

**SEND  
Therapies**

# **Southend on Sea City Council SEND Therapies Project**

**A New Model for SEND Therapies: Building Capacity, Improving  
Outcomes, and Delivering Value**

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January 2026



**Southend-on-Sea  
City Council**

# SCC SEND Therapies Project - Year 1



1 Head of SEND Therapies  
1 Highly Specialist SALT  
1 Highly Specialist OT  
7 Speech and Language  
Therapy Assistants (SALTAs)

Autumn Term

Planning and recruitment.  
SALTA induction. SALT scoping  
surveys, school/setting baseline  
measurements.

Spring Term

SALT and OT induction, SALTA  
interventions pathfinder wave,  
OT scoping, Verbo launch.

Summer Term

Full targeted interventions offer  
rolled out, OT pathfinder wave.

Offer Overview

Verbo - speech and language online  
platform

SALTA supported targeted  
interventions

Regulation and Breaks

Effective Sensory Spaces

Cubbie

SALT/OT hour

# SCC SEND Therapies Project - Year 2



1 Head of SEND Therapies  
1 Highly Specialist SALT  
1 Specialist SALT  
1 Highly Specialist OT  
2 Speech and Language  
Therapy Apprentices  
5 Speech and Language  
Therapy Assistants (SALTAs)

Termly cycle of offers to schools  
Focus on embedding good practice and ensuring sustainable provision  
Allocating some time to additional LA projects such as pilot for targeted 2-3 year old groups with EY and HV teams.  
Trialling a ready to work social skills group as part of NEET project with PFA and VS

Offer Overview

Verbo - speech and language online platform

SALTA supported targeted interventions

Regulation and Breaks

Effective Sensory Spaces

Targeted Sensory Profiling

Cubbie

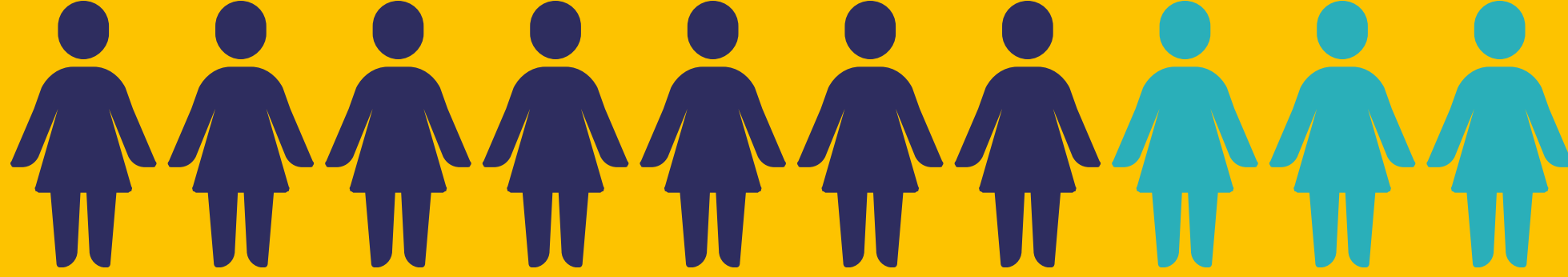
SALT/OT hour

Transport Panel

# **Year 1 Impact Highlights**

The background features a dark grey area on the left and a teal area on the right. The teal area is decorated with several organic, rounded shapes in yellow, dark blue, and a lighter grey-blue. A large yellow shape is positioned in the upper right, a dark blue shape is in the lower right, and a smaller grey-blue shape is in the upper right. A large, light yellow shape is partially visible on the far right edge.

Spring & Summer Term  
EYFS Impact



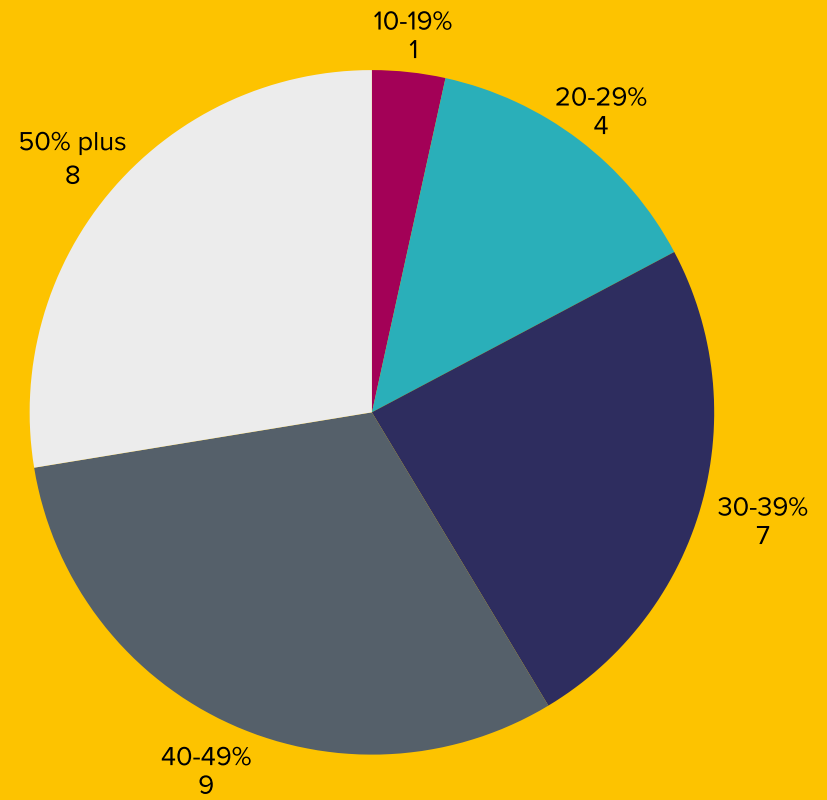
74% of CYP made progress



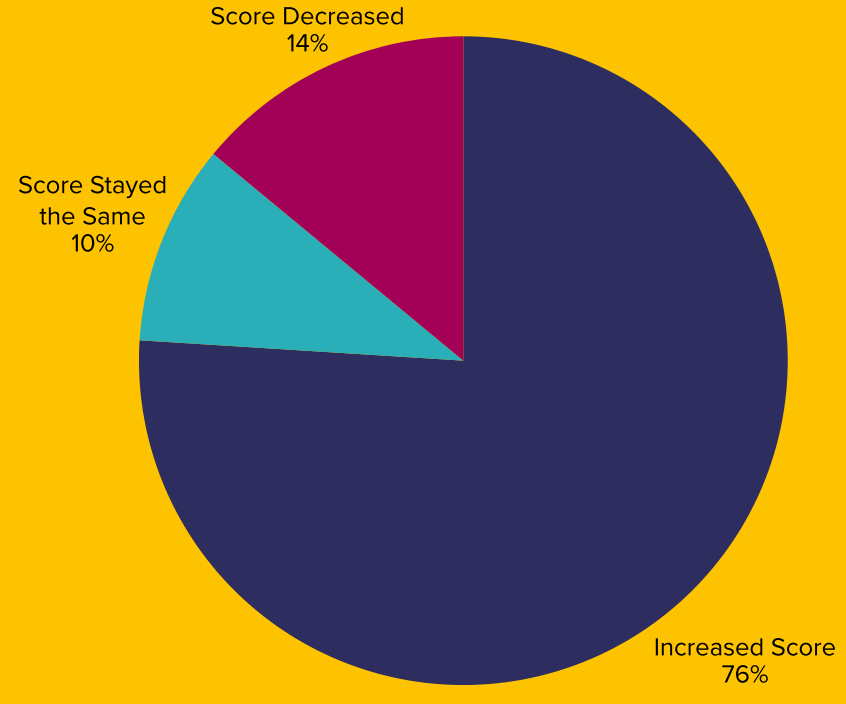
90% of setting staff noticed improvement as a result of the interventions



Phonological Awareness Screener  
Score Increases



Word Aware Screener Results

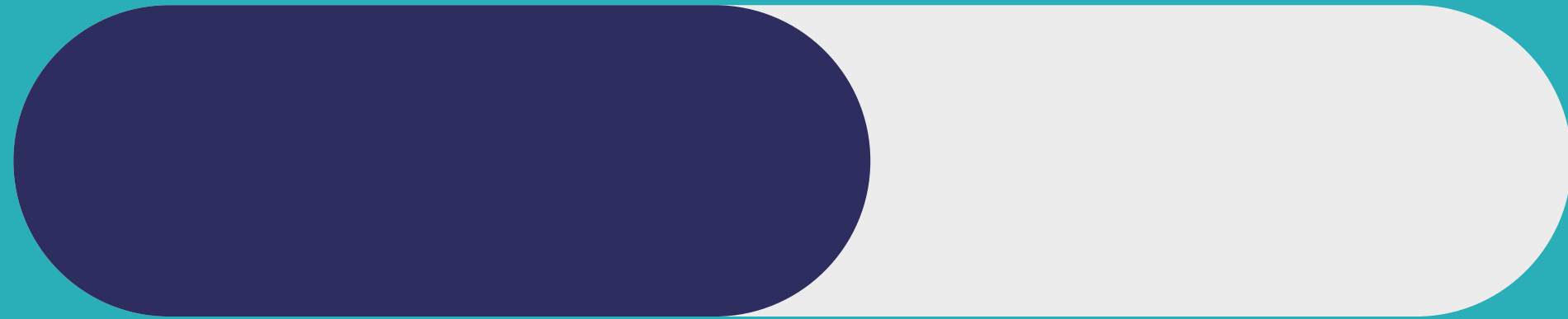


The majority of children made significant progress

**Spring Term**  
School Age Impact



93% of CYP made progress

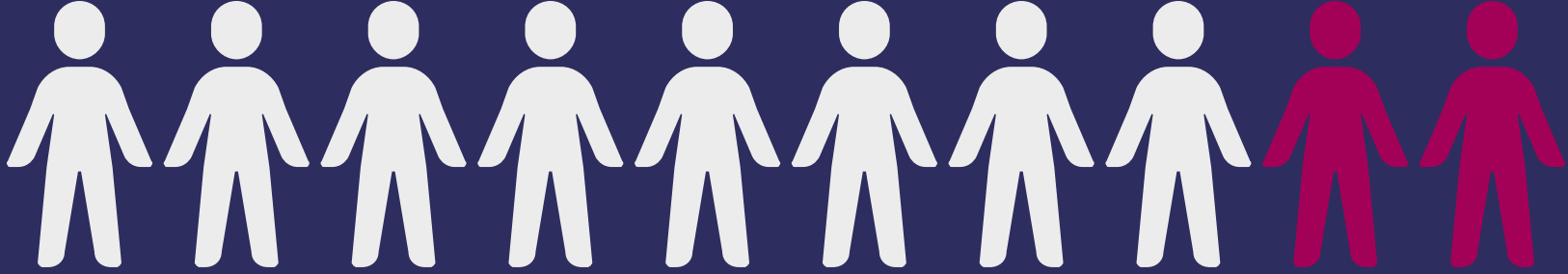


55% of SENCOs reported that they would continue with the groups



80% of school staff would now feel confident to run the groups independently

**Summer Term**  
School Age Impact



84% of CYP made progress



78% of class teachers noticed improvement as a result of the interventions



60% of school staff would now feel confident to run the groups independently

CYP Feedback

This Group has helped me SO much! I have so much more understanding with my words and have a better vocabulary, and in class I would sit and do nothing but now I know how to help myself. And the teacher is the best!!

Yes this group has helped me and I would love to continue. I have become more confident and learnt how to ask for help. I think this has helped me so much, thank you.

I think it definitely helped me because I am very shy when it comes to talking to people and since this group it helped me a lot and the person who taught me helped a lot too.

This group is so helpful because I used to zone out and do nothing when I don't understand

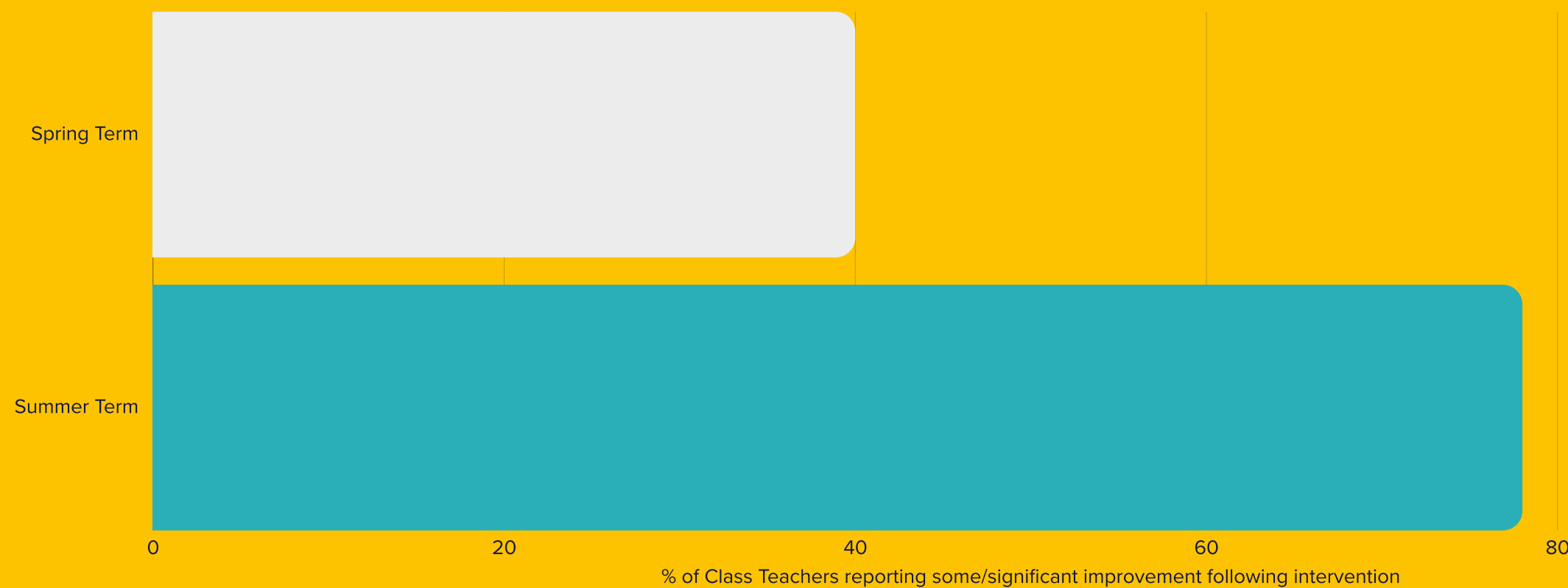
In the Spring Term **only 40%** of class teachers noticed an improvement following intervention

To highlight the work of the intervention groups and give ideas to embed this work in the classroom, in the Summer Term, CYP were sent back to class after each session with a 'ticket out the door'

'Tickets out the door' were designed to be very short summaries of what was covered in the session and how teachers could support those skills in the classroom that week

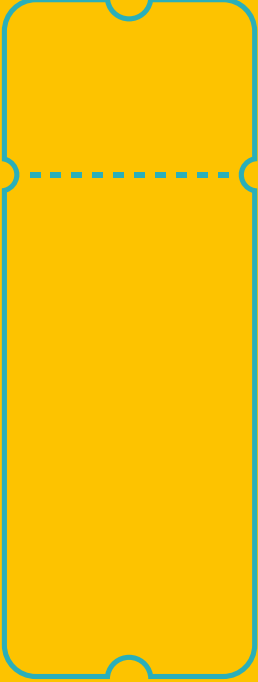
47 teachers recieved regular 'tickets out the door' in the summer term

Approximately 1,556 tickets were issued



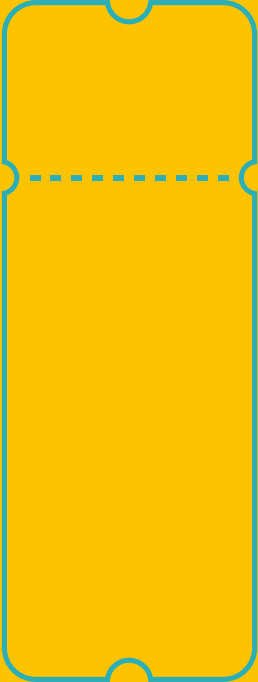
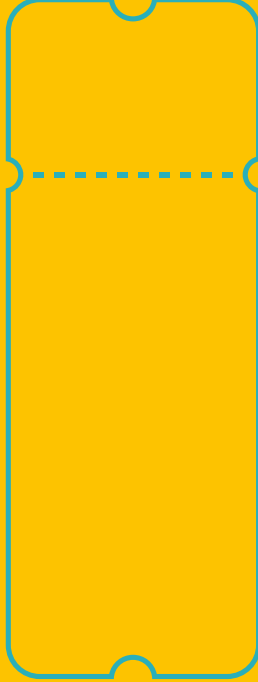
38% increase  
in teachers  
noticing an  
improvement in  
the summer  
term

## Teacher Feedback - Tickets Out The Door



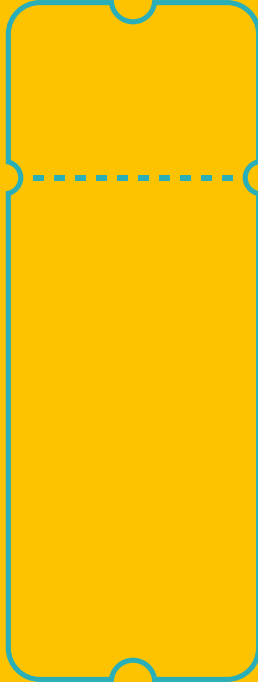
I used the ticket information in class to support continuing learning. They are a great idea to share what the children have been learning, as some children find it really difficult to articulate themselves what they have been learning in the group.

I thought it was nice to know what the children have been learning about and I found it helpful to give to the parents.



They were helpful. I then knew what he was doing and I felt in the loop

They helped me feedback to parents. Helped teaching staff know what they are doing and apply this into our practice. I also passed them on to their RWI teacher to keep her in the loop.



It is nice to know what they'd been doing. It is hard to relate it back into the classroom. It has been a conversation opener

These provided us with pertinent info to incorporate at whole class level. We have integrated rhyming and syllable work in the afternoons

1125 members of school/setting staff across Southend now have access to Verbo

Verbo is a cost effective speech and language online platform. It contains environment audits, screening tools, training videos and resources to support SLCN at a universal level in schools. In Southend Verbo has been available to all schools, settings and childminders. YJS and post 16 provisions also have access. 90 additional SCC/NHS members of staff have accounts for signposting and demonstration. SEND Therapies team has supported its implementation with **set up visits, screener support and whole school workshops and INSETs**

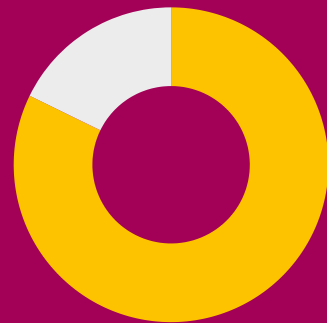


4394 training videos accessed

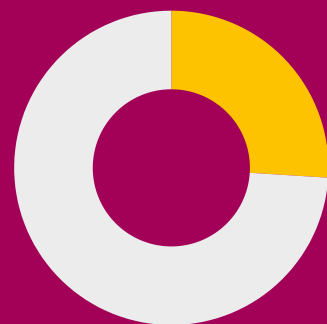
Sign Up Rate



100% of schools



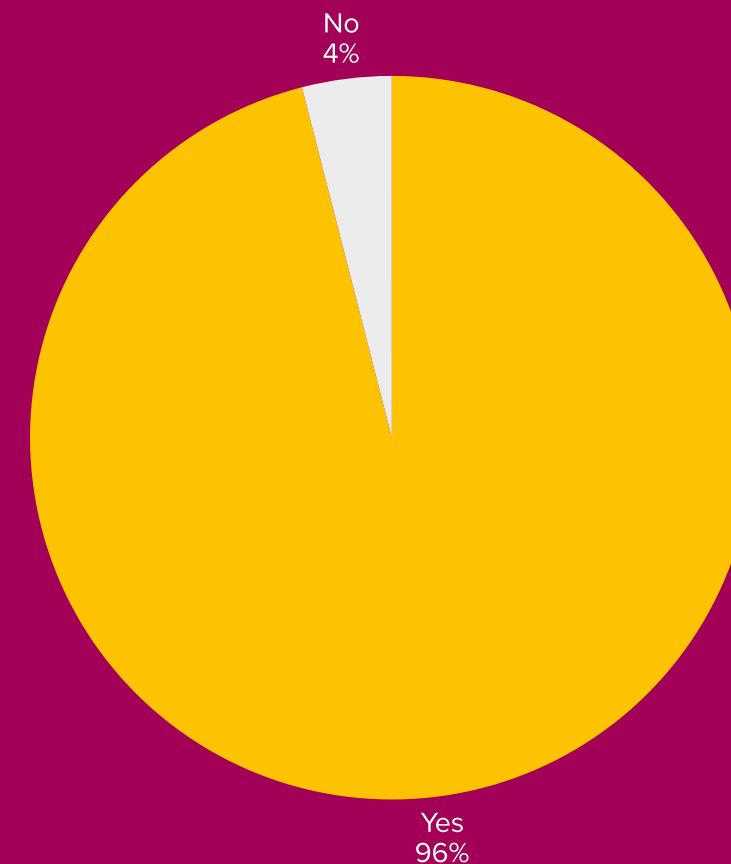
74% of EY settings



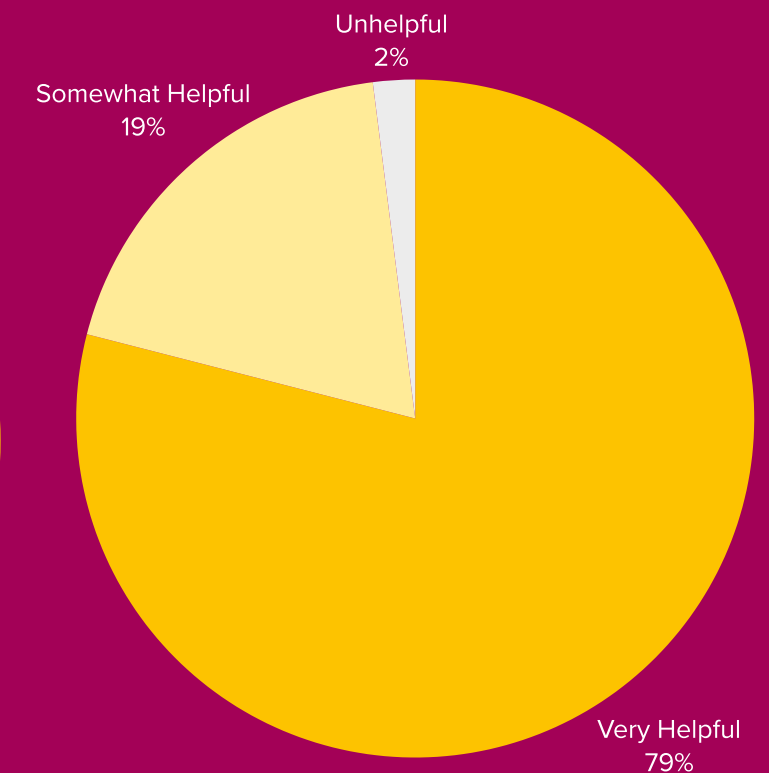
26% of Childminders

997 screeners completed

Will accessing this content enhance your practice?



How helpful did you find the content?



Cubbie is a sensory management pod designed to help people regulate their sensory experiences. SCC has partnered with Cubbie to run a pilot in 5 mainstream schools investigating the impact of Cubbie on behaviour, attendance and time in lessons.

Each school identified 30 highest need CYP for a bespoke Cubbie programme designed by an OT. Each school was also free to use the Cubbie in its 'ad hoc' function for any dysregulated CYP.

4939 visits were made to Cubbie in Southend in total last academic year

### Pilot Headlines

Impact measures were taken on the CYP in each school with an OT programme.

4 schools saw time out of class reduce for an average of 30% of pilot CYP

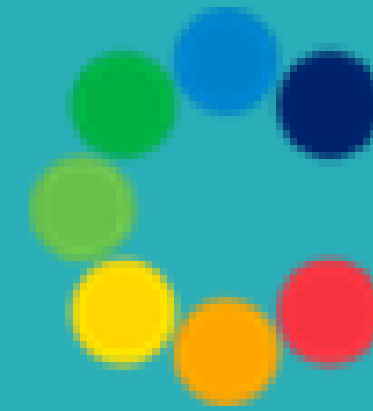
4 schools saw behaviour improve for an average of 29% of pilot CYP

54% of pilot CYP's attendance either improved or remained stable

"Students are able to attend the beginning of lessons more, especially when just used Cubbie"

"Cubbie has been really helpful to manage my stress on days where I feel overwhelmed or lack focus for my work. I feel calmer after I have used it"

"...as he finishes his last half term in year 5 he is now back in school full time. He will start year 6 in the same way as all his peers. A real success!"



# Cubbie

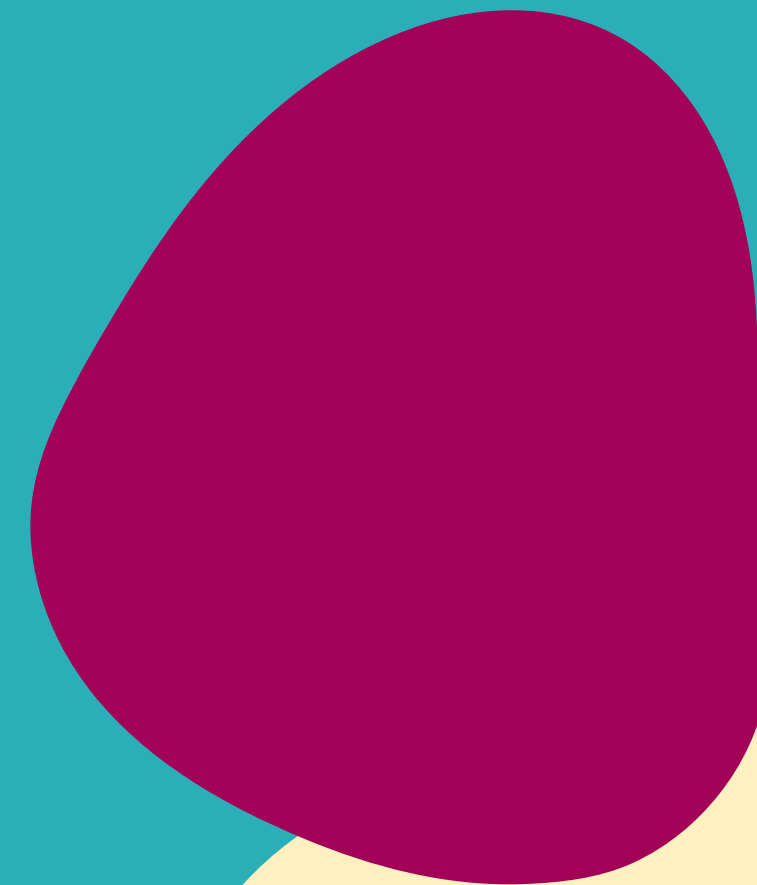
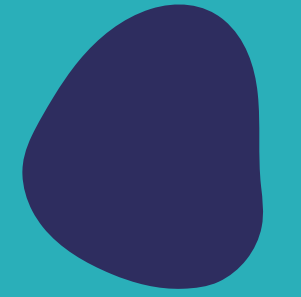
CYP were asked how they feel before and after a Cubbie session

## Overall Breakdown



76% of sessions were successful, with users reporting a wellbeing improvement / feeling happy and regulated after their Cubbie Break.

# Lessons Learnt



# Lessons Learnt



**SALTAs aren't SALTs – intensive training and supervision required. Protection of skills level needed.**

**Schools need support to identify the right children for the right interventions**

**Risk of overlap with health colleagues has needed delicate navigation**

**Comms strategy needs to be clear, simple and frequent**

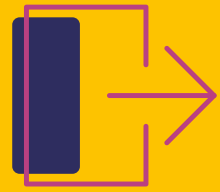
**Intelligence sharing with other education and health services has been crucial. Attendance at panels, forums, cross over with specialist teaching, school improvement and EPs to ensure offer meets local need**

**Guides and stand alone training have limited impact. Support needs to be regular, incremental and sustained**

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**What Next?**





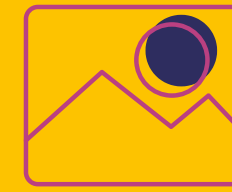
## 2 Year Project

Outcomes have been positive, in a limited time frame. More time is needed to see an impact on statutory capacity, specialist caseloads etc.



## Position

Service is positioned well to develop under new SEND reforms with inclusion and adapted classrooms in focus



## Sustainability

Further funding will need to be secured to embed project long term

**Questions?**