly take place on Saturday mornings at the University of Derby. We will also include visits to local archives, green spaces, museums and galleries.</p> <p>Club members also take part in national events including Masterclasses with leading industry professionals and the Summer Show, where Saturday Clubs nationwide exhibit their work in a public exhibition – all for free!</p>
Other information	<ul style="list-style-type: none"> <li>• Partner Organisations include:</li> <li>• Baby People</li> <li>• Artcore</li> <li>• Family Hubs</li> <li>• Derby County Community Trust.</li> </ul>

## 35. Esteem Multi Academy Trust

Organisation name	Esteem Multi Academy Trust
Website	<a href="https://www.esteemmat.co.uk/">https://www.esteemmat.co.uk/</a>
Contact name	Kelly Ollett
Contact email	info@esteemmat.co.uk
What we do	Esteem Multi Academy Trust was formed in 2018 and now consists of twelve academies from the East and West Midlands. Many of our pupils have special educational needs and/or disabilities or are disadvantaged. Esteem is a learning community which ensure the inclusion of SEND and alternative provision providing an ambitious, inspirational, bespoke education for our learners.
Who we can support	<ul style="list-style-type: none"> <li>• Primary age children</li> <li>• Secondary age children</li> <li>• Families</li> <li>• School staff.</li> </ul>
Inclusion challenges we support	<ul style="list-style-type: none"> <li>• SEMH</li> <li>• Alternative Provision</li> <li>• SEND</li> <li>• Behaviour/ Relational Approaches</li> <li>• Trauma and Attachment.</li> </ul>
Support/ programmes/ services we offer to schools to support them with inclusion	As a Trust we offer a wide range of expertise to support inclusion including: emotion coaching, supporting challenging behaviour and emotional regulation, supporting sensory provision, removing barriers covering a full spectrum of need (e.g. Autism, ADHD, SEMH) Early Help Support through FASST (Family and Student Support Team), supporting work related learning and vocational provision, curriculum progression and evidencing impact.

## 36. Rolls-Royce

Organisation name	Rolls-Royce
Website	<a href="https://www.careers.rolls-royce.com/students-and-graduates/apprenticeships-and-school-leavers">https://www.careers.rolls-royce.com/students-and-graduates/apprenticeships-and-school-leavers</a>
Contact name	Bev Swindles - My role is supporting the future pipeline with STEM education outreach.
Contact email	Bev.Swindles@Rolls-Royce.com
What we do	Designs, manufactures and distributes power systems.
Who we can support	<ul style="list-style-type: none"><li>• Primary age children</li><li>• Secondary age children</li><li>• School staff.</li></ul>
Support/ programmes/ services we offer to schools to support them with inclusion	<ul style="list-style-type: none"><li>• Maths tutoring</li><li>• Mock interviews and CV prep</li><li>• Q&amp;A sessions for students and families</li><li>• Activities and career presentations from Key Stage 1 through to Higher Ed.</li></ul>
Other information	The Nuclear Skills Academy opened in 2022 with a ten-year programme of offering 200 apprenticeships places each year.

## 37. Derby City Council - Young Carers

Organisation name	Derby City Council
Contact name	Jonathan Howie
Contact email	jonathan.howie@derby.gov.uk
What we do	Young Carers - statutory cohort. Early Help workers linked to supporting the cohort via referrals from schools/organisations.
Who we can support	<ul style="list-style-type: none"><li>• Primary age children</li><li>• Secondary age children.</li></ul>
Inclusion challenges we support	<ul style="list-style-type: none"><li>• Attendance</li><li>• SEMH</li><li>• Behaviour/ Relational Approaches</li><li>• Trauma and Attachment.</li></ul>
Support/ programmes/ services we offer to schools to support them with inclusion	Referrals for support.



# DERBY DIRECTION

Take a look at our recently updated website for a range of information and resources. Login is no longer required to provide easy access to inclusion training, signposting and support.



CPD & Networking Calendar to find out information and book places for a number of training courses and network meetings.

A conference page to access presentations and information from all inclusion conferences that have taken place over the last three years



A range of 'key theme' sections with a variety of resources, webinars, CPD opportunities and more.



Visit the Derby Direction Website

