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Our Ref: CV210

Date: 21st January 2026

Education Bulletin

Dear Colleagues,

Welcome to the first bulletin of 2026. I hope you enjoyed a restful festive break and that the new term has started positively for everyone.

Following the recent severe weather, we've received very positive feedback on the school closures list on our website. It's been praised for being easy to use, up to date, and accessible. Thank you to everyone who updates the portal - this clearly highlights the importance and impact of keeping it up to date. If you have any issues accessing or updating the portal, please contact chs.system.support@worcestershire.gov.uk.

Since Ofsted [published the renewed inspection framework](#) in September 2025, they've put on lots of online and face-to-face engagement with schools to answer your questions. They've now published a useful guide answering [frequently asked questions about school inspections](#). Please take time to read and share this with staff.

The Children's Commissioner has recently published [What I Wish My Parents or Carers Knew](#) - a practical guide for parents and carers to supporting children in managing their digital lives. It's full of useful tips and insights to help families navigate online challenges together. Schools are encouraged to share this resource with parents and carers through your usual communication channels.

The Worcestershire NHS Public Health Nursing Service has shared its latest [health screening update and 2025/26 schedule](#). Download the update for more information on the programme available to school-aged children in Reception, Year 6 and Year 9, including those on roll but not in education and children who are home educated.

And finally, Children's Mental Health Week runs from 9th to 15th February with a theme of *This is My Place* - supporting the systems around children and young people to help them feel they belong. Find free resources for schools on the [Place2Be's Children's Mental Health Week - Official site](#).

Wishing you all the best for the Spring Term.

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Important Updates for Information and Action

Healthwatch Survey: Parent Carer Needs Assessment

Please share the below survey with parents/carers

If you care for a disabled child or young person, you are legally entitled to request a Parent Carer Needs Assessment (PCNA) from your local authority. This assessment helps understand how caring affects your life and wellbeing and identifies support or services that may help you in your caring role.

[Healthwatch Worcestershire](#) is running a survey to better understand parent carers' experiences of requesting a PCNA. Your responses will help highlight what is working well and where improvements may be needed.

[Complete the Healthwatch survey here.](#)

The survey closes on 31st January.

Shaping Library Services Survey

Please share the below survey with parents/carers

Worcestershire County Council's Shaping Library Services for 2026–2028 survey is now live. We are asking residents to share their views on library services and how they meet their own or their family's needs. Whether you currently use the library or don't use library services at the moment, your views matter. Your feedback will help shape priorities for library services between 2026 and 2028.

Share your views by completing our short survey: [Shaping Library Services 2026 to 2028](#) (closing date is midnight, 2 February 2026).

Finger Entrapment O365 form and Guidance Document

Please read the guidance and complete the form

Following a nationwide increase in the number of incidents where children's fingers are being trapped in doors, could we kindly ask that you read through the attached guidance document and complete the following [FINGER ENTRAPMENT IN DOORS – Fill in form](#)

We would like to thank you for your assistance us with this.

[Download guidance on finger entrapment in doors](#)

Defib (AED) maintenance reminder

Please ensure that your internal systems include the checks recommended by the manufacturer

Most defibs/AEDs need regular (monthly and annual) checks to ensure that they are in good working order should they be needed in an emergency.

Guidance can be found here: [DfE Automated External Defibrillators Guidance](#)

Maikai AI for schools

Please ensure interested staff register by Friday 23 January

Maikai are offering some funded opportunities for staff looking to safely manage the adoption of AI into their roles, teams and schools. They are looking for schools and trusts to put together AI working groups who will work through these qualifications together.

Please attend the relevant information sessions and register your interest through these links:

[AI Catalyst](#) - Manage the safe adoption of AI into your role and school!

[AI Activator](#) - Manage the adoption of AI into your role and improve the efficiency of your day to day

[AI Data Technician](#) - Analyse, Manipulate and Report on data, for those who use data daily but are not yet using AI effectively.

[AI Data Analyst](#) - Analyse and manipulate data to inform organisational decision making. For those looking to use AI and data at a more advanced level.

If you enrol in January, the following exciting Masterclasses are coming up:

1. Demystifying LLMs with Simon Pick - Former Google and Meta Engineering Manager - 5th February
2. Using AI to Adapt Lesson Content with Carmen Tenorio - 28th January

Breakfast Clubs Research

Online survey for primary school staff

The Open Innovation Team, based in government, are inviting primary school staff to complete an [online survey](#) on primary school breakfast clubs. This is a chance for school staff to share views on staffing for breakfast club and to feed into policy design.

All responses are anonymous, and no individual school will be identified. The survey is open to all primary school staff, whether you are involved in running a breakfast club or not. You can also sign up for focus groups and 1-1 interviews, but this is completely optional.

We understand that January is a busy time, so we're grateful for any feedback that you have time to give.

They are particularly keen to hear from teaching assistants and other school support staff, so please pass onto any team members who would be interested in sharing their views.

Deadline for completion is 30 January 2026.

School Meals Catering

FAO: Headteachers, Catering Managers, Business Managers

Please complete the survey as soon as possible

Public Health colleagues, as part of their work on healthy eating in schools are keen to know about school meal catering arrangements. The objective being to better understand schools' experiences and concerns, identify support needed to ensure that school meals and other food provided in school meet the national school meals standards and provide high quality food.

To complete the survey, you will need to have the following information to hand:

- % of children qualifying for Free School Meals (FSM)
- % of children who qualify for FSMs and take FSMs (if known)
- School catering arrangements (school meals and other food provided)
- Catering contract arrangements

The survey link is here: [School meal catering services – Fill in form](#)

Shaping Mental Health Services Survey

FAO: Senior Mental Health leads Pastoral Leads, Welfare staff, Comms

Please promote the survey widely with your staff, parents and young people via your website, parents' communications and student groups

NHS Herefordshire and Worcestershire Integrated Care Board want to hear from people about their thoughts on local mental health services.

England has a new [10-Year Health Plan](#). This means there will be fewer national rules about mental health services. Local areas will now have more say in what they want and need. By working with local people and communities, NHS Herefordshire and Worcestershire can set out what is needed for mental health over the next five years. This survey asks people what they think about local mental health services now, what has improved, and what they would like in the future. Your answers will help shape future plans and show where we need to work more with people in Herefordshire and Worcestershire.

Who is the survey for? We are keen to hear from a wide range of people across Herefordshire and Worcestershire, including those who live, work, care, or receive NHS services in these areas. We are particularly keen to hear from those who have used any type of mental health service (from wellbeing and talking therapies, to hospitals and specialised clinics).

Survey: To complete the survey, please use this link:

<https://www.surveymonkey.com/r/ShapingMentalHealthServicesSurvey>

Deadline and completion - The deadline to complete this survey is **11.59pm, Friday 30 January 2026**. The survey should take approximately 6 minutes to complete.

How we will use your feedback - All responses will be anonymous. NHS Herefordshire and Worcestershire Integrated Care Board (ICB) will collate and store the answers that you give. We will publish the anonymous findings to our [website](#) and will also share with our partners. Personal identifying information will not appear in any publications resulting from this survey. Your anonymous quotes may be used in this, and other relevant ICB reports. The feedback will be used to inform the aims and strategic direction for mental health services, as well as identify areas for more specific engagement.

Information about the survey is also available online: <https://www.hwics.org.uk/get-involved/involvement-opportunities/shaping-mental-health-services>

Latest Attendance News and Updates

Attendance Data and Similar Schools Reports

The majority of Worcestershire schools have now successfully accessed the attendance data and reports made available by the DfE. New reports are published each half term and each full term, with the next VYED report due to become available later this month.

If you are a school that haven't yet accessed your VYED attendance reports this academic year we would encourage you to do so, in order to support your attendance data analysis and further action planning.

Schools can access their reports by:

1. Logging in to [View your education data \(VYED\)](#) using their DfE Sign-in credentials
2. Selecting 'Monitor your school attendance'
3. Selecting 'Similar schools comparison reports'
4. Selecting 'Your similar schools comparison reports'

If your school is not yet set up to have access, further information can be found using the link: [Access school attendance data](#).

Learn more

Schools can [watch the DfE's previous webinar](#) to understand how to best use the reports, including how to work with their Attendance Baseline Improvement Expectations (ABIE), and connect with similar schools.

Schools can also [sign up](#) for the next DfE webinar, planned for Wednesday 28th January, 11am. This webinar will give schools and trusts more information on how to analyse attendance data using the tools and reports available.

DfE reminder for schools: RISE Attendance and Behaviour hubs programme

In the coming months the DfE hubs programme is intended to galvanize a community of practice, allowing schools to work together to share insights. As part of a broader programme of activity, alongside new data tools and attendance baseline improvement expectations, the DfE remain committed to supporting the urgent attendance challenge.

Through the hubs programme schools can be supported in one of two ways:

1. Regional support for schools who want lighter touch support to help them make changes to practice. Partner schools will have access to a structured attendance and behaviour CPD offer, opportunities to visit a lead school, and to discuss and share practice with other schools in their hub.

2. Enhanced support for schools that want and need more concerted support to improve attendance and behaviour. Partner schools will have access to 10 days of intensive leadership support over 3 terms to support the development and implementation of an attendance and behaviour focussed action plan.

For any schools that would like to be supported through the hubs programme, you are invited to complete an expression of interest form, before 27th February:

[RISE Attendance and Behaviour Hub - expression of interest](#)

Attendance Training Opportunities – Wednesday 4 February 2026

Considering Legal Action: Attendance Guidance Training for Schools

Are you new to the role of SLT school attendance lead, or to a role supporting attendance in your school/trust?

Or would you like to refresh your attendance knowledge following the changes in the statutory working together attendance guidance?

WCC's termly attendance legal training sessions continue to ensure support for all school-based staff who may need to consider or instigate a request for legal proceedings as part of their school attendance escalation process.

The next available course dates are Wednesday 4th February and are now open for booking. The training is delivered in a half day AM session and will explore attendance good practices, when a request for legal proceedings maybe appropriate, as well as the requirements upon schools in making such requests.

Additionally, we are offering a further course, delivered for a half day PM session on the same day, in conjunction with legal services, to further assist schools understanding of the required statutory process in any attendance matters proceeding to court where a statement may be required.

Schools who have previously attended both sessions noted through their feedback how useful it was to reflect on their current practice, discuss individual scenarios and acquire tips to enhance their communication and record keeping skills.

Further course details and information for school CPD leads to book places for 4 February:

[Legal Action: Guidance for Schools - AM](#)

[Guidance for Schools: Court Process and Writing Statements - PM](#)

(A discount is applied for schools that attend both AM and PM sessions)

Latest Education News and Updates

Guidance on restrictive interventions, including use of reasonable force, in schools

On 18 December, the Department for Education updated [guidance on use of reasonable force in schools](#).

Headline changes in the guidance, which is effective from 1st April 2026:

- **Recording and reporting – now statutory** (p.14-18)
 - Schools to record and report to parents/carers each significant incident in which a staff member uses force on a pupil, including any incident involving the use of seclusion or restraint.
 - Record incidents (in a bound and numbered book or electronic recording system). Minimum requirements
 - Report incidents to parents/carers as soon as practicable after the event, ideally on the same day as the incident.
- **Clarifications on terminology**, such as 'seclusion' and 'significant incident' (p.5).
- A new section on **seclusion** – 'a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation.' (p.8).
- **Fostering a 'culture of continuous improvement'** through pupil and staff support.
- Considerations for pupils with **special educational needs and/or disabilities** (p.11-12).
- **Guidance for governing bodies and proprietors** on regularly reviewing and interrogating data and ensuring that the school's procedures for recording and reporting are complied with.

Please note for the purpose of this guidance, references to *schools* means all schools whether maintained, non-maintained or independent (including academy schools and alternative provision academies), maintained nursery schools and pupil referral units.

WorkWell - support for people with health conditions and/or disabilities

WorkWell is a joint scheme from the Department for Work and Pensions (DWP) and the Department for Health and Social Care (DHSC).

The aim of WorkWell is to connect people with health conditions and/or disabilities to local support services so they can get the tailored help they need to stay in or return to work.

WorkWell is an early-intervention work and health assessment and provision of light touch, low-intensity support service. It will provide tailored support helping individuals to address their work and health needs, and to overcome barriers to work. People will be able to access general help, support, information, guidance and connections to services via the telephone and can receive additional face to face work and health coaching if required.

It is a prevention service aimed to support those most recently out of work due to sickness to return to work, or those in work who are at risk of being signed off sick.

[Download WorkWell Employers Guide Leaflet](#)

[Download WorkWell Patient Poster](#)

For more information, please visit: <https://www.hwics.org.uk/our-services/workwell>

NAHT regional roadshow for school leaders and chairs of governors

This year NAHT are hosting 6 regional events across the UK for school leaders and chairs of governors wondered if you would be able to share this exciting upcoming event with school leaders and chairs of governors across your local authority?

The closest event for West Midlands colleagues is being held in **Birmingham on Tuesday 24th February** and further information can be found <https://www.naht.org.uk/Events-CPD/Conferences/NAHT-Regional-Roadshow-2026> however colleagues are welcome to attend any of the 6 events across the country.

This is a unique opportunity which comes at a critical time for the profession, as leaders continue to navigate sustained pressure from policy change, Ofsted reform, funding constraints and SEND challenges. The roadshows are designed to provide direct access to national voices, practical insight, and the opportunity to ask questions, learn and connect with peers.

Each event will feature a strong speaker line-up, including:

- NAHT general secretary Paul Whiteman – The education landscape
- NAHT assistant general secretary James Bowen – Education reform/white paper
- NAHT SEND and Alternative Provision Sector Council chair Marijke Miles – SEND review
- Browne Jacobson partner Katie Michelin and colleagues from the law firm – Parental complaints
- NAHT head of policy (professional) Ian Hartwright – Ofsted update
- NAHT head of policy (practice and research) Sarah Hannafin – Curriculum review
- NAHT assistant general secretary Paula Porter – Employment Rights Act.

Events are open to members and non-members, with pricing deliberately set to reflect the challenging financial context that schools are operating in, while still offering high value for leaders and leadership teams.

Book your place via Eventbrite using the following link:

[Regional Roadshow - Birmingham Registration, Tue 24 Feb 2026 at 09:30 | Eventbrite](#)

Business continuity in schools: survey findings and next steps

Our colleagues in Emergency Planning recently carried out a Business Continuity survey with schools to better understand current arrangements and identify where further support would be most helpful.

Thank you to all the schools who took the time to respond. Here's a summary of the findings:

A total of **45 schools** completed the survey:

- **57%** were maintained schools
- **43%** were academy schools

Experience of business continuity incidents

When asked whether they had experienced a business continuity incident in the last 12 months:

- **40%** said yes
- **51%** said no
- **9%** said maybe

This highlights that disruption is a real and ongoing issue for a significant number of schools.

Business continuity planning in schools

- **67%** of schools said they have a Business Continuity Plan in place
- **24%** said they do not
- **9%** were unsure

Of those with a plan:

- **70%** said it has **not** been tested or used since implementation
- **30%** said it has been tested or utilised

Demand for further support

There was strong interest in additional business continuity advice and support:

- **67%** said they would like support
- **31%** said they may be interested

The most requested elements for inclusion in a support package were:

- **Business continuity templates** (the most popular request)
- **Guidance on how to complete templates**
- **Online training modules** to support plan development

Developing our Critical Incident SLA

Based on the survey findings, we believe that a Business Continuity offer as part of our Critical Incident SLA would be both required and welcomed by schools.

We therefore plan to develop the SLA to include:

- Information to improve awareness and understanding of business continuity and its benefits
- Business continuity plan templates, supported by clear guidance
- A future online training module to support schools in developing and maintaining their plans

Find out more and stay informed

If you have not yet purchased the **low-cost Critical Incident SLA** and this support would be of interest, further information and purchasing details are available via the **e-store** (under the *Public Health* tab):

<https://capublic.worcestershire.gov.uk/TradedServices>

To log in, your username is your **7-digit DfE number** (starting 885, no symbols). The e-store allows schools to view, sign up to and manage over **50 Worcestershire County Council SLAs**, designed specifically for education and early years settings.

For further information, please email: SchCriticalIncidents@worcestershire.gov.uk

You can also follow our colleagues on **X (@WorcsPrepared)** for practical preparedness advice and information covering a wide range of scenarios from adverse weather, flooding and power cuts to more unexpected incidents. Everyone is welcome to follow.

A new DfE programme to help schools make every pound go further

Last month (4 December), the Department for Education launched the '[Maximising Value for Pupils programme](#)' to help schools and trusts get the best value from every pound.

The programme offers practical support across four key areas: commercial spend, assets and reserves, workforce deployment and developing capabilities including digital and technology.

Access free tools, guidance and sector-wide deals to help schools with resource planning.

For more information, please visit: '[Maximising Value for Pupils programme](#)'.

Latest SEND News and Updates

SENDIASS launches new programme of support in Wychavon

FOR INFORMATION AND SHARING WITH FAMILIES IN WYCHAVON

Our [SENDIASS](#) team have launched a new community-based programme, *SENDIASS Connects Wychavon*, designed to make Special Educational Needs and Disabilities information, advice and support easier for local families to access.

Running from January to March 2026, the programme will offer free training workshops, specialist advice drop-ins for parent carers, and youth drop-ins for children and young people with SEND. Sessions will take place in community venues across Pershore, Evesham and Droitwich.

SENDIASS recognises how important it is for families to receive support locally, and this pilot aims to bring guidance, information and practical help directly into communities. It is hoped that similar programmes will be rolled out across other districts in the future.

Full details, including booking links for all sessions, are available at:
www.worcestershire.gov.uk/SENDIASSconnects

Please share this information with families who may benefit.

Programme overview

Pershore – Pershore Riverside Centre

- EHCP Training: 14 January, 10.30am–12.30pm
- Guide to SEND: 11 February, 10.30am–12.30pm
- Transitions Training: 12 March, 10.30am–12.30pm
- Advisor Drop-ins: 20 January; 25 February; 16 March (10am–2.30pm)
- Youth Advice Drop-in: 19 January (10am–2.30pm)

Evesham – Evesham Library

- EHCP Training: 23 January, 10.30am–12.30pm
- Guide to SEND: 26 February, 10.30am–12.30pm
- Transitions Training: 19 March, 10.30am–12.30pm
- Advisor Drop-ins: 27 January; 3 March; 26 March (10am–2.30pm)
- Youth Advice (YPA) Drop-in: 9 February (10am–2.30pm)

Droitwich – Droitwich Library / Workpays (Victoria Square)

- EHCP Training: 30 January, 10.30am–12.30pm
- Guide to SEND: 6 February, 10.30am–12.30pm
- Transitions Training: 6 March, 10.30am–12.30pm
- Advisor Drop-ins (Workpays): 2 February; 23 February; 11 March (10am–2.30pm)
- Youth Advice (YPA) Drop-in: 18 March (10am–2.30pm)

New ADHD referral form for children and young people in Worcestershire

Please see below information from Herefordshire and Worcestershire Health and Care NHS Trust regarding a new ADHD referral form. Please cascade this to your teams.

As part of the ongoing development of a new ADHD service for Herefordshire and Worcestershire, we are introducing a single, streamlined referral form for all children and young people across the area. This updated form replaces the previous more complex version, which required multiple sections to be completed by parents and schools. The new form is shorter, clearer, and easier to complete, helping ensure referrals are made consistently and reach the right team quickly — improving continuity, fairness, and efficiency for families, schools, and professionals.

Key changes

Referrals must now be made by a professional, such as:

- School staff (e.g. SENCo, teacher, educational psychologist)
- School nurse
- Social care professional
- Family support worker
- GPs

Parent/carer self-referrals are no longer accepted. However, parents and carers remain an essential part of the process, and their views should be fully included in the information provided by the referrer.

Why schools are often best placed to refer

Schools observe children in structured settings over time and can provide detailed evidence of how difficulties affect learning and functioning. We therefore encourage schools to take the lead where possible.

Important information for referrals

To help us triage and assess appropriately, please include specific examples of how the child shows:

- **Inattention** (e.g., difficulty sustaining focus, easily distracted)
- **Impulsivity** (e.g., acting without thinking, interrupting, difficulty waiting turns)
- **Hyperactivity** (e.g., excessive movement, restlessness, talking excessively)

It is important to describe how these behaviours impact the child across different settings — for example, at school, at home, or during social activities.

New assessment age alignment

To make things fair and equal across Herefordshire and Worcestershire, we are lowering the minimum assessment age in Herefordshire to 5 and a half years, matching the age currently used in Worcestershire. This means more children will be able to access assessments at the same earlier age across both counties.

Important note regarding referrals for 17-year-olds

Due to unprecedented demand on our services, we want to be transparent about some current limitations. Unfortunately, anyone referred at age 17 is unlikely to be seen before they age out of the children and young people's service. We recommend that young people aged 17 who are seeking an ADHD assessment speak to their GP about alternative assessment options and support available through adult services. We appreciate your understanding as we work hard to meet the needs of all children and young people across the region.

Next steps

- The new referral form is attached and will be available to access online from Monday 5th January 2026 via: [Children's ADHD referral form](#) (replacing the form dated June 2024)
- From this date, please discontinue the use of any previous referral forms. Ensuring that all local copies of the form and any associated guidance for ADHD referrals are updated on your systems.
- Please share this update with relevant teams and partners (e.g., schools, social care, family support services).

Thank you for your continued support in helping us streamline the ADHD assessment pathway and ensure children and young people are referred efficiently and fairly.

Latest Public Health News and Updates

New email addresses for 0-19 Public Health Nursing Service

Please be advised of changes to generic email accounts for 0-19 Public Health Nursing service so there is one mailbox for the 0-19 age range in each locality rather than split 0-5 and 5-19.

Bromsgrove WHCNHS.0-19PHNBromsgrove@nhs.net
Malvern WHCNHS.0-19PHNMalvern@nhs.net
Redditch WHCNHS.0-19PHNRedditch@nhs.net
Worcester WHCNHS.0-19PHNWorcester@nhs.net
Wychavon WHCNHS.0-19PHNWychavon@nhs.net
Wyre Forest WHCNHS.0-19PHNWF@nhs.net

Emails which would normally be sent to WHCNHS.HVAdmin@nhs.net and WHCNHS.SHNAcessandResponse@nhs.net should now be sent to WHCNHS.0-19PHNOpenDoor@nhs.net.

New Year Vaccination Reminder

The Worcestershire Public Health Team, alongside the UK Health Security Agency, would like to encourage parents to check the vaccination status of their children and book any missed appointments. With almost one in five children starting primary school not fully protected against serious illnesses like measles and polio, ensuring vaccinations are up to date remains a priority.

Vaccines are free on the NHS, with catch-up appointments available through GPs and school programmes. Vaccines are the most effective way to prevent many infectious diseases. They prevent millions of deaths worldwide every year.

Since vaccines were introduced in the UK, diseases like smallpox, polio and tetanus that used to kill or disable millions of people are either gone or are now very rarely seen. Other diseases like diphtheria have reduced to a very low number of cases each year since vaccines were introduced. These cases are often related to travel. However, if people stop having vaccines, it's possible for infectious diseases to quickly spread again.

Vaccination UK contact details

If you have any queries regarding immunisations offered in schools Vaccination UK can be contacted on 01527 390030 or via the website www.schoolvaccination.uk. If you would like a visit from Vaccination UK to discuss best practice for school vaccination programmes, please contact them via email on worcestershire@v-uk.co.uk.

Further information

[Adolescent vaccination programme briefing](#)



MMR and HPV pop up clinics

Pop-up vaccination clinics for MMR (measles, mumps, and rubella) and HPV (Human Papillomavirus) will be available within Worcestershire throughout January and February. These clinics are specifically intended for individuals who missed these vaccines during the routine immunisation schedule.

Anyone over the age of 5 who has not received both doses of the MMR vaccine is eligible to attend these clinics.

Additionally, the HPV vaccine is being offered to two groups:

- Girls up to the age of 24 (prior to their 25th birthday) who missed vaccination at ages 12 or 13.
- Boys born after 1 September 2006, up until they turn 25.

Both measles and HPV are preventable through vaccination. However, recent data indicate a decline in vaccination rates. These pop-up clinics aim to make it easier for students and eligible individuals to receive their vaccines, thereby helping to reduce the risks of outbreaks and supporting the health of school communities.

We kindly ask schools to share this important information with students and parents to help promote participation and ensure that those who are eligible do not miss out on the opportunity to protect themselves and others.

Appointments can be booked by calling (01527) 390030

Dates of clinics:

Date	Location	Address
24 January 2026	Warndon Hub	Shap Drive Worcester, WR4 9NX
31 January 2026	Stourport Sports and Social Club	Kingsway, Stourport-on-Severn DY13 8BQ
7 February 2026	Pear Tree Family Hub	Broad St, Sidemoor, Bromsgrove B61 8LW
14 February 2026	Holly Trees	Groewood Road Malvern, WR14 1GD
23 February 2026	Wands Family Hub	Farmers Way Droitwich, WR9 9BF
26 February 2026	Tudor Way Family Hub	Tudor Way Dines Green Worcester WR2 5QH

Chickenpox vaccine added to routine childhood vaccination programme



From 1 January, the NHS will be rolling out the addition of a vaccine to the routine childhood programme to protect against chickenpox. The combined MMRV vaccination means many thousands of children will gain additional protection against chickenpox for the first time in the UK. Just 2 doses of this vaccine will provide long-lasting protection against 4 serious diseases: measles, mumps, rubella and chickenpox (also known as varicella).

Chickenpox is a common infection that spreads easily and mostly affects children. It usually gets better on its own after 1 to 2 weeks without needing to see a GP but can be serious in some people.

Further information

- NHSE press release: ['Hundreds of thousands of young children now to be protected against chickenpox'](#)
- UKHSA and NHSE stakeholder communications toolkit on the Campaign Resource Centre (CRC): [resources to help communicate the MMRV vaccine](#)
- UKHSA blog: ['What is the MMRV vaccine and is my child eligible?'](#)
- UKHSA blog: ['Changes to the childhood vaccination schedule from January 2026'](#)

Norovirus

Although Norovirus levels are as expected for the time of year, rates continue to remain high for children. It only takes small measures to reduce the spread of infections. By following advice such as good hygiene habits and knowing when to keep children at home, schools and parents can protect children and the wider school community.

Norovirus causes [diarrhoea](#) and [vomiting](#) and is one of the most common stomach bugs in the UK. It is also called the 'winter vomiting bug' because it is more common in winter, but you can catch it at any time of the year. Norovirus can be very unpleasant but usually clears up by itself in a few days.

Individuals who show symptoms whilst at school should wait in a location away from communal/busy areas where they can be observed and monitored until a parent or approved emergency contact can collect them. Ideally, they should also have a dedicated bathroom. The isolation area, areas where they have been unwell (i.e. vomited) and bathrooms used should be thoroughly cleaned after use (see link to cleaning guidance [here](#)).

Norovirus can spread very easily, especially in close contact settings such as schools and nurseries where outbreaks can occur. While children are encouraged to stay in education or childcare with symptoms such as a runny nose, sore throat, or slight cough (if otherwise well and do not have a high temperature), children should stay home from school or nursery if they're displaying the following symptoms:

- a fever and unwell. Children and Staff should stay home from school or nursery until the fever has passed and they are well enough to attend.
- diarrhoea and/or vomiting. Children and Staff should stay off school or nursery for at least 48 hours after their symptoms have cleared up – this will help stop the spread of norovirus.

Good hand hygiene is important to stop norovirus spreading. To avoid catching norovirus or passing it on to others, children should wash their hands frequently with soap and warm water and dry them thoroughly. Hand gels do not kill norovirus.

Norovirus is easily transmitted through contact with people with the infection and with contact with surfaces or objects which have been contaminated with the virus. In the event of an outbreak enhanced or more frequent cleaning to help reduce the risk of transmission may be required. Further guidance is available at [managing outbreaks and incidents](#).

Further information, resources, and guidance:

- Public Health recently developed and sent local a information pack providing advice about managing winter infections in children. The pack contains information and advice including:
 - Common winter illnesses
 - How infections are spread
 - What measures schools can take to stop the spread of winter infections
 - How long staff and children should remain of school, if required, for different infectious diseases
 - Vaccinations to prevent infectious diseases
 - Worcestershire school immunisation service – Vaccination UK
 - How and who to reporting infectious diseases to
- The UKHSA blog [‘Back to school, 5 things you can do to help manage winter illness’](#) sets out some of the simple actions that parents of school age children can take to help protect their families and those around them.
- The UKHSA blog [‘Norovirus’](#) contains useful information for parents and schools on signs, symptoms, and preventing the spread of Norovirus.
- The UKHSA blog, [‘5 things to do to help manage winter illness’](#), sets out some of the simple actions that parents of school age children can take to help protect their families and those around them.
- The [Health protection in children and young people settings, including education](#) is a practical guide produced by UKHSA for staff on managing cases of infectious diseases in education and childcare settings and also provides useful information including:
 - What infections are, how they are transmitted and those at higher risk of infection
 - Preventing and controlling infections
 - Supporting immunisation programmes
 - Managing outbreaks and incidents
 - Managing specific infectious diseases: A to Z
 - Specific educational settings and populations: additional health protection considerations
 - Children and young people settings: tools and resources

- The [Children and young people settings: tools and resources](#) indicates the time period an individual should not attend a setting to reduce the risk of transmission during the infectious stage.
- The [e-bug](#) resources includes information/ games/ lesson plans to teach children about infections.
- [‘Clean Hands Safe Hands’](#) resources and toolkits. The toolkits include ideas, activities, and messages to encourage children to regularly wash their hands as part of their everyday routine.

The key message is washing your hands with soap and water is still the best way to make sure your hands are germ-free as hand sanitisers are not effective against some germs like the winter sickness bug, Norovirus.

Clean Hands, Safe Hands learning sessions

After a successful launch at the end of last year, the Public Health Team at Worcestershire County Council are continuing to offer the opportunity to deliver their ‘Clean Hands, Safe Hands’ learning sessions within education settings. Hand hygiene is one of the most effective and simple ways to prevent the spread of infectious diseases. The interactive learning sessions will take approximately 1 hour to complete and will be carried out in person by the team.

- Each lesson will be interactive with activities for children to complete.
- These activities will include the opportunity to demonstrate effective hand washing using an Ultraviolet Lightbox. A UV gel is applied to the children’s hands which they will then be asked to wash off. When they then put their hands in the lightbox any areas which they have missed will glow.
- Sessions can be carried out at any setting including schools, nurseries, colleges, day care centres and after school clubs.
- The session will be hosted by the Public Health team at each setting.
- The lessons are tailored for different age groups.
- The lessons will teach pupils why handwashing is important and how to wash and dry their hands effectively.
- The team will have ‘clean hands safe hands’ merchandise such as stickers and badges to give to children at the end of the lesson.



Instilling proper handwashing habits in children is especially crucial, as it empowers them to safeguard their own health and that of those around them. Young children, whose immune systems are still developing, are particularly susceptible to common infections found in schools, nurseries, and playgrounds. By teaching them the correct way to wash their hands and explaining why it matters, we help break the chain of transmission for illnesses, reducing absences and promoting a healthier learning environment. Early education around hand hygiene not only protects children in the present but also shapes lifelong habits that contribute to the wellbeing of entire communities.

If you would like in the Public Health Team to attend your setting or have any queries please send an email to phapplications@worcestershire.gov.uk with a contact name and email address. The team will then send you a form to complete to arrange the learning session.

For more information on the Clean Hands, Safe Hands campaign, including Handwashing toolkits and activity packs, please visit [Clean hands, safe hands website](#).

Children's Mental Health Week 2026

Children's Mental Health Week (9 - 15 February) is a great time to talk about fears and worries and introduce Lumi Nova to your students and/or the young people you work with. There are lots of ready-to-deliver options to choose from to suit your timetable and / or setting. Each activity has a time frame to help you choose which works best.

[5 minutes: Newsletter](#)

Sharing Lumi Nova with parents via your school newsletter or parent mail is a simple and quick way to support students this Children's Mental Health Week

[10 minutes: Wellbeing Display Board](#)

Children's Mental Health Week is a great way to display the hard work done to support children and young people's wellbeing. Include Lumi Nova in this by using the resources from our display pack.

[15 minutes: Interactive Assembly](#)

This interactive assembly is perfect for the whole class or groups and is easy to deliver. Pause the video as instructed to guide discussions and peer interactions. It's designed to help children identify worries, learn self-management strategies, and build resilience.

[30 minutes: Lumi Nova themed wellbeing activities](#)

The wellbeing activities are designed to offer a simple way for children to focus on their wellbeing. Activities range from colouring sheets, word searches to a 3D net.

[45 minutes: Deliver a class workshop around fears and worries](#)

Designed for self-delivery, the workshop includes slides and a lesson plan and will introduce Lumi Nova to students and young people whilst teaching them how it can help them build confidence and learn lifelong skills for their managing worries and fears.

Invitation to take part in The Fleming Initiative Education Project

The Fleming Initiative at Imperial College London is developing a new education programme to help young people understand and take positive action on **antimicrobial resistance (AMR)**—the growing problem of antibiotics becoming less effective. They want students to help shape what this programme looks like, so it is engaging, relevant, and useful for schools.

What they are inviting schools to do

We are running a series of creative design workshops with secondary school students. These sessions give students the opportunity to share their ideas about how AMR should be taught and how to help young people make informed choices about antibiotic use.

Who can take part?

Students aged 13–18 (Year 9–12) are invited to participate in the workshops. The developed educational initiative will be targeted at students aged 14–16 (Year 10–11).

How many students?

The number of students is flexible and can be adapted to each school. Workshops are usually run with a single class at a time, but they can adjust this to suit your school's needs.

What will students do?

Students will take part in engaging, interactive activities where they:

- explore what AMR means for them
- identify the messages about AMR that matter most to young people
- develop ideas for lessons, resources, or activities that support understanding and positive behaviour change to slow the spread of AMR
- create prototypes of their ideas using creative techniques (e.g., storyboards, posters, role-play, digital concepts)

When and where?

Workshops take place in your school from March 2026, at times that work best for you. They can run them during the school day (for example, over two lessons or half a day) or after school as an enrichment activity. Session lengths and scheduling can be adapted to fit your school's timetable and needs.

Who runs the workshops?

The sessions will be led by trained researchers and facilitators from Imperial College London with experience in education, design, and behavioural science. A member of school staff only needs to be present for safeguarding purposes.

What is the benefit for students?

Students will help shape a national education initiative on a major public health issue. They stand to gain:

- insight into real-world challenges
- creative and critical thinking experience
- opportunities to influence resources that will be used by young people across the UK

What happens afterwards?

Ideas from all workshops will be combined to create a new AMR education programme, which will be piloted and evaluated nationally and potentially adapted for international roll-out.

Interested? Here's what to do next

If your school is interested, please do get in touch! They can then arrange a brief call to talk through how the workshops could work in your setting and agree on practical details such as group size, timing, and dates. They welcome enquiries from any member of staff who can support or coordinate student participation.

Please contact Natalie Tham, Research Associate at The Fleming Initiative at: n.tham@imperial.ac.uk

Latest News from Teaching School Hubs

Prince Henry's Teaching School Hub

School Centred Initial Teacher Training

Applications for the 26-27 SCITT cohort are now open!

ECF Update

For colleagues enrolled on the Prince Henry's ECF programme with Ambition Institute, please note the following upcoming dates for this academic year. Please use the link below to book onto these - www.ticketsource.co.uk/phtsh. For clinics, you will be sent the details to join via email.

Year 1 ECT Events:

Conference 2 – January 2026

Clinic 2 – 5th March 2025

Clinic 3 – 11th June 2026

Year 2 ECT Events:

Clinic 5 – 19th March 2026

Clinic 6 – 18th June 2026

ECT Mentor Events:

Clinic 1 for Year 1 Mentors – 5th February 2026

Conference 2 for Year 1 Mentors – March 2026

AB Update

DfE registrations for the 2025-26 cohort remain open. Please follow the link for guidance on how to register your ECTs with Prince Henry's TSH: <https://www.princehenryshub.co.uk/registering-your-ect/>

You should have now received an email regarding our Service Level Agreement. If you have not yet received this, please email cemms@princehenrys.worcs.sch.uk

NPQ Update

Applications for 2025/26 NPQ Cohorts are now closed, and groups have been confirmed. Delivery begins during w/c 12th January.

Details of the next NPQ cohorts and any available funding will be released as soon as they become available.

Recruitment to Leader Apprenticeships with NPQs will commence shortly for the Spring Cohorts. Leader Apprenticeships provide teachers and educators with a fully funded route to nationally accredited qualifications. For full details of the programmes on offer, please see the Best Practice Network website: <https://www.bestpracticenetwork.co.uk/apprenticeships>

Tudor Grange Research School

Deepening Understanding Through Disciplinary Talk Across the Curriculum

There is good evidence that oral language, integrated with the disciplinary literacy curriculum of subjects can improve attainment for all students and can be an effective approach for improving outcomes for disadvantaged pupils.

The quality of our students' thinking is directly limited by the quality of their talk. In these sessions:

- We will examine how to move all students beyond surface-level discussion and answers by explicitly teaching the conventions of academic discourse unique to each discipline.
- We will explore how to teach students to talk, think, and argue like subject experts—be it a scientist, a historian, or a mathematician.
- This is a deep dive for leaders into the practicalities of making complex thinking visible.

These sessions are free of charge and suitable for senior leaders and middle leaders and teachers of all specialisms - register at <https://tinyurl.com/DisciplinaryTalk>

Humanities subjects: Thursday 5 February, 3.30pm, online

Practical subjects: Thursday 26 March, 3.30pm, online

Science: Thursday 21 May, 3.30pm, online

Maths: Thursday 18 June, 3.30pm, online

Latest Funding and Grants News

Crest Awards Engage Grants Open for Applications

Grants are available twice a year for UK schools in challenging circumstances to run CREST Awards with students (aged 3 to 19 years) who are underrepresented in science, technology, engineering and maths (STEM).

CREST Awards aim to inspire children and young people to think and behave like scientists and engineers. It is the British Science Association's (BSA) flagship education programme for student-led project work in STEM. Once students complete CREST projects, they are recognised with a CREST Award certificate from the BSA.

A grant of £350 is available for schools to run CREST awards which can be spent on materials, equipment, a field trip, teacher CPD, etc. In addition, awardees will also receive up to £350 CREST Awards for free.

For more information including eligibility criteria and details how to apply, please visit:

www.crestawards.org/engage/funding/

Applications are now open with a deadline of 3 February 2026.

Funding to Help Children and Young People Reach Their Full Potential

Schools, community groups, clubs, societies and other not-for-profit organisations based and working in England can apply now for grants of up to £5,000 for projects that help to improve the education and development of children and young people (between the ages of six and 22 years) in England.

The funding (most grants are for less than £2,000) is for the cost of specific, relatively small-scale projects that might not happen at all or would only happen on a lesser scale without the support of the funder.

Projects can be educational, cultural, sporting or other activities but particular consideration will be given to those that help the self-confidence, team working skills and future employability of children and young people.

For more information including eligibility criteria and details how to apply, please visit:

www.bluesparkfoundation.org.uk

Applications are currently being accepted for work in early spring 2026.

Latest Training and Conference News

Are you ready for Ofsted? The New Ofsted Framework - what it means for governance

This session will provide governors with a practical understanding of the latest Ofsted Education Inspection Framework (EIF) and its implications for school governance.

During this session we will explore:

- The role of governors in supporting and challenging school leaders effectively.
- What effective governance looks like in the context of Ofsted expectations.
- The key principles and priorities underpinning the new Ofsted framework.
- What will be inspected, how judgements are formed and what evidence inspectors will look for

By the end of the session, governors will feel confident about their roles and responsibilities during inspections and how to align their strategic oversight with the framework's evaluation areas.

Audience: Governing Board Members/Headteachers

Cost:

- £40 + VAT (for those with the Governor Services SLA for 25/26)
- £60 + VAT ((for those without the Governor Services SLA for 25/26)

9 February 2026, 6pm to 7.30pm, virtual delivery, course code: 10686

Ofsted's "Strategic Oversight" of Safeguarding

Curious about Ofsted's term "Strategic Oversight" of Safeguarding? Wondering what it really means and how to implement it effectively? This online session breaks it down in a friendly, easy-to-understand way.

Perfect for educators and safeguarding leads wanting to engage in a professional conversation about this term and also how it can be achieved. Don't miss out on tips and insights that can make a real difference to your children and families.

Audience: DSL, DDSL, Safeguarding Leads, Headteachers or Governors.

Trainer: Jon Le Fevre Leadership and Safeguarding Guide for Flourishing Futures

Cost: £33 + VAT per delegate

3 March 2026. 3.30pm to 5pm, virtual delivery, course code: 10685

Getting to grips with the new Inspection Data Summary Report (IDSR)

This online session will provide Headteachers, senior leaders and governors with a practical understanding of the updated IDSR and how Ofsted Inspectors will use the IDSR as a pre-inspection tool to explore achievement, attendance and the school's context. The IDSR summarises and analyses the data (statistical information) that is available about a school. It is designed to be used alongside Ofsted's Toolkit, to guide inspectors' conversations with school leaders. Come along to learn more about how to use and interpret the report to support your self-evaluation.

During this session we will explore:

- The purpose and principles of the IDSR
- How to use and interpret the information in the IDSR to celebrate successes and validate self-evaluation
- How inspectors will use the IDSR to explore achievement and how well children thrive

Audience: Headteachers, Senior Leaders, Governing Board Members

Cost: £30 + VAT per delegate

5 March 2026, 4pm to 5.15pm, virtual delivery, course code: 10687

Identifying and responding to child sexual abuse in education settings for School DSL

Denise Hannibal, Education Safeguarding Team, is pleased to welcome CSA (Centre of expertise on child sexual abuse) to Worcestershire. Lorraine Myles from CSA will be delivering a one-day course on Identifying and responding to child sexual abuse in education settings – for School Designated Safeguarding Leads.

This one-day course will equip School DSL / Deputy DSL's with:

- A better understanding of
 - the scale and nature of child sexual abuse
 - how the impact of child sexual abuse presents in children and young people, with particular focus on how it may present in an education environment
 - how education professionals can build a picture of their concerns of child sexual abuse, and when a referral to children's services should be made
 - how children communicate their experiences of sexual abuse, and the role that education professionals can play in helping them do this.
- Greater confidence in identifying and responding to concerns of child sexual abuse.
- Greater confidence in identifying and responding to harmful sexual behaviour between children.

Trainer: Lorraine Myles, CSA

Cost: Schools with the 25/26 Safeguarding SLA - £60 + VAT, Schools without the 25/26 Safeguarding SLA - £85 + VAT

22 April 2026, 9am to 4pm, Worcester, Course Code: 10674 / 92852

23 April 2026, 9am to 4pm, Worcester, Course code: 10674 / 92583

Play Matters: The 8 Principles of Playwork

During the course delegates will explore what Wrap Around Care is and understand the value of play, unpick and dissect the 8 Principles of Playwork, and how to implement them into their setting to ensure play matters.

During the course delegates will be able to:

- List the 8 Principles of Playwork.
- Describe & explain why the 8 Principles of Playwork are important in Play
- Participate in activities that empower your own understanding of why play matters
- Identify & explain how the Playwork Principles will be used in your setting.

Audience: Specifically for practitioners working with primary school age children in wraparound provision. Open to both schools / settings who offer wrap around provision (before / after school or holiday clubs) Cost: The training is fully funded via the National Wraparound Programme, part of the DfE. Specific non-attendance charge: When delegates do not attend, do not cancel in line with terms & conditions, and / or contact the training team on the day to explain their non-attendance then a charge of £30 + VAT per delegate will be applied

Option 1

- 25 February and 04, 11, 18, 25 March 2026
- All sessions 7pm to 9pm
- CPD code: 10583 / session code: 92844

Option 2

- 22, 29 April and 06, 13, 20 May 2026
- All sessions 7pm to 9pm
- CPD code: 10583 / session code: 92851

Adaptive Practice for Learners with SEND in Mainstream Primary Classrooms *NEW*

A collaboration between the WCC School Improvement Team and University of Worcester. This two-part CPD programme is designed to support Inclusion Leads/ SENDCos/ Teaching and Learning Leads in Primary age settings (inc. First/Primary/Middle schools) in developing inclusive, sustainable approaches to meeting the needs of learners with SEND.

Delivered across two morning sessions with a structured gap task and an online supportive check-in / catch-up, the training provides practical tools, reflective space, and collaborative dialogue to strengthen classroom provision within each school's unique context.

Participants will engage with an adaptive practice toolkit, explore evidence-informed strategies, and co-develop models for implementation that are locally relevant and sustainable.

By the end of the training, participants will be able to:

1. Develop a shared understanding of inclusive principles and current challenges in meeting the needs of learners with SEND across primary settings.
2. Analyse their own school context, identifying strengths, gaps, and priorities in SEND provision through structured discussion and collaborative reflection.
3. Apply key strategies from the toolkit to enhance inclusive practice, with a focus on adaptive teaching and needs-led planning.
4. Critically reflect on current practice, using case-based dialogue and peer feedback to identify opportunities for improvement and innovation.
5. Design a locally relevant implementation model that integrates inclusive strategies into school systems, with clear intentions for sustainability and impact.
6. Strengthen professional networks, fostering ongoing collaboration and shared accountability for improving outcomes for learners with SEND

Cost: £135 + VAT per delegate

Delivered over three dates

- Session 1: 24 February 2026, 9am to 12pm, Worcester
- Session 2: 25 March 2026, 3.30pm to 4.30pm, virtual delivery
- Session 3: 28 April 2026, 9am to 12pm, Worcester

CPD course code: 10655

NEW - Strengthening Phonics and Early Reading Power Hours

This virtual CPD series is designed to support educators in enhancing their phonics and early reading provision. Each session is led by experienced advisers and focuses on a key aspect of phonics practice, from foundational principles to inclusive strategies and leadership. The series is ideal for classroom practitioners, EYFS staff, SEND specialists, and reading leaders seeking to strengthen their knowledge and improve outcomes for all learners.

Foundations of Effective Phonics Teaching

This session will focus on the core principles of systematic synthetic phonics and how to maintain fidelity to your chosen programme. We'll explore embedding phonics within the wider reading curriculum and using audit tools to evaluate current practice. Perfect for teachers seeking clear, actionable steps to strengthen classroom delivery.

Cost: £29 + VAT

11 March 2026, 3.30pm to 4.30pm, virtual delivery, course code: 10662

Phonics in the Early Years – Building Strong Foundations

This session will focus on developmentally appropriate phonics in EYFS, creating language-rich environments, and supporting oral blending through play. We'll also look at continuous provision and smooth transitions into formal phonics teaching. Ideal for nursery and reception practitioners aiming to lay strong foundations for future success.

Cost: £29 + VAT

17 March 2026, 3.30pm to 4.30pm, virtual delivery, course code: 10663

Leading Phonics and Early Reading Across the School

This session will focus on the role of phonics and reading leaders in driving whole-school improvement. We'll cover monitoring, coaching, assessment, and preparing for the Year 1 Phonics Screening Check. Perfect for leaders who want to build consistency and impact across their school.

Cost: £29 + VAT

14 April 2026, 3.30pm to 4.30pm, virtual delivery, course code: 10664

Book your place on our training and conferences via [CPD](#) using your school CPD leader login details. Confirmations are issued at the point of booking and go to the delegate email provided.

If your school requires support when booking, please contact the training team on **01905 844 420** or email workforcesupport@worcestershire.gov.uk

Health & Safety Training Courses

Our colleagues in the Health and Safety team are offering a wide range of high-quality training courses designed to support schools and settings in keeping staff and children safe. The programme includes First Aid, Health and Safety, Fire Warden and educational visits training, with a choice of centrally delivered courses or on-site options to suit local needs.

Download the [training flyer](#) for full course details, dates, costs and information on how to book.

January Conferences, Masterclasses & Events

We are offering four events across January, blending virtual delivery and in-person sessions in Worcestershire. These will include Practical strategies, networking opportunities, and inspiring insights to take back to your schools.

Facilitating Constructive Engagement with Boys and Young Men

Thursday 22 January 16:00 – 17:30, Virtual Delivery

Explore the importance of tailored support for boys and young men—and discover what makes these programmes effective. Led by Michael, the session covers:

- Evidence-based strategies for leading meaningful, constructive conversations
- A powerful blend of theory and practice, shaped by decades of experience in Secondary Education
- Practical insights to create safer spaces and empower young males to be both safe—and safe to be around

Book Now: [Facilitating Constructive Engagement with Boys and Young Men](#)

Leaders of Learning

Tuesday 27 January 13:00 – 16:00, Worcester

A bespoke package for Heads, Deputy Heads, and Senior Leads. Each purchase entitles access to three workshops per year. Workshops include:

- Quick wins to reduce workload
- Updates on inspection patterns
- Research and project insights
- Dedicated time to connect and share experiences with leaders across the county

Book Now: [Leaders of Learning](#)

Worcestershire Autism Mentor (WAM) Conference

Wednesday 28 January, 9:15 – 14:30, Worcester

A celebratory annual event recognising the vital work of WAMs in schools. Highlights include:

- Inspiring opportunities to share ideas and build networks
- Informative presentations, resources, and practical tools
- Recognition of your contribution and support for the continued development of your role

Book Now: [Worcestershire Autism Mentor Conference](#)

Latest Community News

Online information sessions to help schools access local support services

Worcestershire Advice Network is hosting online sessions to help schools access local support services for families and make secure referrals using Refernet, the county's GDPR-compliant referral system.

Why attend?

- Learn about voluntary sector and council services available to families
- Discover how Refernet simplifies secure referrals and improves support pathways
- See a live demonstration of the system

Sessions (Microsoft Teams)

- Thursday 5 February, 4–5pm
- Wednesday 25 February, 12–1pm
- Thursday 5 March, 4–5pm
- Tuesday 10 March, 10–11am
- Thursday 19 March, 4–5pm

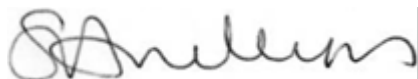
Booking

[Log into the Children's Services Portal to book your space: Community Awareness Information Signposting session](#) (booking link opens in web browser)

If you are unable to log into the Children's Services Portal, please book your space via: [Community Awareness Information Signposting session](#) (booking link opens in web browser)

If you have any questions, please contact FSMHolidayVouchers@worcestershire.gov.uk

Don't miss this opportunity to strengthen your school's support for families!



Sarah Wilkins

Assistant Director for Education, Early Years, Inclusion and Pupil Place Planning

