



AUTUMN 2025

SEN Matters

In this issue:

The focus of this edition will be on ordinarily available provision and inclusion in education settings

I N C L U S I O N



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Editorial

Welcome to the autumn edition of *SEN Matters*. This is the second of our fully funded edition, so hope that you found the last useful and will continue to do so. This edition continues to have a focus on ordinarily available provision (revised guidance materials and associated videos)



<https://hants.sharepoint.com/sites/CSCommunications/SitePages/Ordinarily-Available-Provision-and-SEND-Support-Guidance-Launch-Videos-and-Resources.aspx> and also includes a focus on supporting special educational needs in mainstream settings.

As mentioned previously, the Local Area Partnership Board work is focused on standards of excellence for children and young people with special educational needs and disabilities (SEND). This involves all partners across Hampshire who are involved in these services.

The work on the ordinarily available provision (OAP) and SEND support guidance has been a focus of the board and this means that all partners have an understanding of the principles and provision. This continues to develop through the offers of resources available.

Hampshire's Local Offer has a section on the Local Area Partnership (https://fish.hants.gov.uk/kb5/hampshire/directory/advice.page?id=kwC_qo0KN0), which brings together all the key organisations involved. This includes professionals from education, health, social care, and the voluntary sector, as well as representatives of children, young people, and families.

The Local Area Partnership Board is co-chaired by senior leaders from Children's Services and Public Health and is responsible for ensuring that services are joined-up, inclusive, and focused on achieving the best possible outcomes for children and young people with SEND.

There are regular information sessions focused on the Local Area Partnership. The next is Wednesday 21 January 2026 at 3.30pm. If you would like to attend then please complete the form below:

https://forms.office.com/Pages/ResponsePage.aspx?id=tdiBPwfuF0yGnB20OQGNm4DQQHWQZnlibeaiQy_kDBUNkIVQUNCWFazS1pXSTE4QzgxMVc3QVRYVC4u.

In order to support education settings in accessing the right support at the right time, a summary of all Local Authority Education and Inclusion training has been collated. This has been shared via school communication (https://hants.sharepoint.com/:b:/s/CSCommunications/EbnYX1h1wLdKrY3N1Fv_IKsBO1oUXx9ylyfB9CU7fFA3gg?e=7WkdeF) and a summary of aspects in relation to special needs is provided in the publication.

Recent information from the Department for Education (DfE) was also released about supporting SEND in mainstream setting. You will find a summary of the findings later in the edition, however it provides full support to the approach taken in relation to ordinarily available provision.

I hope you find this edition wide ranging and useful. We continue to focus on information and experiences of settings to try and provide practical implementation suggestions and problem-solving approaches to potential challenges.

Hampshire's Local Area Partnership Strategy

Our vision



Our action plan



Our success criteria

We will know we have succeeded when....

1. The views of children, young people and their families informs all our work.
2. Children, young people and their families can access the information and services they need when they need it.
3. Data is routinely shared, and we all work towards the same goals.
4. Children and young people with SEND are happy and have positive social relationships.
5. Young people with SEND increasingly live independently and gain meaningful employment.
6. There is a culture of support to families and carers.
7. Children and young people with SEND and their families can access services and support that meet their needs at the earliest point, without barriers.
8. The mental and physical health of children and young people with SEND compares positively with their peers.
9. Children and young people with SEND are engaged in their education within an inclusive environment.
10. Everyone in the system, works together to improve educational engagement.
11. A robust, resilient and skilled education workforce can meet SEND needs.
12. Children and young people with SEND and their parents are appropriately prepared for adult life from a young age.
13. There is sufficient provision to meet the needs of all Children and young people with SEND in Hampshire.

Our approach

We will achieve our vision through strong multi agency and parental partnerships, having a shared understanding of challenges and working together on solutions.

We will measure progress by...

1. Bringing together Health, Education and Social Care dashboards.
2. Tracking and reducing the gap between outcomes for children and young people with SEND and their peers.
3. Annually canvassing parents about their confidence in the system.
4. Annually canvassing professionals about system improvements.
5. Listening to children and young people about what matters to them and acting on their views.

We will work together well by...

1. Collectively owning the issues.
2. Securing cross-partnership agreement to progress all actions.
3. Spreading the word, creating a system-wide understanding of our ambition.
4. Routinely seeking the voice of all children and young people with SEND.
5. Holding ourselves and each other to account on delivery of our action plan.
6. Monitoring our progress through our Local Area Partnership board.
7. Supporting and be honest with each other.
8. Asking for help to solve systemic problems.
9. Being critical friends for each other.
10. Reducing inequalities.



If you have an article that you would like included in a future edition, then please do send me an email.

Laura Hamson

School Improvement Manager (SEND and Inclusion), HIAS

Email: laura.hamson@hants.gov.uk

Sensory support at Nightingale Primary School

The SEND Code of Practice (2015) identifies sensory and/or physical needs as one of four broad areas of SEN. This category encompasses children and young people who have vision impairments (VI), hearing impairments (HI), multi-sensory impairments (MSI), or physical disabilities that hinder their ability to access the educational curriculum and environment effectively.

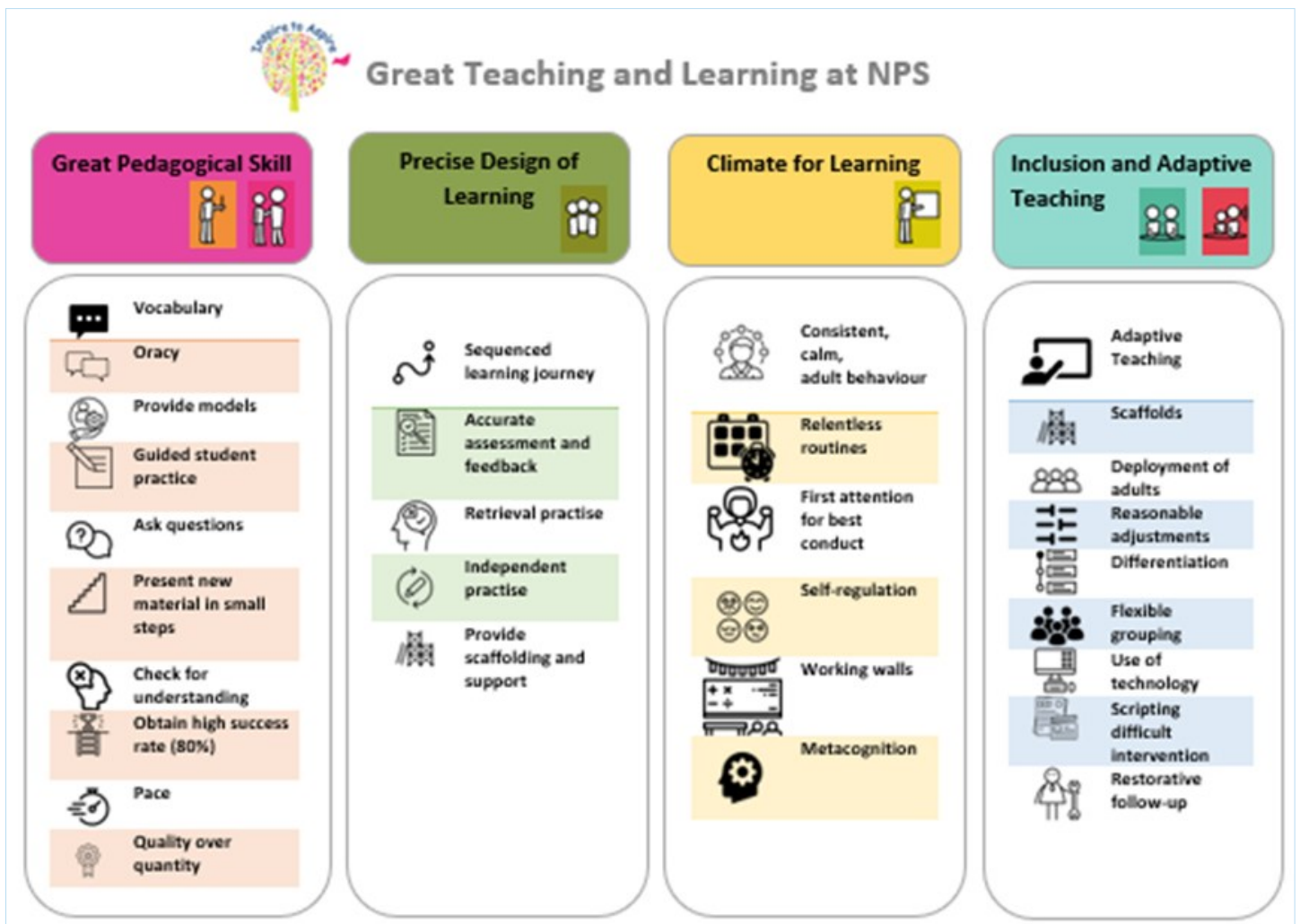
Key points on sensory and/or physical needs

- **Definition:** sensory and/or physical needs refer to difficulties that may arise from impairments in vision, hearing, or physical mobility. These impairments can affect a child's ability to access educational facilities and participate fully in school life.
- **Legal obligations:** under the Equality Act 2010, educational institutions are required to make reasonable adjustments to ensure that students with disabilities are not at a substantial disadvantage compared to their peers. This includes providing auxiliary aids and services as necessary.
- **Educational provision:** schools and colleges must use their best endeavours to ensure that children and young people with sensory and/or physical needs receive the support they require. This may involve adaptations to the curriculum, the provision of assistive technology, or modifications to the physical environment.
- **Inclusive practice:** the Code emphasises the importance of inclusive education, advocating for the removal of barriers to learning and participation. This includes ensuring that children with sensory and/or physical needs are included in all aspects of school life and have access to the same opportunities as their peers.



We are a highly inclusive school, committed to meeting the diverse needs of all our pupils. Our approach is built around four key pillars that underpin high-quality, effective teaching. As part of this, we incorporate a range of strategies and provisions to support children's sensory needs, ensuring they feel regulated, secure, and ready to learn.

At Nightingale Primary School, we are committed to understanding and supporting the sensory needs of our pupils. We begin by using checklists to identify individual sensory profiles, which then guide the tailored support we provide. Our approach includes a variety of strategies and resources such as twice-daily sensory circuits, individual sensory bags, and a low-stimulation environment. We also offer mini sensory circuits just outside classrooms, visits to the local sensory room, and in-class adaptations like standing desks, fidget tools, and kick bands. These provisions help ensure every child has the opportunity to thrive in a supportive and inclusive setting.

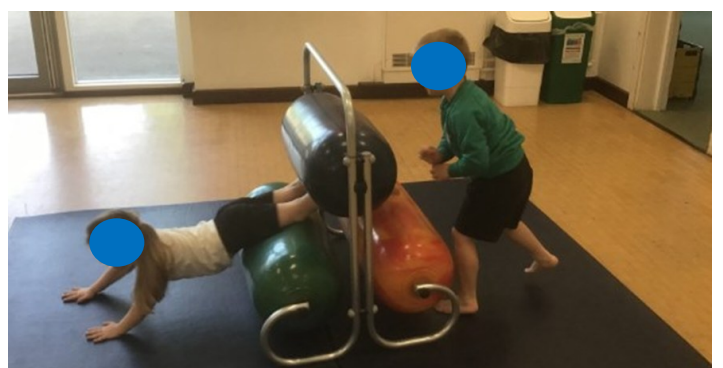


Sensory circuits are short, structured physical activities designed to help children regulate their sensory systems so they are better prepared for learning and daily activities. They are commonly used in schools, especially for pupils with sensory processing difficulties such as those with autism, ADHD, or sensory integration challenges.

A typical sensory circuit lasts about 10 to 15 minutes and is often done at the start of the school day and sometimes again after lunch. It usually includes three main sections:

- alerting activities – these are fast, energetic movements (like jumping, skipping, or bouncing) to wake up the nervous system and increase alertness
- organising activities – these require motor planning and co-ordination (like balancing, climbing, or crawling), helping the child develop focus and control

- calming activities – these help settle the child and prepare them for classroom learning (eg deep pressure exercises, yoga poses, or slow stretches).



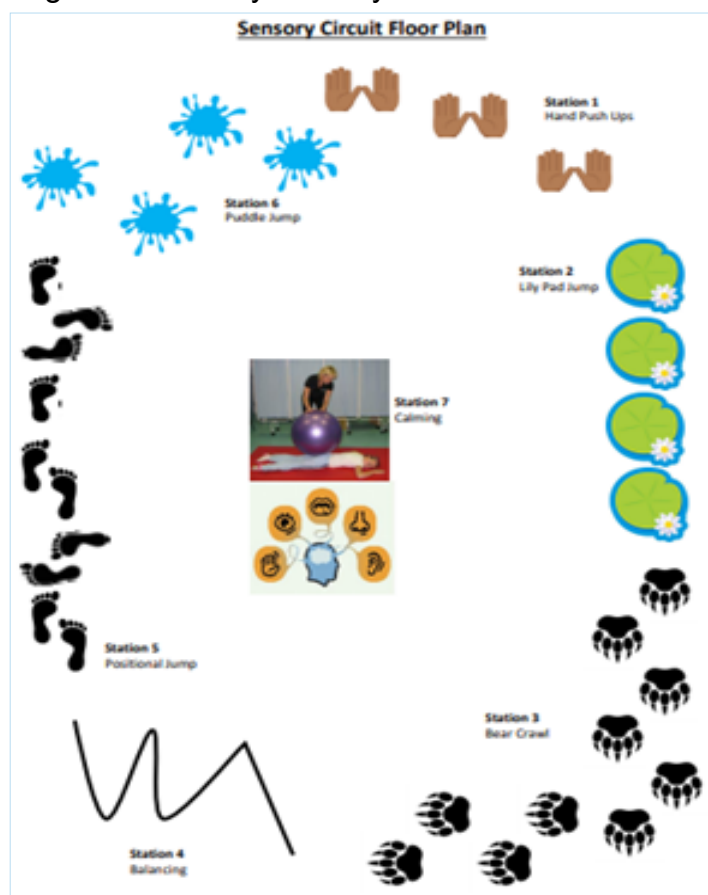
Delivering the curriculum using multisensory techniques

Sensory stories are short, engaging narratives designed to stimulate the senses and support understanding through multi-sensory experiences. They are especially useful for children with SEND, including those with sensory processing differences, autism, profound and multiple learning disabilities (PMLD), or communication difficulties.

Key features of sensory stories:

- short and simple text: often just a few lines per page or section
- sensory stimuli: each part of the story is paired with a sensory experience, such as:
 - touch: fabrics, water spray, sand
 - sound: musical instruments, recorded noises
 - smell: scent pots, herbs, perfumes
 - taste: safe food items (optional and carefully selected)
 - sight: visuals, lights, puppets.

Each classroom has the following to ensure we support pupils with sensory needs: low stimulating classroom environments, standing desks for children who need to move, a sensory bag and a hallway sensory walk.



Purpose

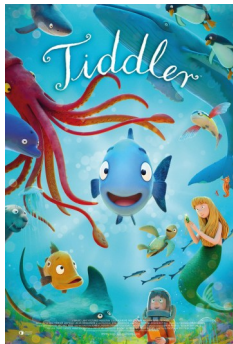
- to engage children who learn best through sensory input
- to develop communication, anticipation, cognitive skills, and emotional regulation
- to support inclusion by making storytelling accessible to all learners.

Here is an example from our Year R class

We took inspiration from the story *Tiddler*.

The children engaged with a range of sensory tools to experience the story's sensations first-hand, while also developing and using key vocabulary.

They brought the story to life through role play, using puppets and a variety of sensory resources to act out the narrative in a fun and meaningful way.



This really helps to keep every child engaged.

Below are some sensory experiences we explored while reading *The very hungry caterpillar*.

We welcome you to come and see our setting and how we support pupils with sensory needs.

Phone the school office on 023 8061 3588

Emma Saunders

Assistant Headteacher, Nightingale Primary School



Implementing high quality inclusive teaching using the OAP programme to develop practice at Toynbee School



Teaching and learning at Toynbee School is centred around seven core principles. These principles are:

- positive relationships
- high expectations
- explanations
- modelling
- questioning
- feedback
- deliberate practice.

We use these principles to help our teachers understand what successful teaching at Toynbee School is so that our pupils have a consistent approach across all their lessons. We value teaching and learning continuing professional development (CPD) as a priority at Toynbee School and staff have weekly techniques and strategies shared that underpin a principle. For example – how to effectively use mini-whiteboards to develop whole class questioning giving you feedback in checking for understanding.

At Toynbee School we use research to underpin our teaching and learning work – namely the excellent work by Doug Lemov and his work through *Teach like a champion*, along with other sources such as Rosenshine and *Making every lesson count*.

As one of my whole school remits is teaching and learning, and I have a long-term vision and strategic plan for teaching at Toynbee School to be high-quality and inclusive I have been using ideas from this course to implement changes which will take effect from September for all staff. Staff will be introduced to these developments in our July in-service training (INSET) session so as to be ready for September.

We will discuss more about September shortly, but to explain what we have done at a whole school level during this year please see the following:

January update

From senior leadership team (SLT) and middle leader lesson observations throughout last year and this year we been pushing these developments for the school. This was introduced and shared at the January welcome back meeting at the start of term and is sent out every week in our weekly SLT bulletin.

- Checking for understanding – participation ratio – the execution and using the information to inform planning in the moment.
- Clarity of instructions.
- Scaffolding.

To summarise our next steps and link to our teaching and learning principles we created a placemat of strategies to help support our staff – this was based on all the good practice observed across the school.



March update

We have made a change to the name of our lessons at Toynbee School – we now refer to our teaching and learning as high quality inclusive teaching (HQIT) which is expected from all staff.

The focus on inclusion is a priority of the school and at our March INSET we held a session for all staff in a workshop style environment – including our learning support assistant (LSA) and vision impairment (VI) support teams where staff discussed inclusion and we developed a common terminology across all – a sense of belonging where everyone can be successful. The three priorities for improving our high quality inclusive lessons are:

- explicit instructions – too often staff would not clearly give instructions to pupils and therefore the independent practice was not as refined. Staff also lacked checking for

understanding (CFU) after giving instructions which hindered progress

- working memory: cognitive and metacognitive strategies. We provide weekly top tips in the form of a strategy to try and suggestions on how to implement them in the subject to help pupils take on new information in small chunks, building on prior knowledge with retrieval practice and using questioning techniques to support their understanding
- using scaffolding: our learning walks and lesson observations identified that the most successful lessons were ones where scaffolding was used and removed when appropriate to support all pupils in making progress. Again with top tips we gave staff ideas on different ways to use scaffolds from visual icons and diagrams to vocabulary maps to modelling your thinking out loud to support pupils.

April update

Staff were reminded about accessibility in lessons with a view to being inclusive by focusing on the planning. This crib sheet was shared as a summary to our work to encourage staff to have consistency across the school when presenting information and planning lessons for pupils. This was shared by Peps McCrea just before Easter which was perfect timing in line with what we were working on with staff at school.

Accessible design

For teachers & schools

v1 APR25

✓ Do...	✗ Avoid...
• Use sans serif fonts (eg. Arial) • Use generous line spacing (eg. 1.5) • Use left-aligned text 	• Avoid styled fonts (eg. Comic Sans) • Avoid underlining, italics & upper case • Use bold sparingly 
• Use dark text on pale backgrounds • Keep handwriting legible and big enough to read 	• Avoid coloured font on coloured, textured, or smudged backgrounds (esp red/green combos) 
• Use consistent slide/booklet design • Highlight key points & use hierarchy • Use whitespace liberally	• Avoid large blocks of text on slides • Remove redundant words and images (eg. decorative graphics) 
• Speak at a measured pace • Use economy of language, pauses for processing & repetition for memory 	• Avoid using ambiguous or complex language (eg. idioms) • Don't digress 
• Use simple & predictable pedagogical patterns (eg. I-We-You) • Chunk instructions 	• Don't force students to hold instructions in their heads • Reduce distractions 

For more, visit pepsmccrea.com

July update

The INSET focused on the work to refine our teaching and learning principles to include a golden thread, or mission statement, per principle. Rather than stipulating specific strategies we must see, we have a golden thread statement, for example, all pupils are made to feel welcome. Strategies and techniques are then mapped against the statements. These strategies and techniques have already been shared with staff over the past couple of years through the weekly teaching and learning forums and are all accessible in our SharePoint library.



We are committed to developing all our teachers and so we have worked alongside our union representatives to look at directed time and will be introducing from September, a dedicated CPD hour once a week where departments meet (and sometimes as whole staff workshop style) to focus on teaching and learning, and curriculum development. These CPD events will have set agendas centred around our golden thread mission statements of our HQIT at Toynbee School.

September 2025 plans: as the high quality inclusive teaching golden thread will have already been launched this will be an opportunity to explain to staff again about the vision of inclusion and the journey of our year ahead with CPD.

The terminology we as a school will be using is as follows:

- HQIT the golden thread – (this is the OAP) – all teachers are expected to plan and deliver lessons that fulfil the golden thread statements to include all pupils (as the vision!)
- reasonable adjustments – these are specific strategies that teachers will be expected to use in lessons to enable pupils with SEND to make progress
- access arrangements – these are the techniques/interventions that are beyond the classroom teacher (most commonly needed for pupils with specific education, health and care plan (ECHP) needs).

Samantha Kerwood

Assistant Headteacher, Toynbee School

The work of the complex admissions panel

Context

In all school phases, placing vulnerable children with complex needs on school rolls can be challenging. School entry points are high-risk periods. Insufficient support or guidance often leads to placement instability, severe absenteeism, risk of permanent exclusion, risk of a serious incident and ultimately, increased chances of failure for the child.

The Reintegration team

Reintegration plays a pivotal role in addressing these challenges by providing expert guidance to schools and families, facilitating timely and appropriate admissions. Through collaborative planning and the promotion of best practice, we support successful reintegration, aiming to secure sustained attendance, engagement, and positive outcomes for every pupil.

Complex Admissions Panel (CAP)

The most vulnerable or complex pupils, who are proving difficult to place, are escalated onto CAP by Hampshire's School Admissions team where the admissions process has failed or it has been agreed exceptional support is appropriate.

The placement of children is overseen by the Reintegration team and uses a *team around the child* approach in partnership with a number of services, such as Admissions, Inclusion Support Service (ISS), Ethnic Minority and Traveller Achievement Service (EMTAS), SEN, Hampshire Improvement and Advisory Service (HIAS), Primary Behaviour Service (PBS) and the Specialist Teacher Advisory Service (STAS) as appropriate. Together, we work to support the placements of children with complex needs through indirect and direct work, eg consultation, assessment, intervention, modelling, or school

improvement activity, including training, as well as support for parents/carers.

Examples of those considered to have complex needs can include those previously permanently excluded, returning from elective home education with unmet needs, children missing education (CME), or with significant special educational needs and no supporting information.

A case study is presented below where a successful school placement has been facilitated by the STAS with support from colleagues from other services represented at CAP.

Case study

The end goal for us as STAs is to reintegrate a child back into the education system and support them to be successful, to learn further skills and create more social connections.

I was asked to support a family that had moved to Hampshire from another country and needed a school placement for their child with significant needs, in Year 4. The family had relocated numerous times all over the world, for their father's job but the family were hoping to settle in England for a continued period of time.

The child (B) already had a sister that had been accepted into the local school. The family then applied for a space for B at the same school; the special educational needs co-ordinator (SENCo) offered a meeting and a tour of the school. Upon first meeting, it was evident that B had some significant needs that would require a continued and extensive level of support.

Once the school had met with the family, they contacted the Admissions team to share concerns regarding the successful placement of B. He had not been in education for 18 months and had previously attended a special school on a limited provision.

He had paperwork to suggest that there were social communication and cognitive challenges

but due to age, the country that instigated the reports had not provided a diagnosis. He was not yet communicating through talk in both languages used within the home and used noises and actions to communicate feelings. He had a love of the outside world and had very developed gross motor skills. He was independent with safe care and liked being in environments with lots of people, as loud noises did not bother him. His attention span meant that he could become overwhelmed and upset quite quickly.

In order to look at supporting this family and the school, I initially set up a meeting with the Reintegration team and the school to discuss what support they felt they would need in order to admit B. The initial meeting raised many issues such as space within school, timings, staffing and funding amongst other areas. Through the process, the school were assured that there would be a team around the child when he started and that support would continue to allow B to reintegrate slowly into school but have scope to build up time gradually.

Myself and colleagues from EMTAS visited B and his family at home to start building connections with him and to find out what he was like in his home environment. He was observed to be a kind and happy boy who enjoyed sharing his toys. He demonstrated some problem-solving skills as well as following simple commands such as stop, go and following simple, repetitive instructions such as putting his shoes on. He took my colleague's hand to show her what he liked and encouraged interaction with his toys. He became excited and animated when they had lined up his farmyard animals.

Due to this love of being outside, I investigated the possibility of Forest Schooling for B – this would have fitted excellently with his needs as well as introducing more hours without solely relying on time within the classroom. I also contacted a SEN Teaching and Learning Adviser, who supported the school with looking at a personalised curriculum to allow B to start learning key early skills.

I went into the school and looked at the layout of the classroom and where we could locate an appropriate space for B; he now has his own desk at the front of the classroom as well as

access to the sensory room to support his sensory exploration. The SENCo and myself created a social story to explain the setup of the school and what school would look like for B. This resource was shared with the parents to allow them to continue to show B in the lead up to starting school to help reduce any anxieties.

I supported the school to introduce some visuals such as a timetable and a now and next board to help share the expectations when he first started. His one-to-one LSA now uses Makaton alongside key words to help support his understanding of language. The staff were also encouraged to narrate his play and what he was generally doing in order to continue to grow his vocabulary and expose him to simple repeated phrases which, over time, will allow him to repeat his own feelings, thoughts, wants and needs. Before starting school, all staff and myself discussed the non-negotiables for him when at school so that there was a consistency across all staff to further support B in feeling safe and secure at school as his time would be consistent and predictable whilst settling in.

B started school in mid March. He quickly went from coming to school for an hour a day to most of the morning in less than five weeks and is now at school all morning with the support of a one-to-one LSA. He is happy and calm when at school and has settled in really well; all the children really like having him in their class and one child makes him little pictures and notes to leave on his desk in the morning which makes B smile!

He has his own desk within the classroom and a bespoke curriculum tailored to his current level of learning but he is integrated into whole class activities such as *Just Dance* or stories/videos as he loves the interactive whiteboard (IWB)! He loves to be outside and he is starting to allow children to play alongside him during break time. He still has not repeated any language but does make audibly different sounds when feeling happy, sad, distressed, annoyed, etc, and staff are starting to understand these.

There is potential that the family will be moving out of county at the end of this academic year due to the father's job but due to the success of his integration into school, he will now be moving

with a Educational, Health and Care Plan (EHCP) in place and a more happy and settled feeling about accessing education. Myself and the SENCo are now looking into ways to start the process for official diagnoses which the family have requested. Once the move is confirmed, the school and I will be heavily involved with the transition and ensuring the new school has all the relevant information and resources needed to make it as smooth as it can be for B.

Overall, he has settled really well into school life with the support from all parties involved. Parents have thanked everyone for their on-going support and said that they can see the progress he has made whilst being back in education.

Emma Barnes

Specialist Teacher Adviser, Communication and Interaction, Specialist Teacher Advisory Service

Email: emma.barnes@hants.gov.uk

OAP in the Inclusion and Educational Engagement (Attendance) Hubs

For school leaders and SENCos, improving attendance and inclusion is a top priority. Hampshire's Attendance Hubs are designed to provide practical strategies, multi-agency collaboration, and actionable insights to tackle persistent absence for all pupils, regardless of need.

Persistent absence disproportionately affects children with SEND and other vulnerabilities, so the Attendance Hubs focus on ensuring every child feels safe, supported, and able to thrive in school.

Since September 2024, around 40 face-to-face Attendance Hubs have been delivered across Hampshire for primary and secondary leaders in mainstream and special schools. Over 300 schools have attended each term, with positive feedback.

"We appreciate the opportunity for working with other colleagues and sharing good practice, and the acknowledgment of the work that we are doing in Hampshire."

"It really is great to feel such a strong supportive team who are understanding of the immense challenges but totally invested in helping us all to overcome the barriers."

But schools have also told us that they would like more ways to access the right support at the right time. We have tried to ensure that there is multi-agency engagement with the hubs, encouraging the view that attendance is everybody's responsibility.

So far, the other services attending and contributing to the hubs are:

- Children and Families – Family Help team managers
- Public Health
- Services for Young Children

- Hampshire Safeguarding Children's Partnership
- HIAS SEN Advisory team
- Child and Adolescent Mental Health Services (CAMHS)
- STOP Domestic Abuse.

This multi-agency approach has been welcomed by schools and professionals, enabling effective partnerships and greater collaboration.

The Hubs have focused on four emerging themes identified in the Impact Ed research, (Understanding Attendance report 2, July 2024). This identified some promising approaches schools are using to make a difference to pupil absence:

Theme 1: creating culture and embedding a sense of **belonging**.

Theme 2: building **safety** – paying attention to the physical and social environment of school.

Theme 3: a **relational** and targeted approach to intervention.

Theme 4: **it's everyone's job** – developing a community around attendance.

By applying these four themes to a child and family's lived experience, schools can pinpoint where targeted support may be needed. For instance, if a child feels unsafe in certain spaces or lessons, or if a parent lacks a sense of belonging in the school community, staff can develop specific strategies to address these concerns.

This term, our speakers at the hubs have focused their presentations on these four themes.

To promote a **culture of belonging**, there has been an input from CAMHS which has focused on strategies schools can use to support parents who have anxiety or mental health difficulties, linked to their child's mental health or emotionally based school avoidance.

To address issues of **safety**, STOP Domestic Abuse has been sharing information on the impact of domestic abuse on children's attendance and the range of support services the charity can provide for schools and families.

The Virtual School has been raising awareness about funded access to the Attachment Research Community (ARC). Membership of ARC will give schools the opportunity to evaluate their progress towards a **relational**, trauma-informed approach and guide them on formulating an action plan to strengthen their practice.

The SEN Advisory team has been sharing how consistently implementing OAP will significantly impact on the push/pull factors of school and home. Getting the universal layer consistent will help support attendance as students are more likely to attend school if they can access the learning – they will also feel a sense of achievement! It is everyone's job, including class teachers, to make sure this happens, particularly with the changing profile of students.

Information about the Attendance Hubs, with links to the booking form can also be found here: <https://hias-moodle.mylearningapp.com/course/view.php?id=296>.

We are always looking for feedback from schools and professionals. If you have ideas about topics to cover in the hubs, or ways in which the hubs could be delivered, then do get in touch with us via email: IEAttendancehubs@hants.gov.uk.

Tamsin Austoni

Deputy Head of Service, Virtual School

Email: tamsin.austoni@hants.gov.uk

Resources for schools

A new hub of resources has been launched on the HIAS Moodle page: <https://hias-moodle.mylearningapp.com/course/index.php?categoryid=108>. The Inclusion Support Service section includes information on:

- attendance
- medical referrals
- reduced hours provision
- inclusion/exclusion
- elective home education
- children missing in education
- legal intervention
- penalty notices.

Developing OAP at Forest Edge Learning Federation



Whilst observing several English lessons, I did notice that only a small number of staff were consistently using visual scaffolds to support learners when writing. If there were scaffolds available, it was usually word banks or a few sentence stems. There was also evidence of some children struggling to use these. It was clear that a large proportion of pupils relied very heavily on adult support. This was a theme that I had previously noticed in my class as well. These findings meant that I wanted to encourage independence as well as exploring the use of visuals as writing scaffolds.

Impact on your own practice

When considering the use of OAP across the three schools, I decided to choose the use of visual scaffolds with a specific focus on writing. Writing is on our school development plan and is a key priority for us this year. I also have many pupils within my class that can find writing a real challenge.

I really feel that this programme has enabled me to reflect on my own practice. It has been wonderful to see my pupils' confidence grow and for them to be proud of their work. Equally, I now feel more confident when adapting writing tasks and using a variety of visuals and scaffolds within my lessons. It has enabled me to take a step back and to consider the importance of OAP in all aspects of the curriculum.

Initial learning walks

Back in September 2024, there was some evidence of OAP being used across the three schools but some of these strategies were not always used consistently. Although, I was pleased to see that there was a real sense of belonging in all three of the schools. Staff tried hard to promote inclusivity within their classrooms and there was evidence of clear and consistent boundaries. Staff encouraged children to *have a go* and it was clear that the children understood that making mistakes was a vital part of learning. Additionally, I saw evidence of assessment for learning. Staff asked probing questions and this enabled them to move the learning on. Equally, they also used varied questioning to address misconceptions.

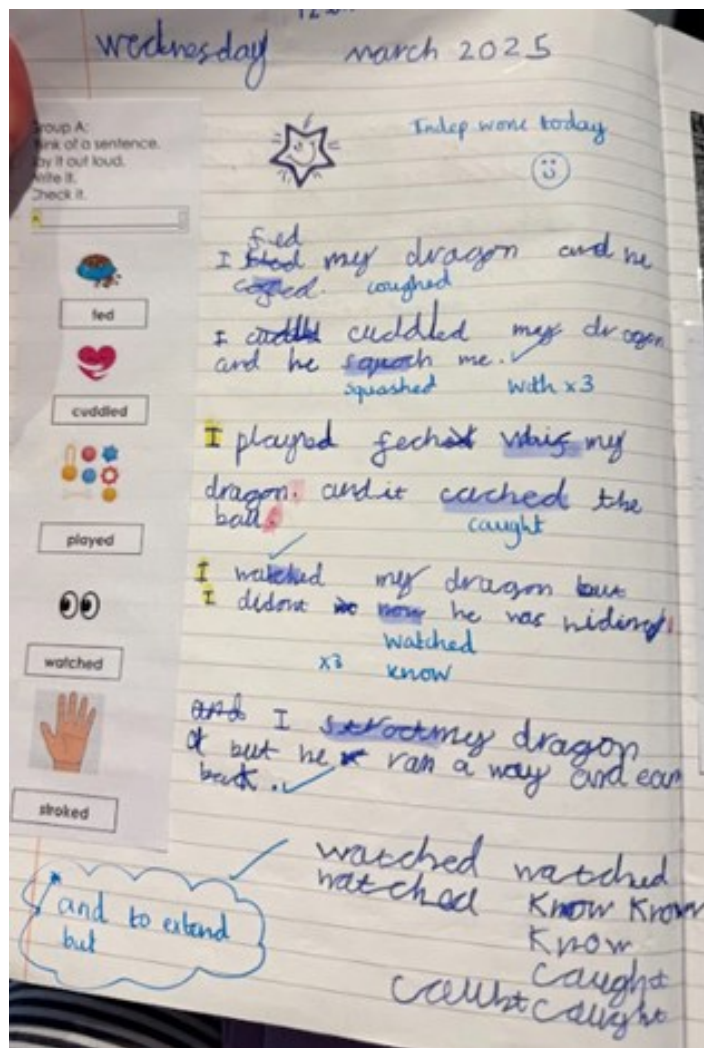
Impact on the practice of others

Due to the recent success with our latest writing unit, I have shared these findings with the staff across the federation. We spent time looking at our writing sequence in detail and looked at the success of the visuals and scaffolds used. Staff commented that they could see valuable progress within the children's work. Going forward, Key Stage 1 and Upper Key Stage 2 will be exploring the use of writing scaffolds too.

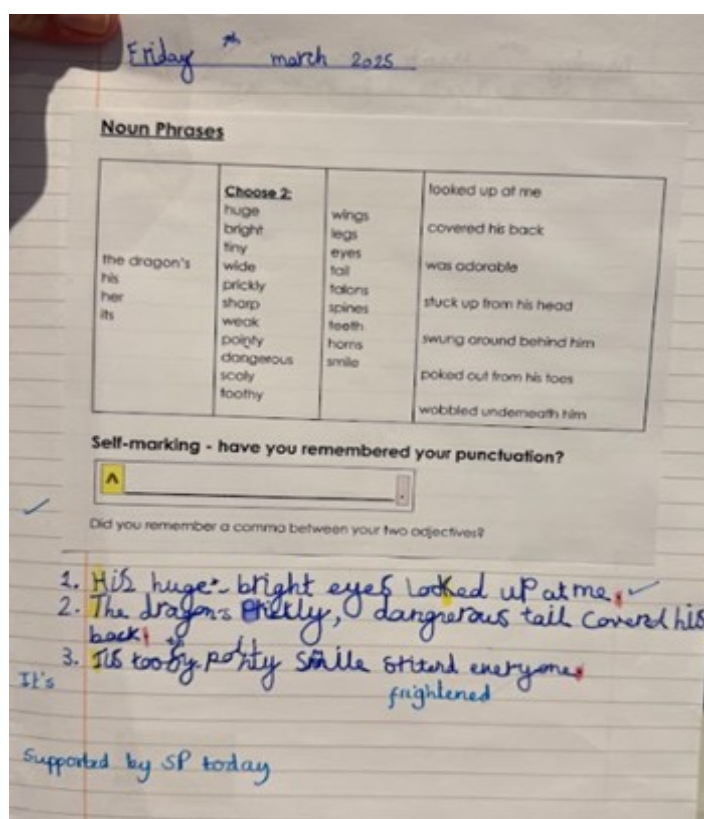
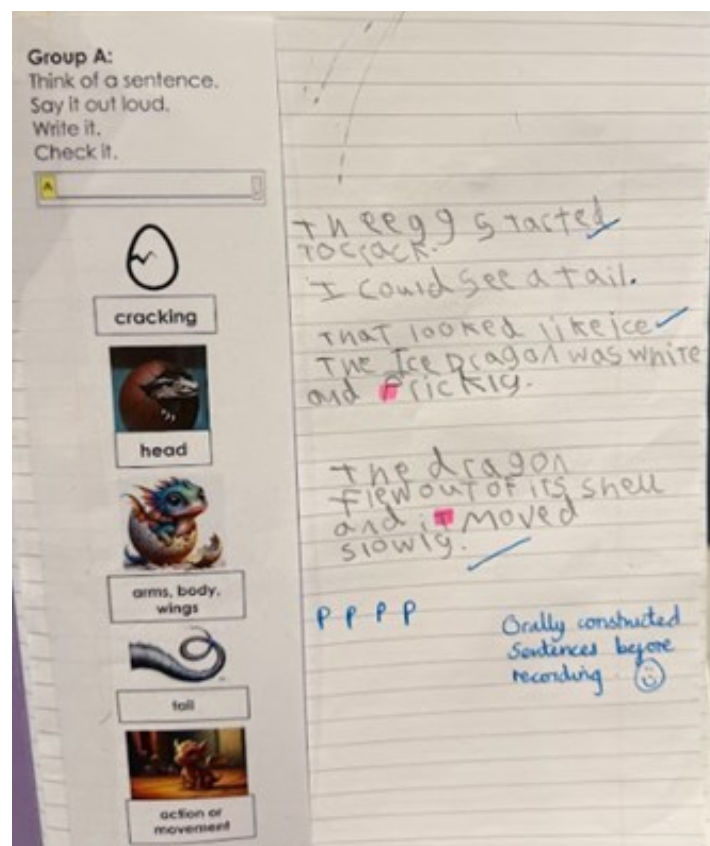
Impact on children/young people

Back in the autumn term, I had a group of children who really struggled to record their ideas independently. They were able to successfully orally rehearse their sentences but were unable to record them without support. I decided to explore using a variety of word banks, dual coded models, substitution tables and sentence stems to support them with this. These scaffolds have been fundamental in developing their confidence and independence. I started to use a variety of scaffolds across the whole class, simply adapting and tweaking where needed so that all pupils were suitably supported and challenged. I found particular success in the following type of writing scaffold.

The first two examples supported pupils with structuring their ideas and encouraged them to consider each sentence/phrase as they worked. Over a period of time, the pupils became familiar with the different scaffolds and they are now able to use them without, or with only minimal support. It has really improved their own self confidence too which was one of my main aims.



Other examples of writing scaffolds/visuals that I have used:



Hold the Sentence Dictation Game!

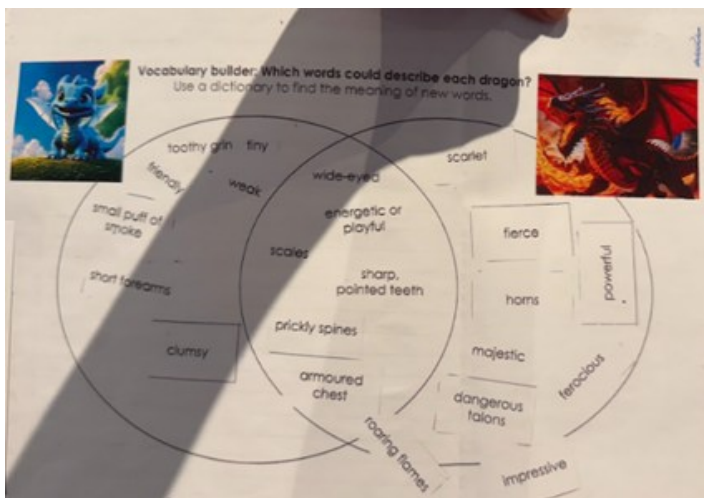
Person 1: Create a simple sentence using a word from Word Wall ____

Person 2: Listen to their sentence, and write it down! Use the phonics mats to help you.

Swap over and repeat!

Simple Sentence	Gold is shiny.	I the girl is lower. (VF)
Simple Sentence	I drove past a door.	The children met ^{young} children
Simple Sentence	It is not because we have had lots of rain.	
Simple Sentence	You need to be behind you.	

Challenge: Coordinating Conjunction



Do you love your dragon?

Do you know my dragon eats ice-cream?

Does your dragon need brushing?

I love my dragon
I stroke my dragon every day.

Dragons need to stay healthy.

A dragon needs to brush his horns, to make them shiny.

statements
(VF) Group generated ideas

Do you ever wish your dragon was going to sleep?
My dragon needs to eat my dragon food.
My dragon I wish my dragon should.

Dismissed use of question marks

I love my dragon so much.
I love my dragon I will love him forever and ever.
My dragon loves me.

Next steps

Going forward, I am hosting an HQIT INSET for all of the staff members across the federation. The aim is for me to give staff an overview of HQIT and to explore the different aspects of OAP. I am mindful that I do not want to overwhelm staff members with asking them to focus on lots of different areas. Therefore, I have made the decision to focus on a few key priorities which will be decided before the INSET. I am also keen for staff to dig deeper into their class profiles so that they can really explore specific groupings and individual children. During the INSET I will also give staff time to carefully consider their small step planning and progression.

Stephanie Pavitt

Class Teacher, Breamore Church of England Primary School

Supporting a pupil at Wildern School with vision impairment: a success story

The Specialist Teacher Advisory Service provides expert support and guidance to schools and families, ensuring that children and young people with sensory impairments receive the best possible education. This article offers an insight into the work of the Vision Impairment (VI) team, highlighting a case study of a secondary school pupil and the collaborative efforts to support their educational journey.

Specialist Teacher Adviser for vision impairment

A couple of years ago, a pupil from Wildern School was added to my caseload following a referral from Southampton Hospital. This late referral marked the beginning of a collaborative journey to support the pupil's vision impairment needs.

Initial contact and assessment

Upon receiving the referral, I contacted the pupil's parents to discuss their concerns and observations. Subsequently, I arranged a visit to the school to conduct a functional vision assessment (FVA), observe the pupil in class, and speak with key staff members.

During the classroom observation, the pupil appeared to access all activities seamlessly, including copying from the board, participating in discussions, and moving around confidently. However, a conversation with the pupil revealed that they were unable to see the board clearly. Instead, they relied on listening to the teacher and observing their friend's actions.

The FVA provided insights into the pupil's distance and near vision capabilities, enabling us to recommend appropriate print sizes.

Collaboration and support

The key to initiating effective support was the collaboration with the school SENDCo. Regular appointments were scheduled for the STAS to work with the pupil. The SENDCo or team members were always available to discuss recommendations after each visit.

The school signed up for whole-day mainstream training and bespoke after-school training sessions for all staff. Screen-sharing technology and an iPad were introduced to support the pupils' learning. The qualified habilitation specialist (QHS) conducted environmental checks and worked closely with the pupil to address their needs.

Challenges and progress

The first year presented several challenges. The family awaited a formal diagnosis of the pupil's degenerative eye condition, and the pupil struggled with the emotional impact of the diagnosis. The school had to continuously adapt to provide the necessary support.

The pupil met the criteria for an EHCP with vision impairment as the primary need. The school SENDCo and STAS Qualified Teacher of the Visually Impaired (QTVI) collaborated to submit the application, utilising the SEN guidance to determine the required provisions.

Due to concerns about attendance and the pupil's educational and social-emotional wellbeing, the STAS QTVI implemented the *Me, Myself and Eye* programme to support self-advocacy. The school proactively called for an annual review, involving the SEN team, which led to the assignment of a consistent LSA and timetable reorganisation.

Success and future outlook

This year has been a success story, demonstrating the positive outcomes of collaborative efforts. The school continues to provide training for staff. A dedicated space with low lighting and access to necessary equipment, such as an iPad, laptop, and light magnification tools, has been established.

The pupils' attendance has significantly increased, and they are now spending more time in school and class. They are on track to achieve their GCSEs. The focus for the upcoming year will be on ensuring appropriate exam access arrangements and preparing for the transition to college. With the continued support of the school, I am confident in the pupils' success.

SENDCo working with STAs

At Wildern School we believe every student deserves the opportunity to thrive, and sometimes, achieving this means reaching out to external services for additional advice and support. We have welcomed the expertise of the STAs; their deep understanding of visual impairment and its educational implications underpinned the planning and implementation of the support we provided.

We recognised that this collaboration was not restricted to simply providing training and equipment; it was about fostering an environment where the student could accept their unexpected diagnosis and work with staff to overcome the challenges that they face. The STAs advised on a range of crucial adaptations, including:

- **environmental modifications:** alongside suggestions for optimal classroom seating, lighting adjustments, visits were made to ensure that the student was able to safely navigate the site and the immediate environments of the school

- **accessible resources:** guidance on sourcing and creating large-print materials and appropriate assistive technology to support learning. Staff received invaluable training enabling them to access resources on websites including the RNIB bookshare
- **teacher training and strategies:** practical advice and training was provided for our teaching staff so that they were fully aware of the students' needs and how these could be supported within the classroom
- **developing independence:** working with the student on the *Me, Myself and Eye* programme directly enhanced their independent living skills and promoted self-advocacy, empowering them to communicate their needs confidently.

The establishment of trusting relationships between the student and their support team has enabled us to personalise and fine tune the support we provide. The student is now more open to accepting support and openly shares their feelings about the difficulties they encounter. The photograph on the following page shows the learning space that has been created to meet the student's needs. The student was involved in the planning and resourcing of this space. For example, they find it very difficult to be in a bright environment for too long. Trialling the use of a lamp provided by the science department was effective in reducing eye strain. Further investigation revealed that a lamp that provided a light source that could be precisely focused on the desk was even more beneficial.

Thanks to the expertise of STAs and the dedication of our staff, the students' attendance and engagement with school has improved considerably and they have made excellent progress as reflected by their performance in recent examinations. This success story is a testament to the fact that with the right support, tailored strategies, and a strong partnership between school and specialist services, students with vision impairments can achieve their full potential. We extend our sincere thanks to the STAs for their valuable guidance and ongoing support.



How schools can support and work with the Vision Impairment Advisory Service

Schools can effectively support pupils with vision impairment by collaborating closely with the Vision Impairment Advisory Service. Here are some key steps:

- familiarise yourself with *ordinarily available provision*: <https://documents.hants.gov.uk/childrens-services/sen-support.pdf>
- read and act on advice provided in Summary of Visit reports and ensure these are shared with all key staff involved in supporting the pupil
- maintain open lines of communication with the Vision Impairment Advisory team, parents, and pupils to discuss concerns, progress, and support strategies. This will include time with class teacher and/or SENDCo when arranging visits

- engage in training sessions provided by the Vision Impairment Advisory Service to build staff capacity and confidence in supporting pupils with vision impairment. Bespoke training can be arranged to meet specific needs
- implement assistive technologies such as iPads, screen-sharing tools, and magnification devices to enhance accessibility for pupils with vision impairment
- make necessary adjustments to the school environment, such as providing low lighting areas, ensuring clear pathways, and using appropriate print sizes for resources
- encourage pupils to develop self-advocacy skills and involve them in decisions about their support and accommodations
- invite the STA to make contributions for annual reviews on the hub in good time, especially in years that lead up to key transitions or assessments.

For more information, resources, and referral details, please visit the Hampshire County Council website and the STAS Moodle page.

Angela Kirby QTVI

Acting Team Leader, Sensory Team; Specialist Teacher, Vision Impairment; Specialist Teacher Advisory Service

Email: angela.kirby@hants.gov.uk

Small changes, big rewards – five tips to create an inclusive classroom through OAP at Crookhorn College

I think that many SENCOs and school leaders would agree that teachers can feel overwhelmed with the prospect of delivering adaptive teaching to students with SEND and as a result see the concept of OAP, as yet another thing they have to shoe horn into their already overburdened lessons. I am sympathetic to this, teaching 28 to 30 children every hour is not easy. To avoid frustration, parental complaints and most importantly students not feeling supported we realised that we needed to make being SEN friendly easier. This is ever more important as in our setting, we currently have over a third of the school on the SEN register and 7% of our students have an EHCP. SEN friendly classrooms are now the norm at Crookhorn College and they have had a big impact on student experiences. The key ideas of a SEN friendly classroom are that it is:

- clear from clutter
- resources are easily available
- seating is flexible, encourages discussion and allows teachers and TAs to circulate easily
- teachers have resources that make it easier for them to adapt both in a planned way and in the moment.

Clear the clutter!

This is so important – children notice everything! If your classroom is messy that sends a sign that you did not care enough to tidy it for them. It makes them think that this is going to be a chaotic lesson. Why should they keep their book tidy and stick their work in if you cannot keep your classroom tidy? This is further backed up by the adults then not being able to find anything and lesson time being lost. SLT and middle leaders need to acknowledge that if messy/ cluttered classrooms are the norm then this is an easy and cheap fix.



However, it does need some thought – could you give staff some department time to clear and organise? Could you make recycling/bins more easily accessible? Do you practise what you preach and keep your areas clean, tidy and welcoming?

Get rid of the rows!

Nothing is harder to see as a coach in a lesson than the child with SEN who is against the wall and a teaching assistant (TA)/teacher who cannot get to them easily. Many teachers feel safer with rows, they are traditional and often people feel that behaviour management is easier this way. However they are isolating, they do not increase conversation and team work and the teachers cannot get to the students they need to. Seating takes careful thought and you may want to start with mixed seating but getting rid of the rows will have a big impact on student engagement.

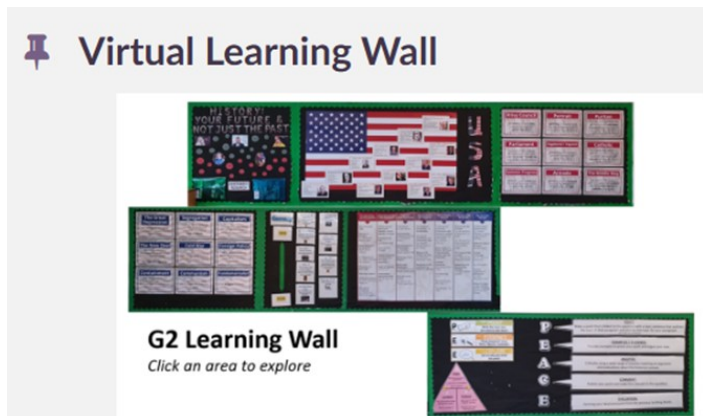
Resources at the ready

In the centre of our tables we have boxes with resources available for students. As with many SENCOs, I have had countless complaints from the parent of a child with attention deficit hyperactivity disorder (ADHD) who sent them in

with 10 pens and a pencil case so big it could sink a ship only for them to get a detention or a negative mark for not having a pen. A close friend with a child in another school said to me recently that her child with ADHD was given such a negative in school. When she turned his bag upside down he had an empty pencil case and five pens sat at the bottom of his bag, he just lacked the executive function skill of organisation. Our Head of Religious Studies says that boxes of resources on tables “*makes for a quick and easy start to the lesson. No-one has to look for resources and it helps to build routine*”.

Learning walls rather than displays

In the same vein as clear the clutter we looked to streamline displays. Individual staff can create outstanding displays. However, more often than not displays can be lacklustre and quickly become outdated when the topic changes or students move on or change classes. We have instead focused on learning walls. Designed by heads of subject and their teams in department time they are a quick support for students when they are struggling and encourage independence. Our Head of History notes that “*learning walls in history give visual prompts for chronologies and key words whilst also providing scaffolding for structuring written work*”. Our learning walls have then been photographed and uploaded onto *itslearning* with interactive links as part of our blended learning programme. This means that students can access critical key information about their topics when not in the classroom.



Pre-prepared resources

To support the development of student executive functioning skills, we have asked staff to consider how best to adapt and support the students in front of them. In science the department have created a bank of over 100 *Blast from the Past* starter activity sheets. These have been created over the last year. Our Head of Science says that “*these sheets help students because they have three to four components ‘Blast from last lesson, Blast from last week, blast from last term and blast from last year. These enable retrieval from different topics and even disciplines in science. Due to the size of the science curriculum these activities help students to remember ideas from Year 9-11 and apply their knowledge to unfamiliar questions*”. Having retrieval resources such as these planned together in department time and available to share as a department means that you are making it easy for staff to support students who struggle with their working memory and need constant opportunities for overlearning staggered throughout the year.

These strategies need monitoring and revisiting to ensure that they become embedded. We have invested significant training time into SEN and this year have focused on executive functioning and high quality inclusive teaching. The key message from us would be to start small. The changes do not have to be labour intensive but small changes can provide big rewards and these rewards benefit the whole class not only those with SEN.

Victoria Geddes

SENCo, Crookhorn College

DfE research report alignment to Hampshire guidance

Identifying, supporting and collaboration for children and young people with SEND

In September 2025, a suite of research papers were published focusing on SEND in mainstream settings. These papers were the result of various research projects focusing on how best to identify and support SEND in mainstream settings.

The first paper: *Cross-cutting themes in identifying, supporting and collaborating for children and young people with SEND: a rapid evidence review*, gives a really strong emphasis on how ordinarily available provision when consistently in place, is the element which has the biggest impact in supporting all pupils.

The key findings of this paper focuses on the crucial role that teachers play in early recognition of needs when they have a secure, foundational understanding of child development and SEND. It suggests that multiple sources should be used to identify and understand needs such as a combination of screening tools, observations and speaking to those closest to the pupil. There is also recognition that needs may and do change over time and therefore regular review through assessment is vital.

With regards to support and intervention, the paper outlines that a universal approach to high quality delivery supports and reduces the reliance on individual interventions. It also recognises that adjustments to the physical and social learning environments can reduce processing demands, anxiety and promote engagement and motivation. All these findings support that the three areas identified in the Hampshire OAP guidance of learning spaces, pedagogical principles and visual approaches are those which are most likely to be supportive of pupils in a mainstream setting.

The need specific documents include:

- [Identifying and supporting children and young people with cognition and learning needs: a rapid evidence review](#)
- [Identifying and supporting children and young people with sensory and/or physical needs: a rapid evidence review](#)
- [Identifying and supporting children and young people with social, emotional and mental health needs: a rapid evidence review](#)
- [Identifying and supporting the needs of autistic children and young people: a rapid evidence review](#)
- [Identifying and supporting children and young people with speech, language and communication needs: a rapid evidence review](#).

All provide a summary of different areas of need, universal approaches that can support all and then specific approaches which are more targeted. Again, these align with the SEND support guidance information provided within the Hampshire guidance. Therefore, the guidance can be used as a summary reference for education settings, as intended.

Interestingly, in the social emotional and mental health (SEMH) publication it references the fact that SEMH can be over categorised, particularly where externalising behaviours are seen and that these needs frequently co-occur with other learning and development needs creating a complex profile but that sometimes the underlying profile is not immediately identified. Again, this aligns with the guidance material which places the importance on recognising the communicative functions of different behaviours.

OAP and SEND support guidance

The updated guidance released in March 2025 was compiled with a working group of SENCos, special schools, as well as local area partners. The guidance deliberately focuses on the provision and rationale for it, so to ensure that all have clarity over the potential impact of the approaches. All approaches are evidence informed and align entirely to the DfE documents. hants.sharepoint.com/:b/s/CSCommunications/EbKPNoa1MeIJgylohL2xYyIBh_sB9hIZh69HR7K457rwRA?e=ciUYQ7

Extensive roll out has already happened with schools, governors and headteacher groups. It has also been shared with local area partners and councillors. The roll out into the further education sector is underway and different versions for parents and young people are being developed in collaboration with these stakeholders.

There has never been a typical classroom, however the census data demonstrates that in any one classroom there is highly likely to be a multitude of potential learning barriers. Some may be identified and known whereas many may not. The barriers are not solely linked to special educational needs but also cover a range of social, economic and domestic factors. Therefore establishing an ordinarily available provision which is consistently universal will support all and ensure that those with barriers not yet identified are not disadvantaged.

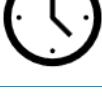
The elements of the ordinarily available provision guidance do not cost a lot of extra money in either time or resource (especially when effectively using artificial intelligence), as summarised by the infographic below.

Key

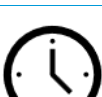
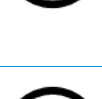
No cost	Small cost	More costly
£	£ £	£ £ £
No time	Small time to prepare or undertake	Time heavy
	 	  

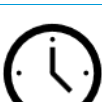
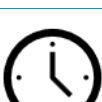
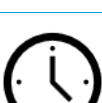
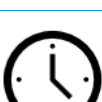
Learning space conditions

Aspect	Financial cost	Resourcing / implementation time
Adapted furniture	£ £	
Aspiration and expectation	£	

Aspect	Financial cost	Resourcing / implementation time
Clear classroom climate	£	
Consistent and explicit boundaries	£	
Language and communication	£	
Low sensory environment	£ £	 
Preparation for change	£	
Regulation resource	£ £	
Resource availability	£ £	 
Resource presentation	£	
Seating arrangements	£	
Sense of belonging	£	
Copy of board work / presentations	£ £	 
Now and next boards / First and then boards	£	 
Prompting	£	

Pedagogical principles

Aspect	Financial cost	Resourcing / implementation time
Adaptive delivery	£	
Chunking information	£	
Clear end point	£	
Concrete resources	£ £	 
Crafted questioning	£	 
Differentiated instruction	£	 
Grouping	£	
Metacognition for independence	£	
Modelling	£	
Multi-sensory approaches	£ £	 
Ongoing, responsive assessment and feedback	£	
Opportunities for repetition and deliberate practice	£	 

Aspect	Financial cost	Resourcing / implementation time
Precision over learning and its route	£	
Pre-teaching of vocabulary	£	 
Reflecting back correct speech	£	
Repetitive instructional phrases	£	
Scaffolding and support	£	 
Sentence starters or stems to support writing	£	 
Sequential, cohesive, contextualised curriculum	£	
Structures to support talk	£	
Verbal rehearsal opportunities	£	 
Alternative and augmentative communication (AAC)	£ £	 
Overlearning and consolidation	£	 
Relevant curriculum matter	£	
Show and tell me assessment	£	 

Other visual approaches

Aspect	Financial cost	Resourcing / implementation time
Colour coding	£	
Communication friendly environment	£ £	 
Dual coding	£	
Lesson maps / task plans	£	
Visual scaffolds	£	
Visual timetables	£ £	 
Signing	£ £	 

Laura Hamson

School Improvement Manager (SEND and Inclusion), HIAS

Email: laura.hamson@hants.gov.uk

References

- 1 https://assets.publishing.service.gov.uk/media/68d6580c9ce370a7e0a0fd29/Cross-cutting_themes_in_identifying_supporting_and_collaborating_for_children_and_young_people.pdf.

Local authority support for SENCoS

Phase specific SENDCo Briefing

Understanding local and national issues, as well as legislation and guidance changes. There will be officers from different authority teams to update you on key elements to support in your role as a SENCo.

Virtual meetings to update on key issues pertinent to the SENDCo in schools. These also provide updates on the authority's development of plans and signpost things to be looking out for and events which are happening.

Primary

 3 February 2026
23 April 2026

 *Spring Primary SENDCo*
Summer Primary SENDCo

Secondary

 3 March 2026
7 May 2026

 *Secondary Spring SENDCo*
Secondary Summer SENDCo

This briefing can be booked via the Learning Zone. To search for a specific course, type the keywords provided in the *Find Learning* box, then click *See Classes* for details of available dates and times.

<https://hias-moodle.mylearningapp.com/mod/page/view.php?id=481>.

Bookable time

Book in person support with our specialist SEND teaching and learning advisers.

Email: senadvisersbooking@hants.gov.uk.

SLA can be used for this.

TSEND support line

Free guidance on all issues related to supporting SEND in your school. SEN Support Line Enquiry Form: <https://forms.office.com/e/mrX19kBP82>. Do not forget to access the eLearning modules on Moodle as well!

SENCo development programme

SENCoS!

You are a multi skilled/talented/intelligent individual who deeply cares about everyone you work with and the children in your school. As a SENCo you work with an incredible array of humans and manage them, interpret what they mean/want and implement it.

You need the time to be reflective and strategic in order to manage one of the most demanding jobs in education. The intention of the SENCo development course is to cover all the aspects of the job from a Hampshire perspective over the five sessions as well as give you the opportunity to spend time with like-minded individuals away from school. If we are being honest it is a fairly BIG assumption that even over five days we can cover everything we come across as part of the role but we can certainly try.

You do not need to attend all five sessions, they are designed to stand on their own. This allows you to pick and choose according to your priorities. Each session has its own keyword search which you will find on the Moodle SEN Courses page.

Sessions are led by not just the HIAS SEN Advisory team but also Hampshire SEN and other Education and Inclusion colleagues to ensure we get a spread of experience and knowledge. We want to provide you with the most current information and access to relevant associates to support you moving forward.

Session 1 – Statutory understanding

Statutory aspects of the SENCo role: including law, legislation and best practice guidance as well as a working understanding of the Code of Practice and how this is related to teacher standards.

 21 April 2026

 *SENCO Understanding*

Session 2 – Co-development

Co-development including person centred planning training, challenging conversations, transitions and supported problem solving.

 23 January 2026

 *SENCO Development*

Session 3 – Whole school culture

How SENCos feed into and help create the whole school culture in relation to SEND.

 6 March 2026

 *SENCO Culture*

Session 4 – Implementing provision

How SENCos ensure provision implemented is graduated, monitored and impactful.

 13 March 2026

 *SENCO Provision*

Session 5 – Data for the SENCo

How SENCos should use data to inform their approaches.

 27 March 2026

 *SENCO Data*

Embedding OAP within High Quality Inclusive Teaching

For all staff.

Cohort 2

 14 January 2026

2 February 2026

3 March 2026

25 March 2026

22 April 2026

19 May 2026

1 July 2026

 *OAP*

Hampshire SEN Conference

This year the annual SEND conference will focus on the theme of behaviour being a communication and understanding what is being communicated, as well as making connections. The conference will be a mixture of keynote speakers and facilitated discussions based on expert input.

 6 February 2026

 *Special Conference*

These courses can be booked via the Learning Zone. To search for a specific course, type the keywords provided in the *Find Learning* box, then click *See Classes* for details of available dates and times.

<https://hias-moodle.mylearningapp.com/mod/page/view.php?id=481>.

For further information about all of our upcoming courses please see the Courses section of this publication.

Early adopter contacts

Primary

District	School and contact
Havant	Springwood Federation: adminoffice@springwood.hants.sch.uk Warren Park Primary School: adminoffice@warrenpark.hants.sch.uk Hart Plain Infant School: adminoffice@hartplain-inf.hants.sch.uk Hart Plain Junior School: adminoffice@hartplain-jun.hants.sch.uk Purbrook Junior School: adminoffice@purbrook-jun.hants.sch.uk Berewood Primary School: office@berewoodprimary.co.uk St Mary's Bentworth C of E Primary School: adminoffice@bentworth.hants.sch.uk
Test Valley	Vigo Primary School: adminoffice@vigo.hants.sch.uk Balksbury Federation: adminoffice@balks-inf.hants.sch.uk , adminoffice@balksbury-jun.hants.sch.uk
Winchester	Stanmore Primary School: adminoffice@stanmore.hants.sch.uk Weeke Primary School: adminoffice@weeke.hants.sch.uk St Bede C of E Primary School: stbedeoffice@st-bede.hants.sch.uk
Fareham	Cornerstone C of E Primary School: adminoffice@cornerstoneprimary.hants.sch.uk Crofton Hammond Infant School: adminoffice@croftonhammond-inf.hants.sch.uk
Hart and Rushmoor	Talavera Infant School: adminoffice@talavera-inf.hants.sch.uk Talavera Junior School: office@talaverajunior.co.uk
Eastleigh	Nightingale Primary School: adminoffice@nightingale.hants.sch.uk

Secondary

District	School and contact
Havant	Park Community School info@pcs.hants.sch.uk Crookhorn College admin@crookhorn.hants.sch.uk
Basingstoke and Deane	The Hurst School info@thehurst.school
Hart and Rushmoor	Calthorpe Park School contactus@cps.hants.sch.uk
Eastleigh	The Hamble School general@thehambleschool.co.uk
New Forest	Hounsdown School admin@hounsdown.hants.sch.uk
Basingstoke	Bishop Challoner Catholic Secondary School: adminoffice@bcs.hants.sch.uk

Animation videos: making support more accessible – for parents and families

Two new animation videos have been launched to help demystify SEND support in education settings:

OAP and SEN Support

<https://fish.hants.gov.uk/kb5/hampshire/directory/family.page?familychannel=6-1-1>

This video explains the baseline support that all schools and colleges in Hampshire are expected to provide for children and young people with SEND. It highlights inclusive teaching practices and the importance of early intervention and complements the recently released *Ordinarily Available Provision and SEN Support* guidance: [https://search3.openobjects.com/mediamanager/hampshire/directory/files/oap_and_send_support - march 2025.pdf](https://search3.openobjects.com/mediamanager/hampshire/directory/files/oap_and_send_support_-_march_2025.pdf).

Preparing for Adulthood: options at Post 16

<https://fish.hants.gov.uk/kb5/hampshire/directory/family.page?familychannel=6-1-4>

Transitioning to adulthood is a major milestone. A new animation has been created to help young people and their families understand the options available after age 16 including education and pathways to employment, encouraging young people to explore their aspirations with confidence.

Coming soon

Inclusion pledge – opportunity for education settings to make their commitment to creating inclusive environments for all.

SENCo toolkit – addition to the SEN toolkit with practical guides and resources for SENCos developed by SENCos.

Parent guide to OAP – coming soon via school communications.

Laura Hamson

School Improvement Manager (SEND and Inclusion), HIAS

Email: laura.hamson@hants.gov.uk

Useful links

Transforming SEND

<https://sen.hias.hants.gov.uk/course/index.php?categoryid=31>.

Support line request

<https://forms.office.com/pages/responsepage.aspx?id=tdiBPwfuF0yGnB20OQG-Nm3Xsgr4M8cdCjyOb7q3YWpJUN1dQN1INTThKSTVOVVJKTFpNSEhNWUJLOS4u>.

E-Learning

<https://sen.hias.hants.gov.uk/course/index.php?categoryid=33>.

Toolkit

Including new Year R transition page:

<https://sen.hias.hants.gov.uk/course/index.php?categoryid=25>.

Booking training

www.hants.gov.uk/educationandlearning/htlc.

Special SEND Teaching and Learning Advisor booking

Email: senadvisorsbooking@hants.gov.uk.

Moodle

<https://sen.hias.hants.gov.uk/>.

Courses

Details of our upcoming SEN courses and networks are provided below. Visit our [SEN courses Moodle page](#) or scan the QR code for our full catalogue of SEN professional learning opportunities.

How to book

All training can be booked via the Learning Zone. To search for a specific course, type the keywords provided in the *Find Learning* box, then click *See Classes* for details of available dates and times.

Learning Zone guidance

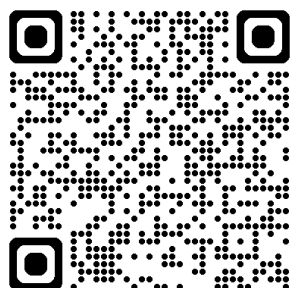
Visit our Learning Zone Moodle information page for Guidance on accessing the Learning Zone and managing bookings.

<https://hias-moodle.mylearningapp.com/mod/page/view.php?id=481>.

Need help?

To speak to a member of the HTLC bookings team, please contact:

Email: htlc.courses@hants.gov.uk.



Cross-phase

Embedding Ordinarily Available Provision (OAP) within High Quality Inclusive Teaching (Part 1 and Part 2)

This programme aims to ensure best practice of high-quality inclusive teaching in all classrooms, all of the time. Exploration of the recently published HIAS guidance: Ordinarily available provision and special educational needs and disabilities support, will be a key thread of this programme as we explore approaches to implementation across different settings.

Sessions will provide opportunities to reflect on current practice, identifying strengths and next steps for your school to ensure effective implementation of high-quality inclusive teaching and ordinarily available provision. Throughout the programme, there will be opportunities to hear from experts from across educational services in Hampshire related to the specific needs of your school.

The launch webinar is aimed at headteachers, please ensure that you share details of the webinar and meeting link with them.

The course price entitles a school to two places on this training. Only the Leader of Teaching and Learning should be booked via the Learning Zone.



Part 1 – 14 Jan 2026 Webinar launch (to include headteachers)

2 February 2026

3 March 2026

25 March 2026

Part 2 – 22 April 2026

19 May 2026

1 July 2026



OAP



Sub £355 / SLA 245 / Full £426 *split over two financial years

SENCO Development Programme – Session 1 – Statutory Understanding

This will focus on all the statutory aspects of the SENCo role and will also cover law, legislation and best practice guidance.

Learning outcomes:

- to have a working understanding of the Code of Practice and how this relates to teacher standards
- to understand the law regarding SEND and the role of the SENCo
- to develop an understanding on equality legislation
- to understand what Access Arrangements are and how they are arranged
- to understand the different provisions and designations
- to understand the whole school role of the SENCo.

 21 April 2026

 *SENCO Understanding*

 Sub £130 / SLA £85 / Full £156

SENCO Development Programme – Session 2 – Co-development

This will focus on all co-development including person centred planning training, challenging conversations, transitions and supported problem solving.

Learning outcomes:

- to understand what co-development is and is not
- to be able to implement the person-centred planning approach
- to understand how to manage challenging conversations and situations of challenge
- to undertake group problem solving of real experiences.

 23 January 2026

 *SENCO Development*

 Sub £115 / SLA £70 / Full £138

SENCO Development Programme – Session 3 – Whole School Culture

This will focus on how SENCos feed into and help create the whole school culture in relation to SEND.

Learning outcomes:

- to understand what inclusive environments look like
- to understand what ordinarily available provision is and how it supports high quality inclusive teaching
- to understand how school improvement and SEND plans drive the CPD of staff
- to understand what quality assurance looks like on a whole school level
- to understand the uses of assistive technology and artificial intelligence.

 6 March 2026

 *SENCO Culture*

 Sub £90 / SLA £70 / Full £108

SENCO Development Programme – Session 4 – Implementing Provision

This will focus on how SENCos ensure provision implemented is graduated, monitored and impactful.

Learning outcomes:

- to understand the importance of early intervention
- to understand what reasonable adjustments are
- to understand the graduated approach and how provision should be monitored and managed
- to understand how to effectively use support staff
- to understand how alternative provision and curriculums can be used.

 13 March 2026

 *SENCO Provision*

 Sub £180 / SLA £135 / Full £216

SENCO Development Programme – Session 5 – Data for the SENCo

This will focus on how SENCos should use data to inform their approaches.

Learning outcomes:

- to understand how to create a SEN register
- to understand the requirements of provision mapping and costing
- to know the different baselining tools available
- to know how to analyse data through an equitable lens
- to understand the requirements of whole school data and report writing.

 27 March 2026

 *SENCO Data*

 Sub £70 / SLA £45 / Full £84

Hampshire Special Educational Needs Conference 2026

This all-day conference aims to explore the different ways in which behaviour is a communication and how to support staff, children, young people, and their families in understanding this.

- Understand the different ways in which behaviour may communicate need.
- Identify ways to support adults understand this communication and appropriate response.
- Develop understanding of approaches that can be implemented to support regulation, build independence and resilience.

https://leadership.hias.hants.gov.uk/pluginfile.php/15245/mod_resource/content/1/SEN%20Conference%202026%20flyer.pdf

 6 February 2026

 *Special Conference*

 Sub £135 / SLA £20 / Full £162

Primary

Primary SENDCo Briefing (Webinar)

Virtual meeting to update on key issues pertinent to the SENDCo in schools, including updates both nationally and on a county level, and information from Local Authority officers.

Agenda: updates, transition from the HEP team, SEN registers, PINS, phase transfer and annual reviews.

 3 February 2026

 *Spring Primary SENDCo*

 Sub £40 / SLA £25 / Full £48

Primary SENDCo Briefing (Webinar)

Virtual meeting to update on key issues pertinent to the SENDCo in schools, including updates both nationally and on a county level, and information from Local Authority officers.

Agenda: updates, SEND in the school development plan, staff development, PINS best practice.

 23 April 2026

 *Summer Primary SENDCo*

 Sub £40 / SLA £25 / Full £48

Secondary

Secondary SENDCo Briefing (Webinar)

The primary aims of the subject network meetings are to:

- ensure a clear understanding of the national picture and its application in local and school contexts
- support effective subject leadership as appropriate to each school's individual context
- develop skills, expertise and capacity within school subject leaders and their teams through quality strategic CPD and the sharing of good practice
- deepen understanding of subject specific pedagogy and knowledge that underpins good progress and attainment for all pupils
- facilitate school to school networking and develop strength across the system.

Agenda: updates, transition from the HEP team, SEN registers, neurodivergence and wellbeing, phase transfer and annual reviews.

 3 March 2026

 Secondary Spring SENDCo

 Sub £35 / SLA £25 / Full £42

Secondary SENDCo Briefing (Webinar)

The primary aims of the subject network meetings are to:

- ensure a clear understanding of the national picture and its application in local and school contexts
- support effective subject leadership as appropriate to each school's individual context
- develop skills, expertise and capacity within school subject leaders and their teams through quality strategic CPD and the sharing of good practice
- deepen understanding of subject specific pedagogy and knowledge that underpins good progress and attainment for all pupils
- facilitate school to school networking and develop strength across the system.

Agenda: updates, SEND in the school development plan, Staff development, Preparation for summer data analysis.

 7 May 2026

 Secondary Summer SENDCo

 Sub £35 / SLA £25 / Full £42

Contact details

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Email: victoria.flynn@hants.gov.uk

Website: www.hants.gov.uk/educationandlearning/hias

Moodle: <https://sen.hias.hants.gov.uk/>

Also from HIAS!

Publications: If you enjoyed reading this edition why not take a look to see what other publications are produced by the Hampshire Inspection and Advisory Service. You will find a list of publications on our website at:

www.hants.gov.uk/educationandlearning/hias/curriculum-support.

Moodles: Have you visited the HIAS Moodles? The Moodle sites include top-quality resources, training and course materials – see: <https://hias-moodle.mylearningapp.com/>. Do not forget to sign up to our site news pages so we can keep you up to date with the latest news and training opportunities from the HIAS subject teams.

Moodle+ offers access to a wide range of high-quality resources for subject leads and teachers for all key stages in primary and secondary and is available by subscription. For more information email HIAS Publications: hias.publications@hants.gov.uk.