

Improving parent carer confidence and co-production in High Needs

How Valuing SEND is supporting children and their families throughout their education journey



IMPOWER

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Foreword

An inclusive education system is essential for ensuring that all learners can thrive. Achieving this vision will necessitate a series of national reforms to create a framework of accountability, regulation, and funding that actively supports inclusion rather than hindering it.

There is optimism across children's services regarding the potential for these changes. In the interim, local communities – comprising countless pupils, families, and educators – are doing their utmost to navigate the existing policy landscape to foster inclusivity.

It is crucial to acknowledge that the current system often falls short in promoting early intervention, collaborative efforts across agencies, and high aspirations for all students. Therefore, sharing and celebrating the successes and insights from those making strides in inclusive education is vital.

While we have made progress, the evidence base on effective practices for supporting marginalised learners still requires significant development.

I am therefore pleased to see this latest contribution from IMPOWER which highlights specific examples of new ways of working developed closely with practitioners and families. And, most importantly, changes with a clear impact on life chances shared through first-hand accounts.

One case study from Derby City exemplifies the importance of co-production and open dialogue with families, particularly in the early years. We advocate for a national framework that ensures children with special educational needs and disabilities (SEND) receive the best possible start to their educational journey and are empowered to lead successful lives.



ANDY SMITH

Director of People Services,
Derby City Council

Introduction

At IMPOWER we believe strong public services are the cornerstone of a good society. That is why we only work with public services and are committed to sharing learning on successful improvement with the wider sector.

Last year we were proud to publish our High Needs Annual Impact Report which captured the highlights from our programme supporting local areas to improve outcomes for children and young people with SEND and High Needs.

During summer 2024, we hosted an event to facilitate sharing on innovation in the high needs sector. This discussion focused on how local areas are using the 'Valuing SEND' approach "as part of every strategy" to keep long-term outcomes at the centre – from meeting need early before problems escalate, through making the right support decisions, to upholding the ambition for pupils once support is in place. It was clear in this session that lots of change has been delivered with much achieved – and there is more that can be done.

This session also underlined that the central theme running through the successful changes supported by IMPOWER has been co-production. Partly in the co-design and co-delivery of those change initiatives with pupils, parents and practitioners, but mostly in how those changes have supported better frontline communication every day, and ultimately achieved greater confidence in the support provided for each child.

To reflect this, we have changed the format of our impact report. This year we have facilitated parents and practitioners to share their first-hand accounts of the changes enabled by Valuing SEND and the difference they have made to lived experience.



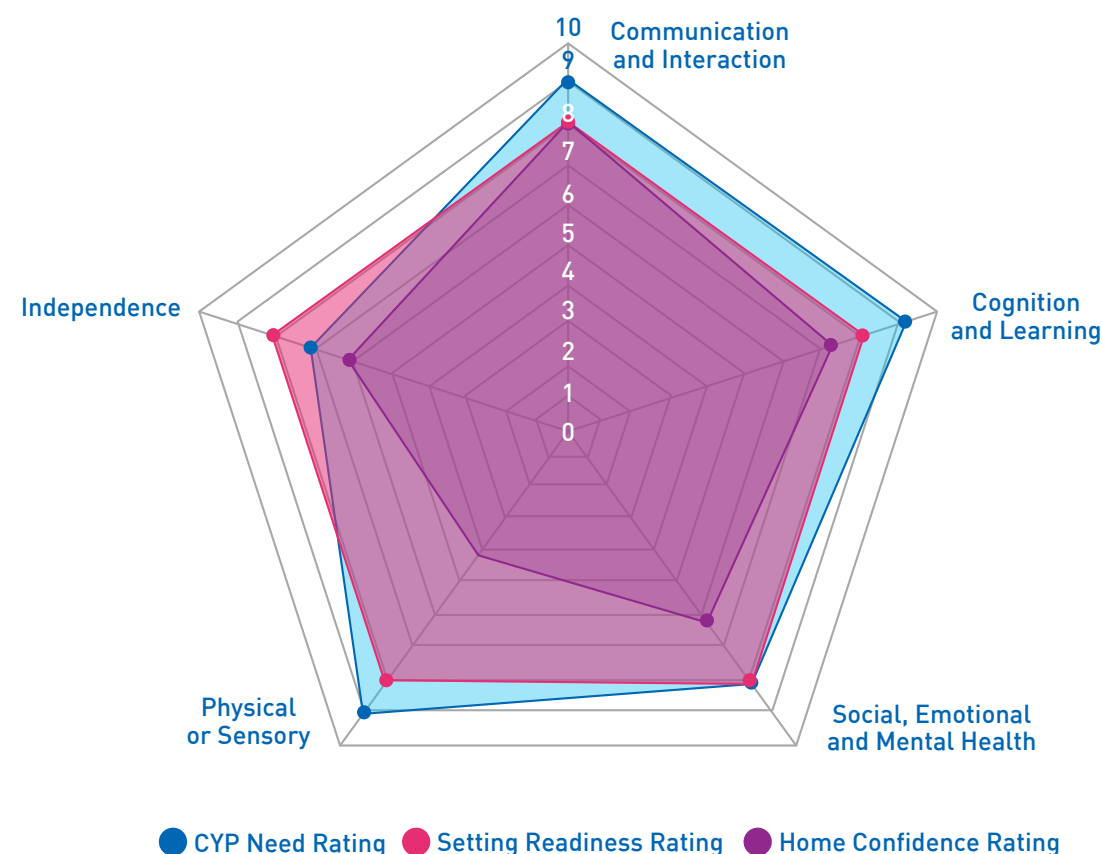
AL THOMPSON

IMPOWER Lead for High Needs



Valuing SEND

Valuing SEND is an approach that maps the unique needs of a child or young person with SEND alongside the support a setting is planning to provide for them, making it clear where needs can be met, and where further training or support might be required.



The consistency and transparency provided by Valuing SEND has been a catalyst for different working practices across 'the system'.

Whether it's identifying needs earlier, ensuring the voices of pupils and parents are central, matching support well to needs, or reviewing with ambition, Valuing SEND has enabled different, strengths-based conversations for thousands of pupils.

The tool maps the confidence of the parents and carers through a structured conversation. Learning from family experiences, without judgement, helps to plan better support for the child or young person.

We are delighted to share a number of parent and practitioner perspectives on those changes and the difference they have made in human terms in this report.

The high needs continuum

These case studies are drawn from across the system of supporting children and young people with high needs, from when needs first emerge to when specialist provision is in place.

THEME 1

Parents as partners

What happens when practitioners really value input from parents and carers and use it to plan support for children with SEND.

THEME 2

Support from the start and emerging needs

What happens when a local authority equips its schools and academies to have early, supportive conversations about SEND.

THEME 3

Early years transition

What happens when needs mapping becomes the focus of transition planning between nurseries and primary schools.

THEME 4

Special school step down:

How needs mapping can support a family to understand that different support could promote better future outcomes.

THEME 5

Secondary transition

How better understanding needs can diffuse fears about secondary transitions and support new schools to meet complex needs.



THEME 1: Parents as partners

What happens when practitioners really value input from parents and carers and use it to plan support for children with SEND

The Code of Practice is clear in its assertion that parents and carers are essential partners in the planning and reviewing of support for children with SEND. Many parents and carers first encounter the world of SEND when their child is identified as having emerging needs at school, others have been navigating the complexities of the SEND system for many years. In all cases it is critical that practitioners engage positively with parents and carers, and use their expertise and knowledge to enrich their understanding of children's needs.

Getting the right support for children with SEND can be a challenging journey for parents and carers and requires a great deal of resilience and hard work. Where practitioners and parents work together, in true partnership, the experience for everybody involved is improved enormously and, most importantly, the outcomes for the child are often better. This example from Derby City shows what is possible when practitioners, parents and carers join forces to support a child with SEND.



XANDER'S STORY

How Valuing SEND supported practitioners to make use of parent and carer expertise to improve support for Xander.

Overview

Jess, the SEND Co-ordinator (SENDCo) at Orchard Garden Day Nursery in Derby, and the team have been using Valuing SEND to work with parents and carers to better understand their children's needs, and plan more impactful support. Here we hear from Jess, and a brilliant family of a little boy in her care, about the impact of this work on both school and home. Xander has complex social, emotional and mental health (SEMH) needs and, when he arrived at the nursery, he regularly displayed problematic behaviours such as biting. Both of Xander's parents have additional needs too. By working closely with Xander's family and using the Valuing SEND tool to plan support, Orchard Garden Day Nursery have provided really meaningful support. Xander now rarely bites and is making rapid progress, particularly in his communication and language skills. He and his parents are looking forward to his transition to mainstream primary school.

“Honestly, it's been so successful. The staff have become more like friends. We don't feel judged, they have really broken down barriers. My partner has previously struggled to take part in these kind of conversations, but this is a good

little tool, it's helped him realise he's actually doing really well as a dad and he can help to plan Xander's support. He actually did almost all the scoring in the end, he finally feels involved.”

Amanda, Xander's mum

What the intervention or change was

In Xander's case, the nursery staff and his parents came together to discuss the challenges they were all experiencing in meeting his SEMH needs. Through a conversation with the Valuing SEND prompts, Xander's parents were able to provide the nursery staff with some really great strategies they were using at home; one example was an enclosed quiet space he had access to when he needed to regulate his emotions.

While nursery don't have much space to spare, they made a semi-private small space for Xander. With help from his mum and dad, they better understand his triggers, and are helping him to manage the way he reacts to them before his behaviour escalates.

“Xander's parents are great at meeting his needs. They are a really good team, it's given us insight into their family life, it's been useful to tap into Mum's instinct and Dad's strategies.” Jess, SENDCo



Outcomes

Jess and her team now have creative solutions to supporting Xander; as well as the semi-private space they are using a visual timetable and providing continuity for Xander in how they manage transitions so he has a similar experience at home. For Jess, it's all about planning support that really works.

“We are having less biting incidents, and the staff can intervene to prevent situations escalating because they know about his triggers. We can't believe how much he's come on from when he first started. He has so much more language.”

For Amanda, using Valuing SEND has meant better interaction with school.

“I feel like we're getting daily feedback... if he has a bad day but they know how to calm him down, they know what he needs before Xander knows himself. It just feels different. It's been quite nice to be asked questions about home. I might seem like I've got it all together, but I've got a full-time job and I'm a full-time mum and I rarely get time to just reflect.”

Both Mum and Jess are quick to praise Gemma, Xander's key worker who has really worked hard to understand his needs, and those of the family.

Next steps

There are plans to use Valuing SEND to plan Xander's transition to mainstream primary school, with the new reception teacher, mum and dad and the nursery staff getting around the table to help make Xander's transition as successful as possible. Jess says:

“With the right support that little boy will thrive. And we'll really miss him.”



THEME 2: Support from the start and emerging needs

What happens when a local authority equips its schools and academies to have early, supportive conversations about SEND

Getting it right with families at the start of their journey through the SEND system is a priority for local authorities. Often families, schools and local authorities work together for many years, through to a child's transition to adulthood. Ensuring that relationship is a success is a crucial part of supporting a child with SEND. It is often a SEND Co-ordinator (SENDCo) who has the first conversation with a family. A tool like Valuing SEND provides

structure to those early conversations and gives comfort to parents and carers as they explore the additional needs of their children within the context of how the school is going to meet those needs. In this example from Cornwall, we understand how a local authority team are supporting the schools and academies in their area, and one SENDCo's experience of having better early conversations with families.



ENHANCING PARTNERSHIPS AND CONFIDENCE IN CORNWALL

How Cornwall Council is using Valuing SEND to cultivate a reciprocal relationship with multi-academy trusts, whilst increasing parental confidence in mainstream SEND support.

Overview

Tracey Foster is a SENDCo at Trenode Church of England Primary Academy in Cornwall. She has been using the Valuing SEND approach to engage sensitively and proactively with families when planning support for children and young people with SEND.

For Tracey, the most powerful thing about using Valuing SEND has been its impact on conversations about need, and she has been using the tool from the earliest point in a child or young person's journey.

She has used the tool to support conversations with parents and carers, to demonstrate a child's level of need, and provide them with confidence that the school can indeed meet these needs comfortably with their day-to-day provision and high-quality teaching. The school has impressive setting readiness scores that the whole team are proud of. Using Valuing SEND right from the beginning of the child's journey has cemented strong relationships with parents and carers and is helping to build their trust in mainstream education.

It takes families gently on what can be a difficult and emotional journey. The tool enables non-judgemental conversations that clearly demonstrate needs. We should be doing this from day one in a child's journey. I've recently been able to reassure one family that yes, their son had needs, but they can trust us to understand and meet those needs well." Tracey Foster, SENDCo

85% of schools in Cornwall are now academies. Cornwall Council's SEND services recognise that this has changed the way they need to support children and young people's learning. They have challenged themselves to create an offer that gives academy leaders agency and autonomy whilst providing support and challenge. Gone are the days of telling schools they must conform to the local authority way; Cornwall is creating a real offer of support that is reciprocal in nature and is needs led.

At the heart of this new approach is Valuing SEND, which is being rolled out across the county. The local authority is encouraging as many schools as possible to get involved.



As well as providing this tool to enable practitioners to meet needs better, the team in Cornwall have collected a set of aggregated data that they are using strategically to map needs across the county and plan targeted support for teachers and SENDcos. It is informing their training offer and opening up a dialogue with multi-academy trusts that is leading to better, targeted support. Tracey agrees this is a practical, useful way the local authority can support trusts to have better conversations about SEND.

Outcomes

Tracey works with a group of children and young people who present with similar behaviours, and she is keen to use Valuing SEND to better understand the individual needs of each child to ensure support planning is as effective as possible.

Trenode Academy already has impressive setting readiness scores and the head teacher and staff team are enthusiastic about the approach. Tracey plans to use the setting readiness scores to work strategically to strengthen inclusive practice even further, supporting staff members in their vital day-to-day work, supporting children and young people with SEND and their families.

Next steps

When the idea of Valuing SEND was first conceived by practitioners, parents, policy makers, and professionals across

three county councils, everyone involved was excited at the prospect that aggregated data might be used to plan county-wide support for schools and teachers, providing them with what they actually need. Cornwall is getting to a point where this is becoming a reality. In the next year they plan to develop their use of the Valuing SEND approach in the following ways:

1. Thorough moderation of scores is planned to ensure that a '5' in one local area replicates a '5' elsewhere. The plan is to bring practitioners together for supportive huddles and strengths-based discussions in order to share best practice.
2. Aggregated needs data is going to be used to inform the council's learning and development offer, ensuring that services are providing the tools and resources that schools need to meet the specific, local needs of children and young people in Cornwall.
3. Wider roll out of Valuing SEND to all schools in Cornwall in an effort to have a county-wide picture of need that will further focus this strategic approach to support planning.



THEME 3: Early years transition

What happens when needs mapping becomes the focus of transition planning between nurseries and primary schools

Most local authorities around the country note a peak in education, health and care plan (EHCP) needs assessment requests in reception following a child's transition from their early years setting. Early years settings have often been meeting needs of children with complex needs for some time, and this experience and knowledge can be maximised by primary schools if collected in time to plan for a new cohort of children joining reception. Valuing SEND allows for joint radars (needs and provision maps) to be

produced, encouraging collaboration between early years settings, mainstream schools, and special schools. At the heart of this is understanding properly what a child with additional needs requires from their support in the new environment. Firstly, understanding what support is currently provided, and then overlaying what can be provided by a new setting can highlight gaps where additional support is needed. This example from Dorset shows the importance of that joint planning process and how Valuing SEND enables it.



RESHAPING 'SCHOOL READINESS' IN DORSET

How Dorset County Council is using Valuing SEND to reshape the concept of 'school readiness' and improve early years transitions for children with SEND, families and schools.

Overview

Amanda Davis is Corporate Director for Education and Learning at Dorset Council and is using Valuing SEND as part of her committed approach to improving the experience of early years transitions for children with complex needs into reception.

For Amanda, the original Valuing SEND project that was underway in Dorset provided an opportunity to support children with additional needs differently as they embark on their school journey. Liz Curtis-Jones, Principle Lead for Best Start in Life, has led the transformation on how Dorset Council is engaging with families in the earliest years, and was aware that families with children who have very complex needs were anticipating the need to have a special school place for their child. Dorset Council wanted to ensure families could access the additional support needed to be confident in joining mainstream school with their friends.

The Valuing SEND approach is therefore being used to trial a joint needs mapping exercise between nursery settings and local mainstream schools, to see how the schools could get 'ready' to receive these children and meet their needs to the best of their ability when they arrive in September.

This takes the traditional concept of 'school readiness' and turns it on its head; shifting the expectation on to schools to come together to meet the child's unique needs with planned support from the local authority to do so, rather than expecting the child to be 'school ready'.

“Some of these children will now experience a number of years in mainstream school with properly planned support.” Amanda Davis, Dorset Council

Dorset's approach

Dorset Council have been using Valuing SEND to better understand the needs of children with SEND. Like many counties across the country, the team in Dorset are working hard to increase special school places to support those children whose needs cannot be met in mainstream. Capital projects take time, and understanding the needs of these children and young people is helping the team to better equip mainstream schools to meet need while families wait.

Early years settings in the trial area of the county used Valuing SEND for children who were due to transition to primary school. They worked together with local primary schools to produce joint radars, identifying where needs could be met and where there were gaps. This enabled the local authority to provide additional support to the schools as they prepare to meet need, prior to the child's arrival.



The learning from this trial will help the local authority to plan an approach to early years SEND transitions for next year, improving the experience for everyone involved. The project also highlighted some excellent inclusive practice from mainstream schools in the local area that is being celebrated and shared.

School SENDCo perspective

“The theory behind this trial project is good, and there is potential for it to be great if it translates into a timely, and well planned approach for the next academic year. Completing the setting readiness was a nice process, we were pleased with our scores, demonstrating how inclusive we are as a team is something to celebrate. I have loved the outreach support provided as a result of the project. We got useful feedback on our provision from the visit and a speedy referral process.

For this to be meaningful to schools in the long term, it is essential that it is built into the appropriate time lines and processes that schools adhere to throughout the academic year. Staffing plans are made by May, so any additional staff or hours the child needs should be agreed by then. Really this should be a whole year long process for everyone involved. I had already met with the preschools of the children I was due to work with in the September, so this was an enhancement more than

anything for me, but for schools who don't have those inclusive processes embedded into their transition approach, this will lead to a different way of working.

The needs of children coming into reception from early years settings are more complex than they have ever been before and the work doesn't stop here. Needs present differently once children are settled into their new school and so for me, there is value in what happens from here on in to continue to support these families.” Kirsty Rogers, Wyke Regis Primary Federation

Next steps

Liz and Amanda are determined to work in partnership to build a transitions process that supports settings, schools and families to meet the unique and individual needs of children in Dorset. For this to happen, next steps include:

- Moderating Valuing SEND scores so there is a shared view on the language of need across settings.
- Sharing innovation in the early years space with families at a series of events that aim to further improve partnership working.

Dorset Council is committed to exploring how to sustain support for this cohort of children through the school year and build the learning into a new, timely approach to transitions across the county.

THEME 4: Special school step down

How needs mapping can support a family to understand that different support could promote better future outcomes

When children in special schools make rapid and sustained progress, it is sometimes appropriate to explore whether another setting or type of support may suit them better. As a child grows and their skills develop, the setting chosen for them at 5 may no longer be right at 10. When this happens it can be a challenging and scary decision for a family to face, especially when a child is really

settled, and happy in their current school. But a child's lifelong outcomes can sometimes be vastly improved by a setting that better meets their current needs, and they can go on to achieve great things. In this example from Somerset, a brave Mum supports her child to step out of his special school with the help of a supportive SENDCo.



ELLIOT'S STORY

How Valuing SEND led to a life-changing transition opportunity for Elliot.

Overview

Kirstie Kerr is the special educational needs Coordinator (SENCo) at Fiveways School in Somerset, a special school for children with severe, profound and multiple learning disabilities (SPMLD). Here we explore how she is using Valuing SEND to better understand the needs of individual children and how, in one case, she worked in partnership with a brave parent, Danielle, to make a life changing decision for a pupil in her care.

Elliot is 12 and has complex needs. He has Autism Spectrum Disorder and was non-verbal for a lot of his life. He attended Fiveways since nursery and made incredible progress in his time there, making huge leaps in his learning. Kirstie and the senior leadership team at Fiveways used Valuing SEND to map their capability to meet individuals' needs, and in doing so, challenged themselves to think about the potential of their high achieving pupils. Valuing SEND helped Kirstie make the case for Elliot to transition to a secondary school for children with moderate learning difficulties (MLD), an environment with less intensive support and a curriculum that would stretch him academically.



“We had to challenge ourselves to think ‘what’s the future for this child?’ and while we really didn’t want to ‘lose him’, we came to the conclusion that his best chances to thrive and achieve would be realised by moving on from our school. The visual aspect of the tool just made it so clear and gave us the evidence we needed to act on our instincts. The visual element of the tool is just so powerful, it shows you whether a child is placed accurately and makes it easier to demonstrate that in a simple, clear way.”

Kirstie Kerr, SENCo

What the intervention or change was

The first thing Kirstie did was work with the rest of the senior leadership team to determine the level of support they were offering their pupils. The ‘setting readiness’ part of the tool provided the framework for these conversations, and the visual radar chart formed the basis for discussions with individual teachers about the quality of support they were offering, and how this matched the individual needs of pupils in the school.

Kirstie describes the quality of these discussions and emphasises how brilliant the teachers were at offering professional challenge and being prepared to critically analyse the relationship between support and need.

As well as demonstrating how incredibly strong the school is at meeting needs, particularly in early years, this process also highlighted that some pupils were at risk of not fulfilling their considerable potential.

Outcomes

Danielle describes her son Elliot’s time at Fiveways as being the single most important factor in his life outside his family. Danielle had been Elliot’s voice for six years until he had unlocked his ability to communicate with the meticulous and loving support he received from this brilliant school.

“I am sure that if he had attended a different school he wouldn’t be the child he is today. He learned how to be happy, calm, how to speak and he made important relationships; he learned how to trust.”

When Kirstie first shared her Valuing SEND work with Danielle and explained that she felt Elliot could thrive in a different school, Danielle was shell shocked. She valued Elliot’s happiness and the stability of his schooling so much and it felt the rug was being pulled from beneath her.

“My first thought was no, no, no, no, no. This is not happening. It took me a long time to shift from seeing this as a negative to something good. Over time through talking to

family, friends and the staff at Fiveways I began to see that this was, in fact, something to be proud of. He had outgrown the curriculum at Fiveways and they knew him well enough to identify that he could achieve more elsewhere.”

Kirstie and Danielle worked together to help Elliot understand the reasons for his change of school; they wrote a social story for him and Danielle organised a visit to the school in addition to the planned transition day. Throughout the process Danielle says Kirstie was patient, comforting and encouraging.

Next steps

Elliot has thrived in his new school. He loves maths, science and geography. He is learning French and loves speaking it on the phone and at home. It’s not just his learning that has taken off, he is trying new foods, getting lots of good sleep and, most importantly for Danielle, has made some really good friends.

Elliot’s journey highlights how important it is to challenge ourselves about the relationship between needs and support and understand how it changes over time. Both Danielle and Kirstie point out that having a full time SENCo at Fiveways to lead this strategic work, rather than the part time equivalent seen in so many other schools, has enabled the Valuing SEND project, and the remarkable impact of it, to happen.

THEME 5: Secondary transition

How better understanding needs can diffuse fears about secondary transitions and support new schools to meet complex needs

Transition from primary to secondary school can be an anxious time for children with SEND and their families. There are fears about whether the new school will understand the specific aspirations and needs the child has, and how prepared the new school will be to meet need. In addition, we know that needs often present differently when environments change, and the difference between primary and secondary settings can be significant.

The child's primary school can offer valuable insight and knowledge to plan for this transition and help prepare the secondary school to meet needs and work in partnership with the family. This example from Sheffield shows how important that practitioner knowledge can be in the planning of a secondary transition for a child with SEND.



AKRAM'S STORY

How Valuing SEND supports the transitions process and empowered Akram to make key decisions about his future.

Overview

Jenny Bingham is a SENDCo at Wybourn Community Primary School in Sheffield. Here she tells us about how she's used Valuing SEND to support Akram, a boy in her school, and his mum, Hodan, to make key decisions about his future, through transition to secondary school.

Akram was born at 26 weeks and has a broad picture of need including diagnoses of autism, epilepsy and difficulties with his gross motor skills and speech and language. When he started school Jenny was concerned about how he would manage. He wore a helmet to protect him from seizures and had difficulties with social communication. His early education was impacted by the pandemic, meaning that by the time he reached Year 2, the gap to his peers was widening.

Ahead of Akram's annual review, Jenny was concerned about his ability to be able to transition to secondary school, and felt that he would require a specialist secondary placement:

“I think his cognition and learning is becoming more apparent as a need now he is in Year 4. As the schoolwork is becoming more difficult, he is starting to struggle.”



Using Valuing SEND within the annual review facilitated a meaningful conversation, leading to both Jenny and Hodan's realisation that actually, Akram could thrive in mainstream.

“He is a bright boy and I think he is capable of learning alongside his peers. The key focus point now is to closely identify the route of his difficulties and put appropriate support in place that builds his independence. The tool helped us think in detail about Akram's needs and where we sit within that. Seeing it visually gave us confidence that we can meet his needs in school and gave his mum confidence in that too. It helped us see where school could help mum, and where mum could help school.” Jenny Bingham, SENDCo

What the intervention or change was

Jenny knew Akram and his family well from being his Reception class teacher. She is a recently qualified SENDCo and was initially nervous about leading the annual review, particularly with a new tool. She knew that Hodan was not yet ready to think about Akram's future, and that a conversation about mainstream secondary school would be challenging.

When planning for the review, Jenny carefully looked at the home confidence prompts and decided which of them would be the most appropriate to use. Within the review she used Valuing SEND combined with applied behavioural science to encourage everybody around the table to recognise Akram's strengths and the benefits of thinking about his aspirations for the future.

Outcomes

Akram's mum is an absolute inspiration, dedicating her life to her two boys. She works hard to provide a supportive home environment that accounts for Akram's complex needs, and it was understandably terrifying for her to leave him in the care of his teachers at school. The consistency of support led by Jenny at Wybourn has shown her that Akram can be nurtured as well as challenged, and the annual review was an opportunity to really focus on how this has been possible:

“I like the Valuing SEND tool and the way it explains everything is really clear. Before I tried to understand, but I couldn't, but the way everything has been explained today has been really clear. I like how the tool explains the different areas of need and the visual diagram was really helpful” Hodan, Akram's mum

When Jenny first brought up the topic of Akram's potential transition to a mainstream secondary placement, Hodan was worried. However, through the use of the tool and the approach to the review, she was able to really understand the potential benefits for Akram in the future. She now recognises the benefits of a mainstream education in ensuring he is supported to achieve his full potential, both academically and holistically.

Next steps

Akram is doing really well. The plan is for him to transition to mainstream secondary school, and the preparation for this will involve closely working with the receiving secondary school and the local authority to ensure the support in place is appropriate and enables him to thrive.

Akram is just one of many children and young people in Sheffield who has benefitted from the use of Valuing SEND within their annual reviews; a trial with overwhelmingly positive feedback which is now being rolled-out across the city. This work highlights the unique potential of Valuing SEND to enable strength-based conversations that can support children and young people with SEND on their journey to independence.

Author

This publication has been written by Libby Caulfield who started her career as a 1:1 special needs teaching assistant.

Libby later trained as a primary school teacher and led large teams as a school leader. She then worked as a university lecturer in Early Years and SEND, alongside volunteering for four years as a trustee for the national children's charity What About The Children?.

Libby is now a school governor and plays a leading role in the children, families and education sector team at IMPOWER. She has led multiple children's projects across the country, which led to her winning a Management Consultancies Association (MCA) award for Team Leader of the Year (2024) and project awards for her work in Lincolnshire (2021) and Northamptonshire (2024).



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