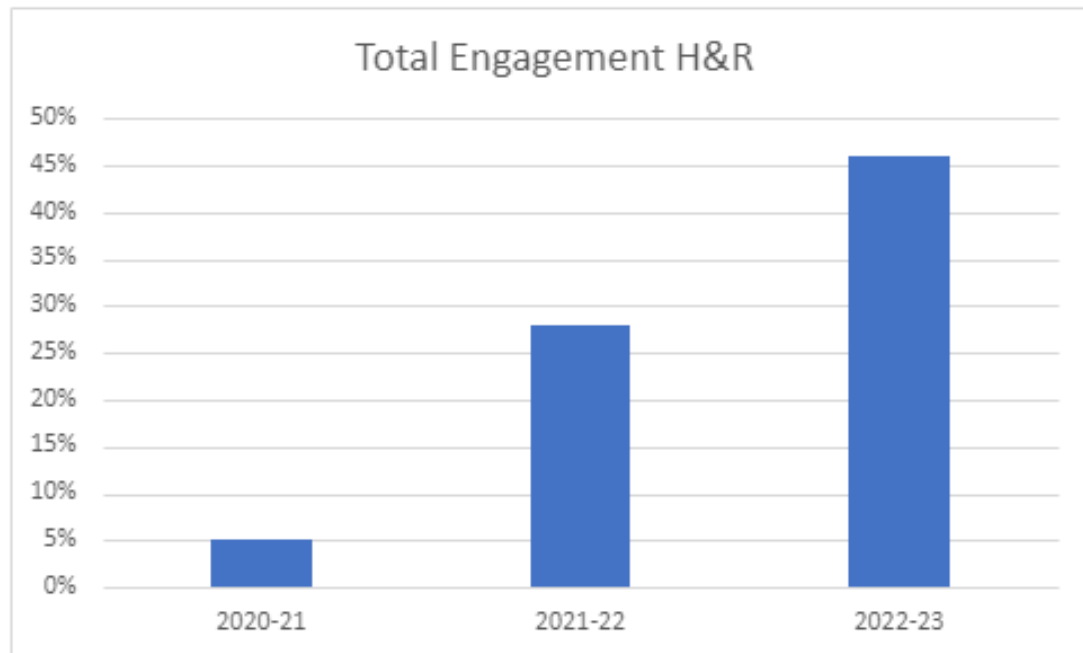


# The Locality Boards

Impact so far!

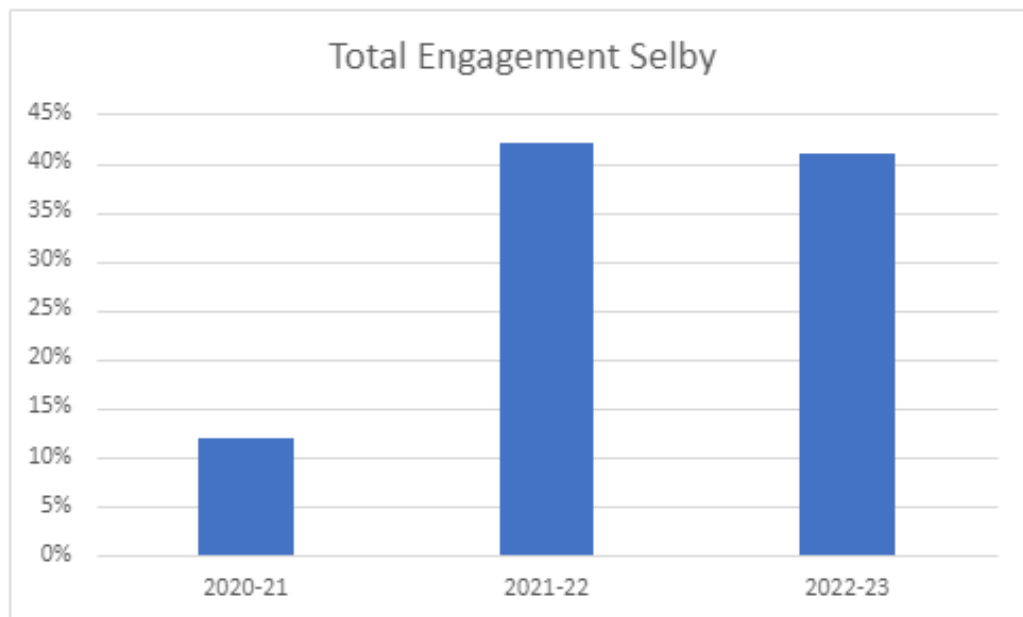
# Project Engagement: Hambleton & Richmondshire



2022-23 data could increase as projects have not yet completed

Total number of settings involved in 1 or more projects							
	EY settings (not inc FS2)	Primary School	Secondary Schools	Special schools & PRS	Post-16	Total	
2020 to 21	Actual	0	7	1	3	0	11
	Total number	135	80	9	3	2	229
	Percentage of total number in locality	0%	9%	11%	100%	1	5%
2021 to 22	Actual	0	57	5	2	0	64
	Total number	135	80	9	3	1	228
	Percentage of total number in locality	0%	71%	56%	67%	0%	28%
2022 to 23	Actual	26	69	7	3	1	106
	Total number	135	80	9	3	1	228
	Percentage of total number in locality	19%	86%	78%	100%	100%	46%

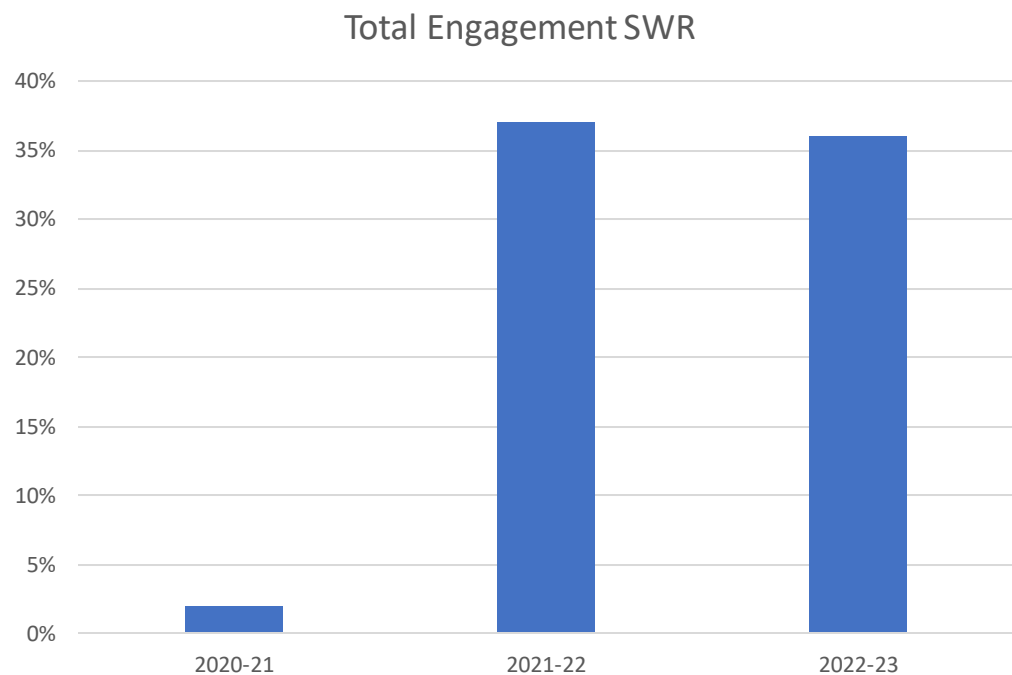
# Project Engagement: Selby



2022-23 data could increase as projects have not yet completed

		Total number of settings involved in 1 or more projects					
		EY settings (not inc FS2)	Primary School	Secondary Schools	Special schools & PRS	Post-16	Total
2020 to 21	Actual		12	4	1	0	17
	Total number	98	40	6	1	1	146
	Percentage of total number in locality	0%	30%	67%	100%	0%	12%
2021 to 22	Actual	25	31	3	1	1	61
	Total number	98	40	6	1	1	146
	Percentage of total number in locality	26%	78%	50%	100%	100%	42%
2022 to 23	Actual	17	33	6	1	0	57
	Total number	92	40	6	1	1	140
	Percentage of total number in locality	18%	83%	100%	100%	0%	41%

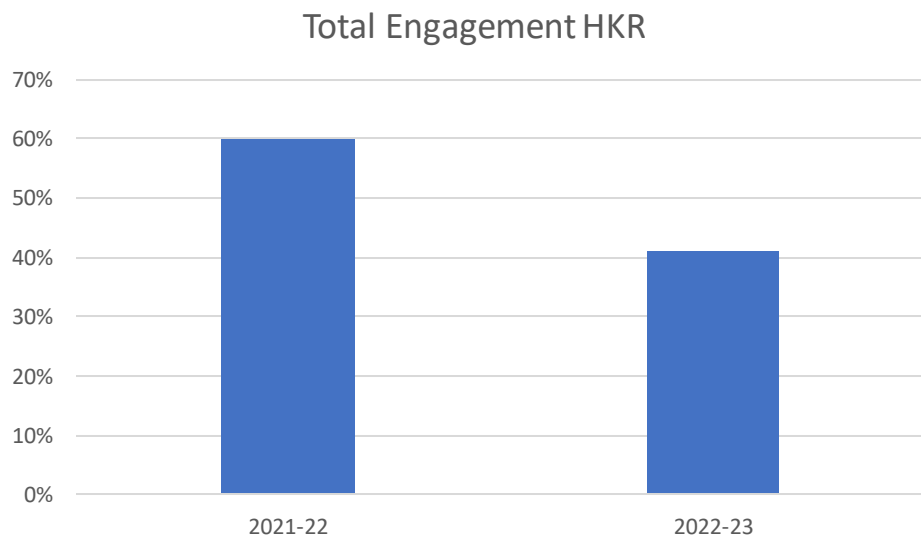
# Project Engagement: Scarborough, Whitby & Ryedale



		Total number of settings involved in 1 or more projects					
		EY settings (not inc FS2)	Primary School	Secondary Schools	Special schools	Post-16	Total
2020 to 21	Actual		3	3			6
	Total number	157	75	12	5	4	253
	Percentage of total number in locality	0%	4%	25%	0%	0%	2%
2021 to 22	Actual	18	62	11	5	0	96
	Total number	157	75	12	5	4	253
	Percentage of total number in locality	11%	83%	92%	100%	0%	37%
2022 to 23	Actual	24	52	10	4	2	92
	Total number	157	75	12	5	4	253
	Percentage of total number in locality	15%	69%	83%	80%	50%	36%

2022-23 data could increase as projects have not yet completed

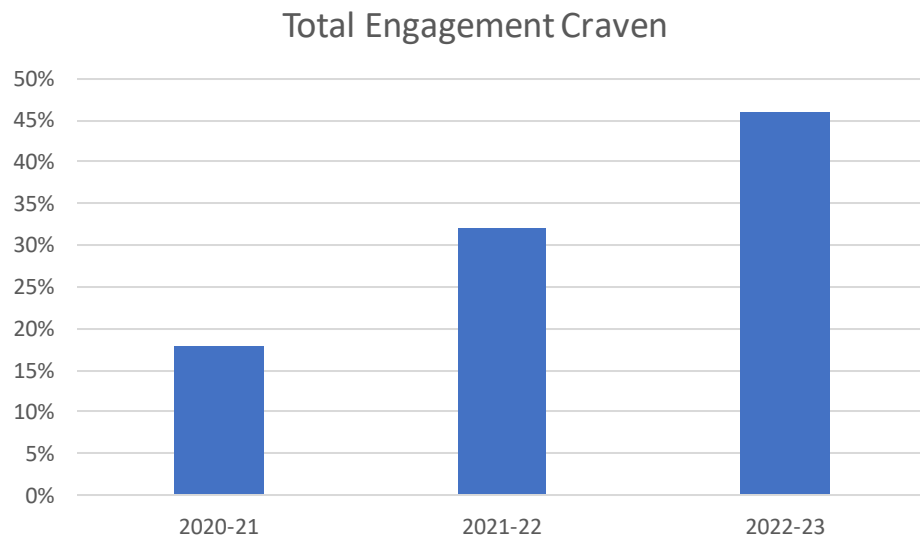
# Project Engagement: Harrogate, Knaresborough & Ripon



		Total number of settings involved in 1 or more projects					
		EY settings (not inc FS2)	Primary School	Secondary Schools	Special schools	Post-16	Total
2020 to 21	Actual						
	Total number						
	Percentage of total number in locality						
2021 to 22	Actual	47	63	8	2	2	122
	Total number	112	75	10	4	4	205
	Percentage of total number in locality	42%	84%	80%	50%	50%	60%
2022 to 23	Actual	13	63	8	4	4	84
	Total number	112	75	10	4	4	205
	Percentage of total number in locality	12%	84%	80%	100%	100%	41%

2022-23 data could increase as projects have not yet completed

# Project Engagement: Craven



		Total number of settings involved in 1 or more projects					
		EY settings (not inc FS2)	PS	Secondary Schools	Special schools	Post-16	Total
2020 to 21	Actual	1	9	4	1	0	15
	Total number	46	28	5	2	1	82
	Percentage of total number in locality	2%	32%	80%	50%	0%	18%
2021 to 22	Actual	2	18	4	2	0	26
	Total number	46	28	5	2	1	82
	Percentage of total number in locality	4%	64%	80%	100%	0%	32%
2022 to 23	Actual	9	22	4	2	1	38
	Total number	46	28	5	2	1	82
	Percentage of total number in locality	20%	79%	80%	100%	100%	46%

2022-23 data could increase as projects have not yet completed

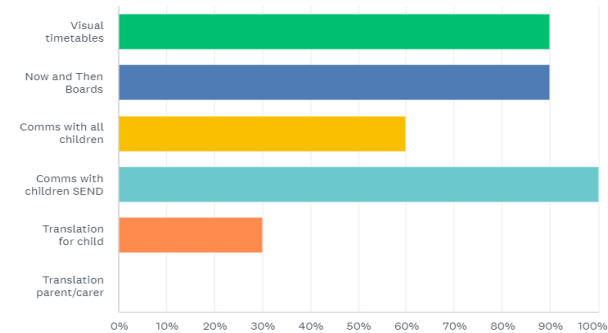
# Impact

## Survey Responses

## Widgit On-line 21 to 22

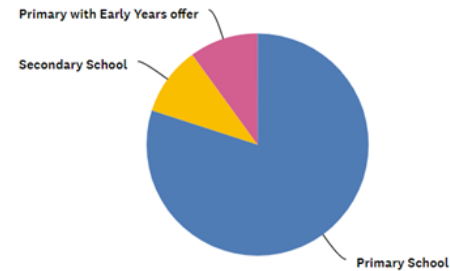
What features of Widgit Online have you used?

Answered: 10 Skipped: 0



What type of organisation do you work for?

Answered: 10 Skipped: 0

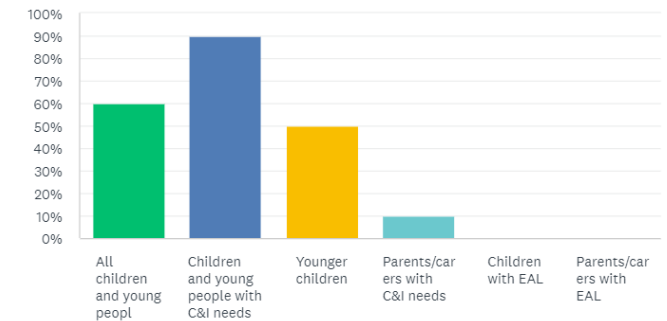


*I have used it so much and it has benefitted so many children...we have used it for social stories, visual time tables, reward charts, communication cards, choice boards, distraction boards, to record writing on, to practise spellings. The list is endless!!*

Hambleton C of E Primary School

Which groups do you feel have benefited from Widgit Online?

Answered: 10 Skipped: 0



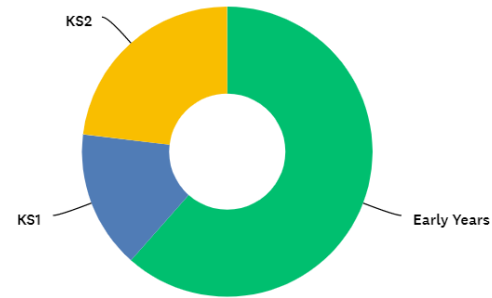
# Impact

## Survey Responses

## Talk Boost 21 to 22

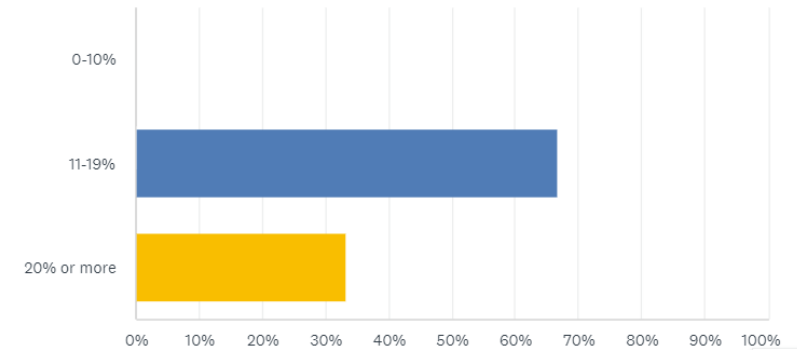
### Talk Boost Target Group

Answered: 13 Skipped: 0



If you have run the intervention, please provide the percentage increase of children reaching expected levels (Expected levels in 'attention and listening' for EYs or 'ability to talk in sentences' for KS1 and KS2) as measured by the ICAN Tracker

Answered: 3 Skipped: 10



*"this will fill a big Communication and Language hole, thank you"*

EY provider

*"sounds great...good to be able to get parents on board and involved"*

EY provider



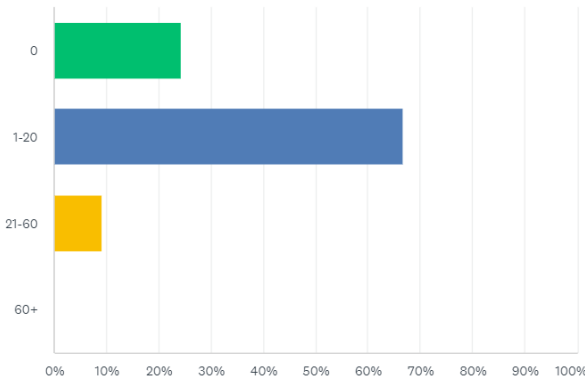
# Impact

## Survey Responses

### SNAP 21 to 23

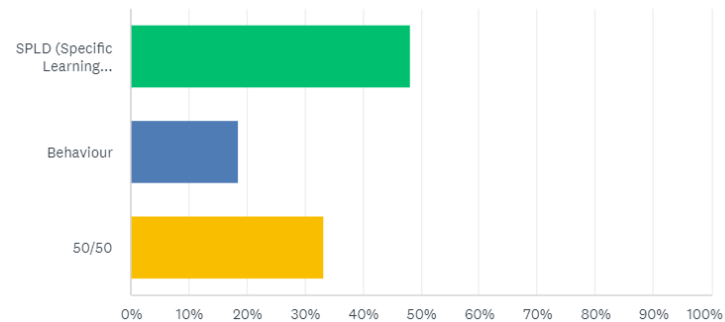
How many pupils has your school assessed using SNAP?

Answered: 33 Skipped: 0



In general, where did the majority of children/young peoples areas of weakness lie?

Answered: 27 Skipped: 6



*We are better able to identify needs. We are able to identify more specific ways to support students with their needs.*  
Selby High School

*...one teacher has commented how it gave focus to an area that she hadn't even considered. On reflection, she could see how this may be a huge issue for the child.*  
Coppice Valley Primary

*SNAP B assessments are enabling us to assess the SEMH needs of children and initiate appropriate interventions. Over time our children will be better supported to make positive choices in their behaviours.*  
George Pindar Secondary school

*Parents like being part of the initial process and enjoy the discussions with the class teachers. They feel more informed in every stage of the process*

# Impact

Survey Responses

Extended  
Provision (H&R)  
21 to 22

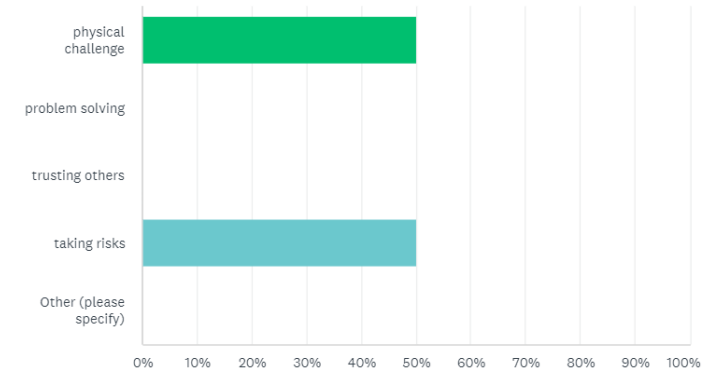
## Young people's voice

*(My memory of this project was)  
Kayaking because it was a good  
experience to be on the water*  
Pupil from Bedale High School

*I had fun cooking however I did  
burn myself on the last day.*  
Pupil from Bedale High School

If you were challenged by this project, please select how

Answered: 2 Skipped: 1

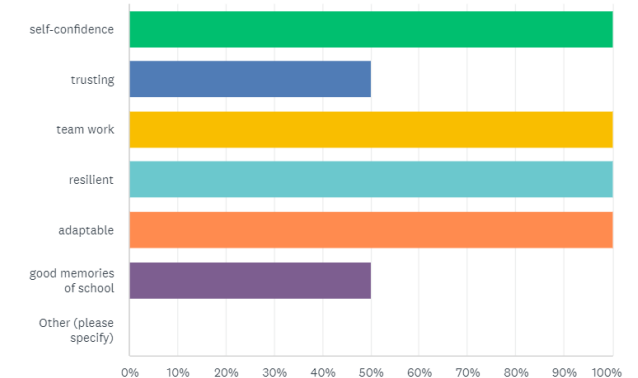


## School staff's voice

*Working with the students from  
another school helped confidence*  
Bedale High School

Please tick all those beneficial characteristics that you  
feel were developed during this 6 week programme

Answered: 2 Skipped: 1



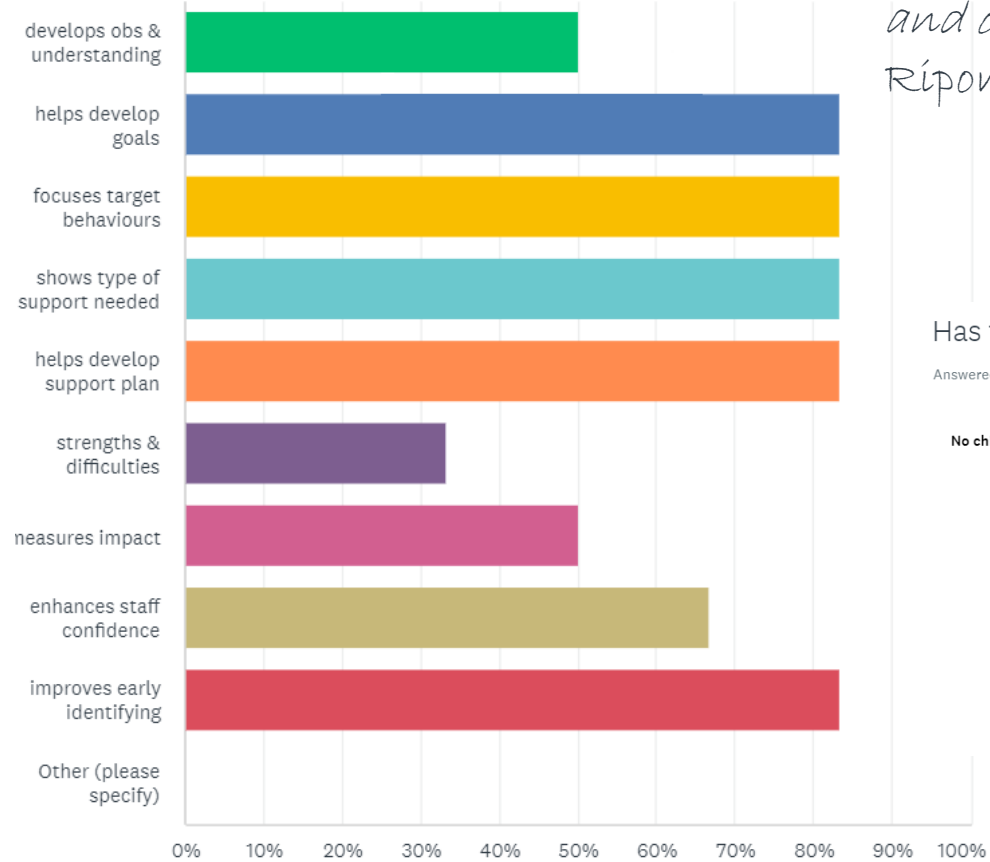
# Impact

## Survey Responses

Boxall  
21 to 22

Please tick the statements you agree with. The Boxall Online Profile

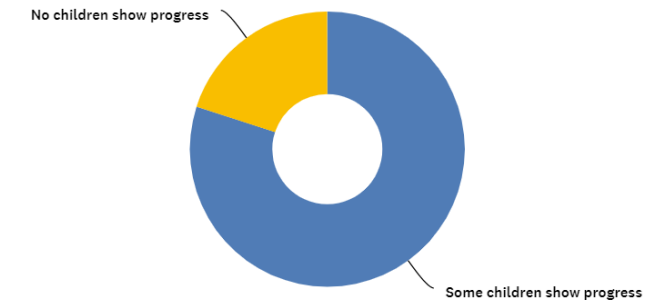
Answered: 6 Skipped: 1



*(It was helpful in) Identifying need and offering ideas of interventions*  
Ripon Cathedral School

Has this tool shown the children's progress?

Answered: 5 Skipped: 2

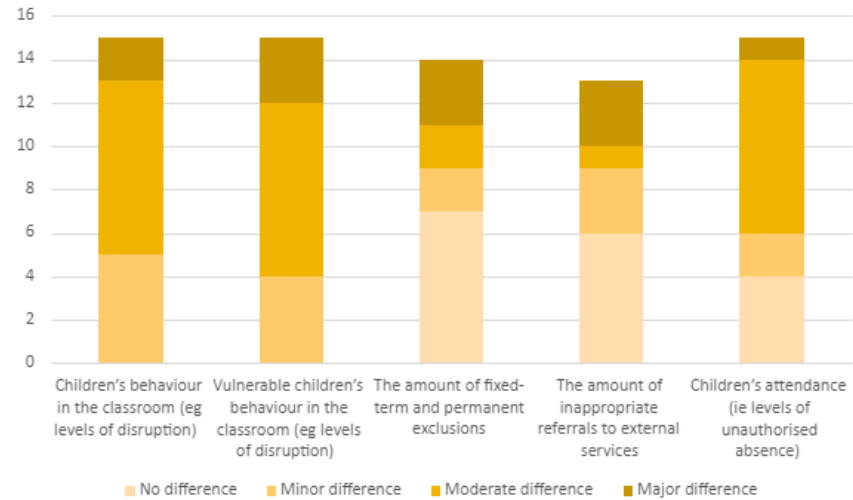


# Impact

Survey Responses

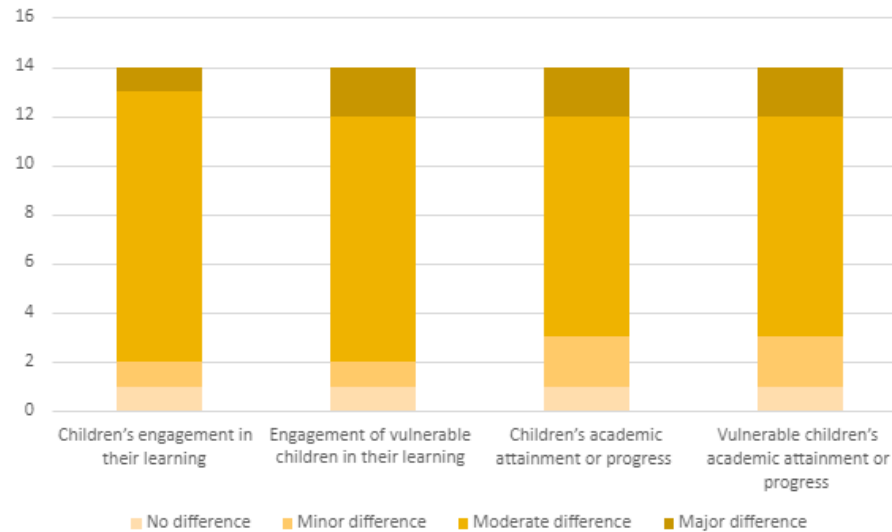
Thrive  
21 to 22

### Aspects of Behaviour



*Staff are more skilled at reengaging children in learning once they begin to dysregulate.*  
Sunbeck PRS

### Aspects of Learning



*It has been commented on by other SLT members that the children are 'playing better' and 'accessing the learning in the classroom'*  
Mowbray School

# Impact

## Survey Responses

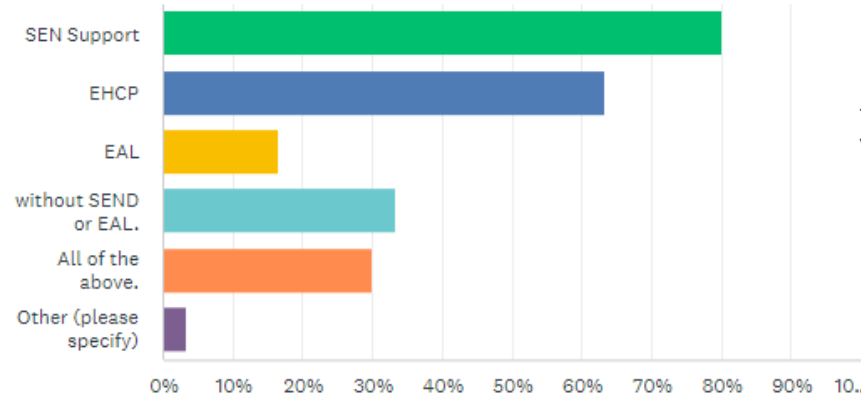
## CrickSoftware: Clicker 8 21 to 23

Type of setting	Number of NY schools with licences
Primary School	188
Secondary school	33
Special Schools including PRS	11

## 102 staff members have accessed Clicker 8 or DocsPlus Training

### Which children/young people are using Clicker?

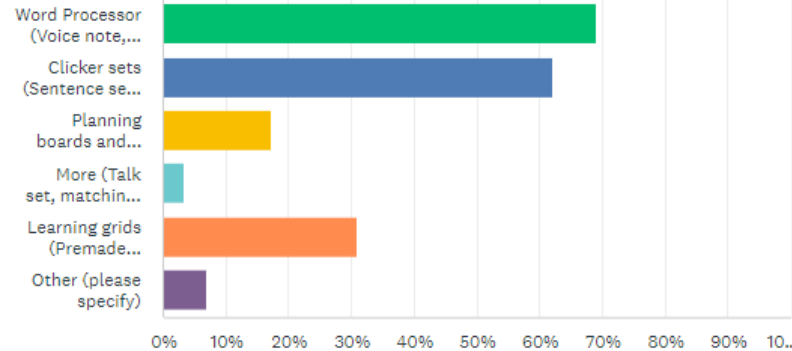
Answered: 30 Skipped: 0



...  
A year 4 boy has been able to complete more in written work in a set time than he could before and he is able to get all his wonderful ideas down on to paper. He enjoys hearing his sentences back and is starting to enjoy writing.

### Which feature(s) have you found most useful?

Answered: 29 Skipped: 1



...  
A particular learner in my year 6 class has been able to produce some quality work while she would not have been able to had she needed to handwrite it. We have been able to share this with parents and she has been very proud of the work she has produced, sharing with the class and other teachers. We knew she had the ideas but has not previously been able to show what she is capable of. She LOVES clicker8

It gives them confidence and enables them to produce work similar to their peers and does not make them different.

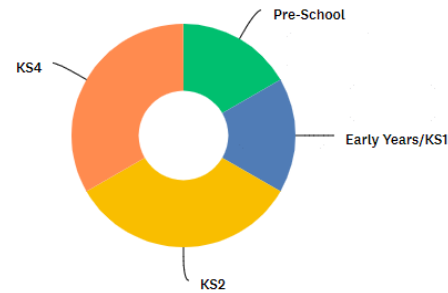
# Impact

## Survey Responses

## Unlocking Autism 21 to 22

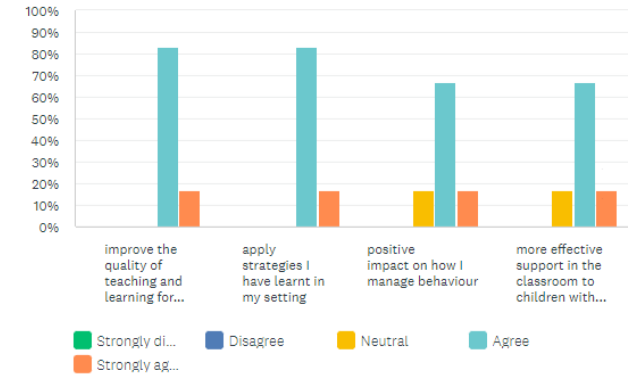
### Ages of children/young people working with

Answered: 6 Skipped: 0



### Impact

Answered: 6 Skipped: 0



List 2-3 strategies you have been able to apply in your setting, following the training.

*Managing the behaviour and outbursts in a way that's beneficial to the staff and child. More understanding of the child's need to move around and not sit. Using the SEN support plan (ILPP)*

*Implementing sensory diet using sensory resources to help focus - eg spiky seat pad, fidget toys Recognising difficult behaviours as a communication that we need to look at what is going on in the environment and make adaptations that are not always obvious*

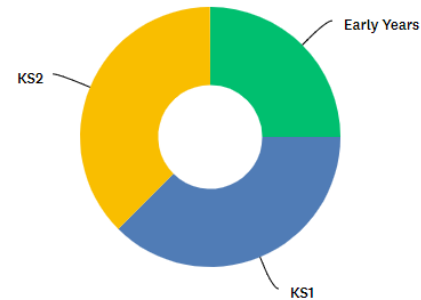
# Impact

## Survey Responses

Think Sensory  
Not Behavior  
21 to 23

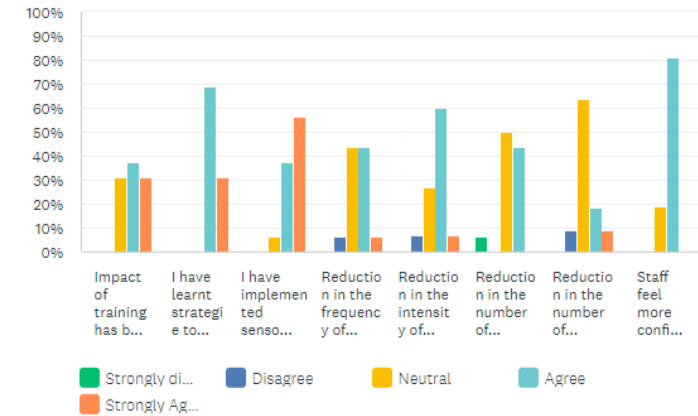
### Ages of Children

Answered: 16 Skipped: 0



### Impact - As a result of your participation in the course, how do you feel about the following statements?

Answered: 16 Skipped: 0



The children in my setting last year benefitted from this training. The children are now more regulated and the staff use effective sensory routines to support these children. We have a new cohort and have some new challenges. We are working through different strategies to find the ones that suit these individual children. The training has given me the confidence and knowledge to do this. Meadowside Academy

Cohorts / number of pupils with sensory / SEMH needs differ - so not always needed as much implementation. Excellent training but a lot of information to absorb and remember. Great pack provided. One of the best training sessions we've been to. Filey Junior School

Already had a good understanding but found the course very interesting. Loved the paperwork activities which help to identify need - use these a lot as an advisor working with teachers. Aspin Park Early Years

# Impact

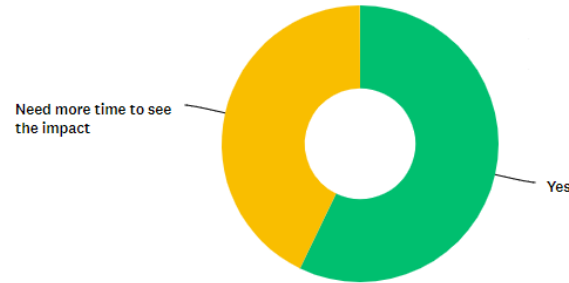
## Survey Responses

### Forest & Beach Schools Training 21 to 23



Has the training had a positive impact on the children's social, emotional and mental health?

Answered: 7 Skipped: 0



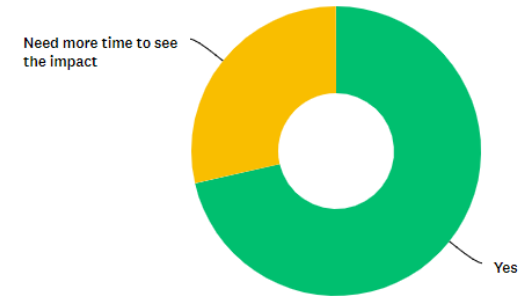
Could you give an example of the positive impact the training and resources have made to your setting and the children you work with?

*Increased use of school grounds. Positive physical and mental health benefits for participants.  
Welburn Hall School*

Do the children appear more independent as a result of the outdoor experiences?

Answered: 7 Skipped: 0

*I think it will be of great benefit to children as in our setting some do not have the opportunity to get out to the beach often. I think the cross curricular opportunities for learning through and outdoors will improve the quality of teaching and learning. The Woodlands Academy*





# Sidewalk

21 to 22

## **Transition Mentoring Case Study**

When I began working with WC he was incredibly shy. He struggled to make eye contact, was very softly spoken and often looked uncertain and concerned. I quickly learned that W struggled with direct questions and adapted my work with him to fit his preferred method. For many weeks when I collected him from lesson, he would go red in the face and keep his head down. We talked about very little but instead built up a relationship through playing games and engaging in basic conversation. W was able to tell me via his body language (head down, reducing his stature etc.) that he was not feeling comfortable with conversation, and I followed his lead. Gradually W would smile at me when I collected him from lessons, sometimes going red but not always, and slowly our conversations progressed. By the time he was ready to transition to Scalby I felt confident that, although quiet and shy he would find his way and manage challenges as they occurred. In two weeks, my sessions with W will end. He has developed into a more confident young man, able to make eye contact much more easily, no longer goes red when I collect him from lesson and is full of chat about his week; telling me things he is excited about, his plans after school and at weekends. He is able to tell me about things he is worried about but also, which is much more important, feels more able to manage things. He feels more resilient, more equipped to manage anxiety, more confident and more able to manage change. The change I have seen in W since we began working together in April is wonderful and I feel strongly that he will continue to go from strength to strength.

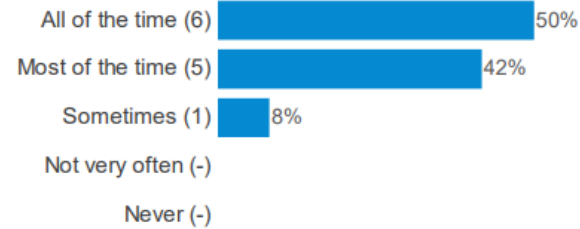
# Impact

## Survey Responses

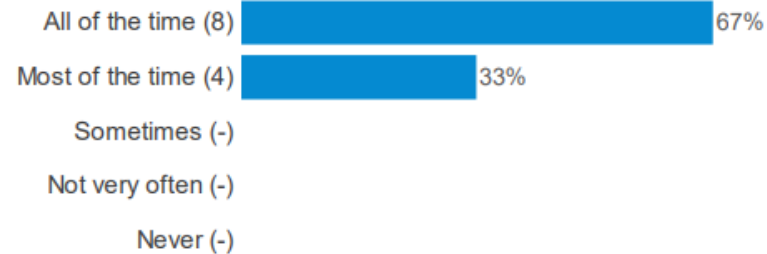
### Nurture 21 to 23

35 Schools in SWR Locality Board have now had National Nurture Schools Programme Training. This includes a maintained Nursery School, Primary Schools, Secondary Schools, Special Schools and the PRS.

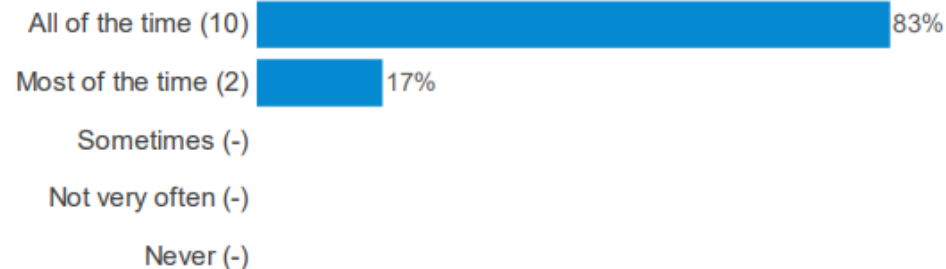
Now please read each statement below and choose the answer which best describes you or your knowledge, skills and understanding: (I use knowledge of attachment and relational practice in my practice.)



Now please read each statement below and choose the answer which best describes you or your knowledge, skills and understanding: (I am aware of de-escalation practice and use it in the classroom to help avoid escalation.)



Now please read each statement below and choose the answer which best describes you or your knowledge, skills and understanding: (I incorporate a range of social and emotional learning opportunities within the curricular areas/activities that I teach.)



# Impact

## Survey Responses

Number of children who have received 12 sessions of play therapy. Cases now closed	Number of children currently being supported. Cases open	Number of children currently on the waiting list.
25	17	31

Number of schools supported in Whitby	Number of schools supported in Scarborough	Number of schools supported in Ryedale
10	5	6

### Child Feedback:

*Would you recommend play therapy to other people in need of help?*

*Yes, I always want to help people and Cerys does too.*

### Parent/Carer End of Therapy Evaluation

*It was lovely to see my daughter build another trusted relationship with an adult through play. Relationships matter a lot to her! Although there were no specific issues that Cerys needed to explore, she worked brilliantly to get to know my daughter and what makes her tick. She handled her direct personality and questions really well and recognised sharing personal details about herself such as the area in which she lived, her dog and what she enjoyed doing were really important to my daughter. My daughter still refers to these details even though the sessions have been finished for some weeks. It was a really good experience for my daughter and has left her with a positive outlook for working with other professionals who start out as strangers (which is something that she will need to do in future) that has sometimes made her anxious in the past.*

## Sandcastles Play Therapy 21 to 22

	Number of Staff or Settings Trained						
Training Topic	H&R	Selby	HKR	Craven	SWR	Total	Staff or Setting?
Talk Boost	69	40				109	staff
Early Excellence	27	20	52	17	25	141	setting
Clicker8 / DocsPlus						102	staff
TSNB	40		42		63	145	5 full staff settings 140 individual staff from multiple settings
Unlocking Autism	48		26			74	staff
Brick by Brick	45		62			107	staff
Number of schools trained in a relational approaches	30	63	1	2	36	132	settings
De-escalation Training	204	1			24	229	Mix
SNAP	35	32	30	16	33	146	staff
Forest & Beach Schools					22	22	staff
Early years SENCO Training			26			26	staff
Trauma Training					25	25	staff
Launchpad for Literacy			15	10		35	settings
Mental Health First Aid		22	13	10		45	staff
NELI			12			12	settings