



Hampshire
County Council

Improvement and
Advisory Service

Resourced provision (RP) network for social, emotional and mental health (SEMH)

9 March 2025

Ali Russell-Webb

Welcome and Agenda

- Welcome and updates from Locak Authority
- *Our Journey* series - Chris West from Redwood
- *Our Journey* series – Marie Woods from Sun Hill Junior School
- Clinic and sharing.

Hampshire news

Phase transfer- Increase of movement by 300 children to take the total to 1,835.

To maximise the possible options, the SEN Service and E&I Teams have been:

- working with many mainstream schools to expand their inclusive offer
- collaborating with existing and new resourced provisions to identify all viable placement options
- working closely with our special schools to prioritise and place as many of the most complex pupils as possible
- engaging with the independent sector, both specialist and mainstream, to explore newly developed offers and negotiate appropriate placements.

Consultation Support

What

- Formal process where a Local Authority sends a pupil's Education, Health and Care (EHC) plan or relevant information to a school to determine whether that school can meet the pupil's needs. The consultation helps the Local Authority decide the most appropriate and lawful educational placement for the child or young person.

Why

- To determine if a school can appropriately meet the pupil's needs
- To ensure the placement is suitable, safe, and sustainable
- To give schools a formal opportunity to outline capacity, resources, and any legitimate barriers
- To support the Local Authority in making a lawful placement decision under the Children and Families Act (2014)

Legal Response

1. The school must respond within 15 days. Under SEND Regulations 2014, Regulation 12, a school has 15 calendar days to reply to an education health and care (EHC) plan consultation. **A delayed response is not a legal reason to refuse the placement.**

2. The response must clearly state one of two positions. A lawful reply must either say:

a. *Yes, we can meet needs*

or

b. *No, we cannot meet needs* — and give lawful reasons

There is no legal option to ignore the consultation or to refuse to respond.

Lawful reason for saying *no*

A school can only refuse placement if one or more of the following legal tests apply (from Section 39(4) of the Children and Families Act

The school must demonstrate one of the following.

1. The school is unsuitable for the child's age, ability, aptitude, or SEN.

2. The placement would be incompatible with the efficient education of others, which must be:

- clearly evidenced
- not solvable by reasonable adjustments.

3. The placement would be incompatible with the efficient use of public resources. This is difficult to evidence and usually applies only to:

- extremely high, unreasonable, or unmanageable costs that cannot be met through top-up funding
- when another suitable placement exists at significantly lower cost

Budget pressures or staffing shortages alone are NOT lawful reasons.

2025/2026 SEMH RP Network Training Day

Following the success of the 2025 Network Day for Autism RP, we are pleased to build the offer of networking opportunities and professional development by introducing a day of training and collaboration for SEMH designated RP.

The day aims to provide time to explore how trauma, attachment and communication needs are large contributing factors to SEMH challenges, alongside providing strategies to strengthen practice and skills within settings.

- **Total cost to attend:** Free to SEMH RP
- **Date: Tuesday:** 14 April 2026
- **Duration:** 8.30am to 3.30pm
- **Location:** Rookwood Centre, Eastleigh, SO50 4RJ

Further details are on the flyer below. Please us link to register for the training day - [2026 Social Emotional & Mental Health \(SEMH\) Resourced Provision \(RP\) Network Training Day – Fill in form](#)



[SEMh RP Network Flyer 14 April 2026](#)

Redwood SEMH RP



Redwood pupil profile

A specialist provision for pupils with Social, emotional and mental health needs who are academically able and present with low arousal and high levels of anxiety which in turn have become a barrier to accessing learning and social opportunities.

Summary of needs within profile

- Anxiety
- Trauma
- ADHD
- Anxiety
- Low mood
- Depression
- Selective mutism
- Sensory processing disorder
- Afrid
- OCD

Redwood pathways

We recognise that every pupil follows their own path through education and although they are all integrated into the main school and have the same opportunities as mainstream pupils, there are some pupils that can access the mainstream provision more than others. As a result, we have identified the three Redwood pathways:

Pathway 1

Pupils follow a bespoke curriculum accessing whole class lessons in the mainstream classroom, with some support and attend interventions in Redwood as per EHC plan.

Pathway 2

Pupils follow a bespoke curriculum accessing some whole class lessons in the mainstream classroom with an increased level of support, high levels of reset and interventions in Redwood as per EHC plan and presenting needs.

Pathway 3

Pupils follow a highly bespoke curriculum, mostly based in Redwood with opportunities to access whole class lessons in the mainstream classroom with support, small group and 1:1 learning alongside high levels of reset and interventions in Redwood as per EHC plan and presenting needs.

Regulation zone



Learning zone



Provision offer

- Provision hours
- Reduced curriculum
- Social skills, Zones of Regulation
- Keyworker provision
- Literacy, numeracy, sensory regulation
- Outdoor learning
- Life skills
- Enrichment

How Redwood is integrated within the main school

- Tutor groups
- Same opportunities
- Pupil support plans
- Differentiation
- Data

Staffing

- Staff structure
- Staff roles and responsibilities
- Provision across the main school
- Data and accountability
- Training
- EP input – staff surgeries and supervision
- Briefing and reflection

Post 16

- Where do pupils go next?
- Qualifications
- Work experience

Consultations

- This academic year, just under 50 consultations for 3 spaces
- Parent visits
- School visits
- Transition

Next steps

- Staff roles and responsibilities
- Pupil profile
- Post 16
- Outreach

Interested in a visit?

cwest@noadswood.hants.sch.uk



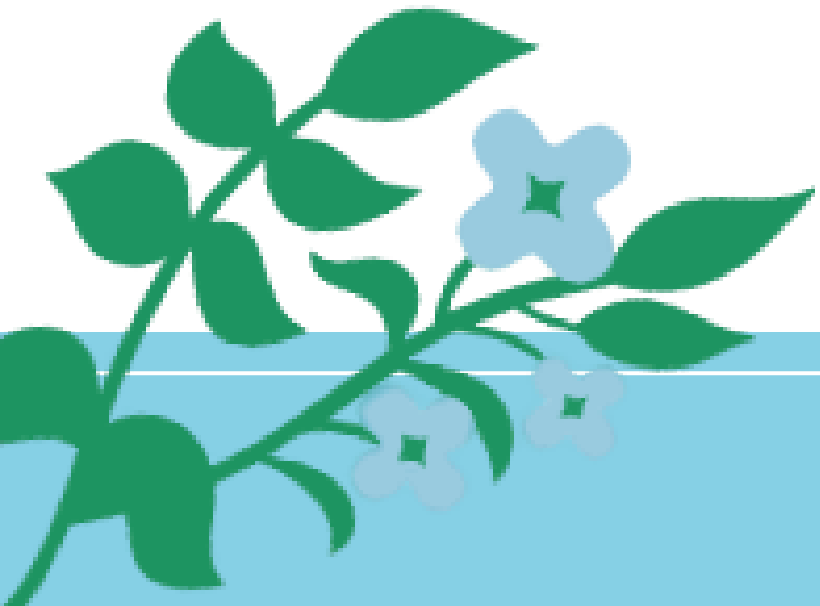
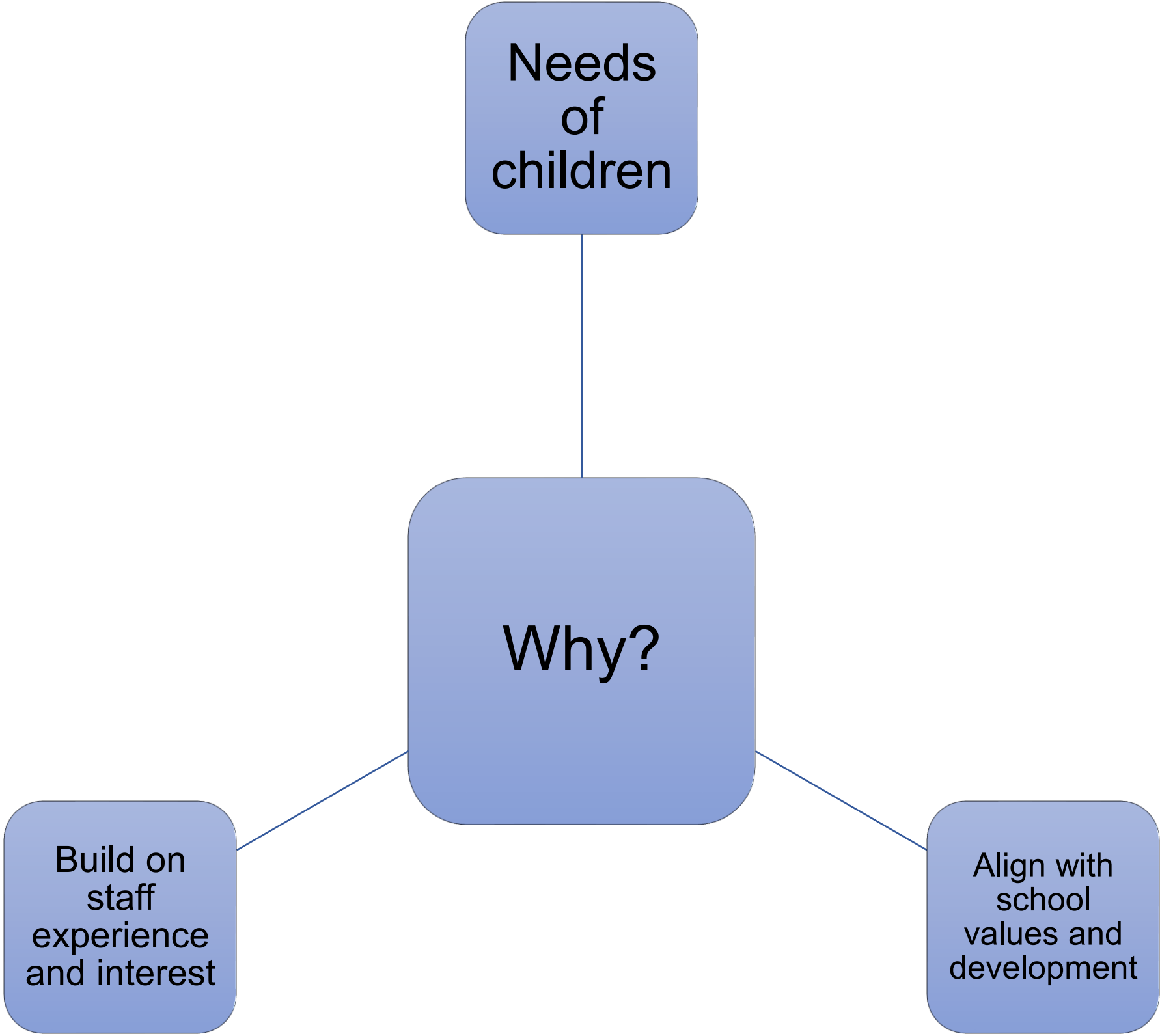
The Nest

Sun Hill Junior School

SEMH Resource Provision



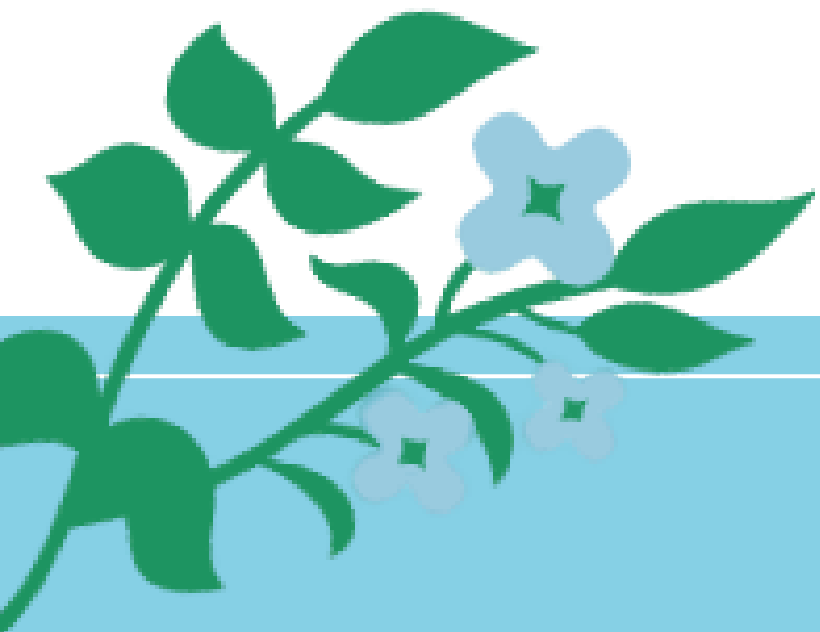
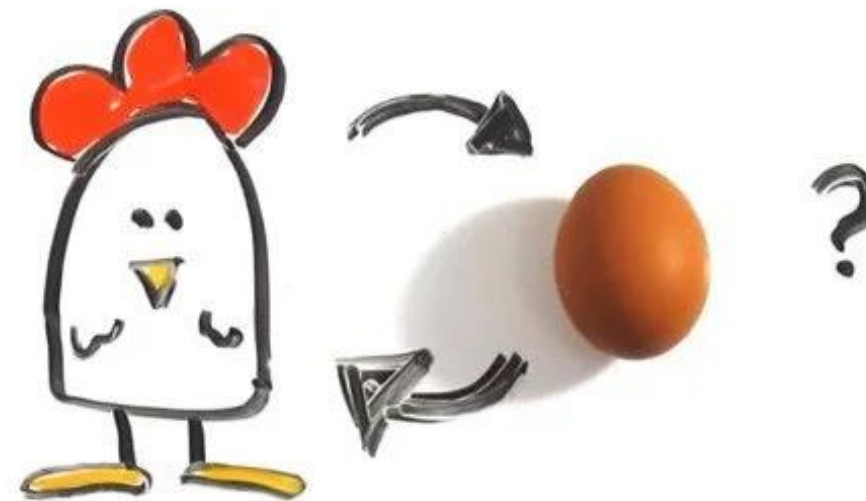
The very beginning



Early Planning

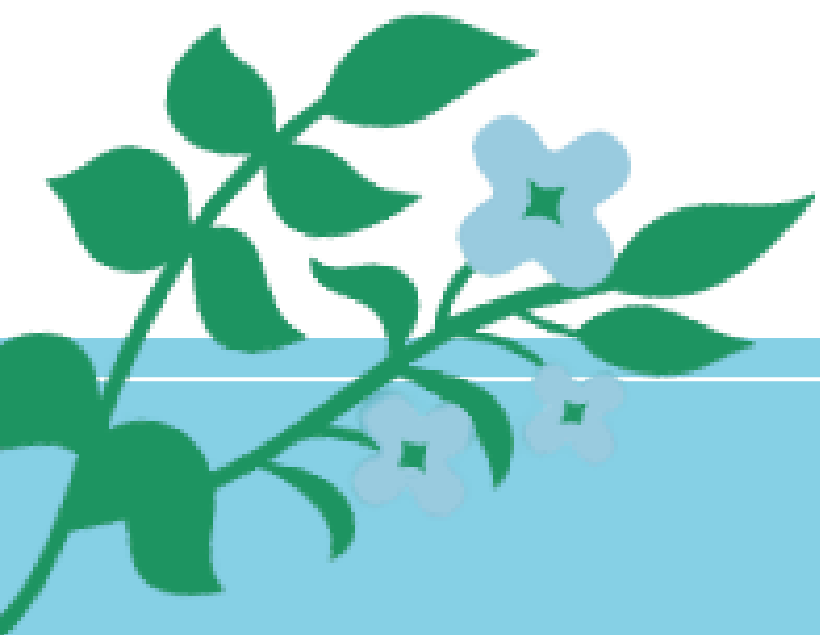
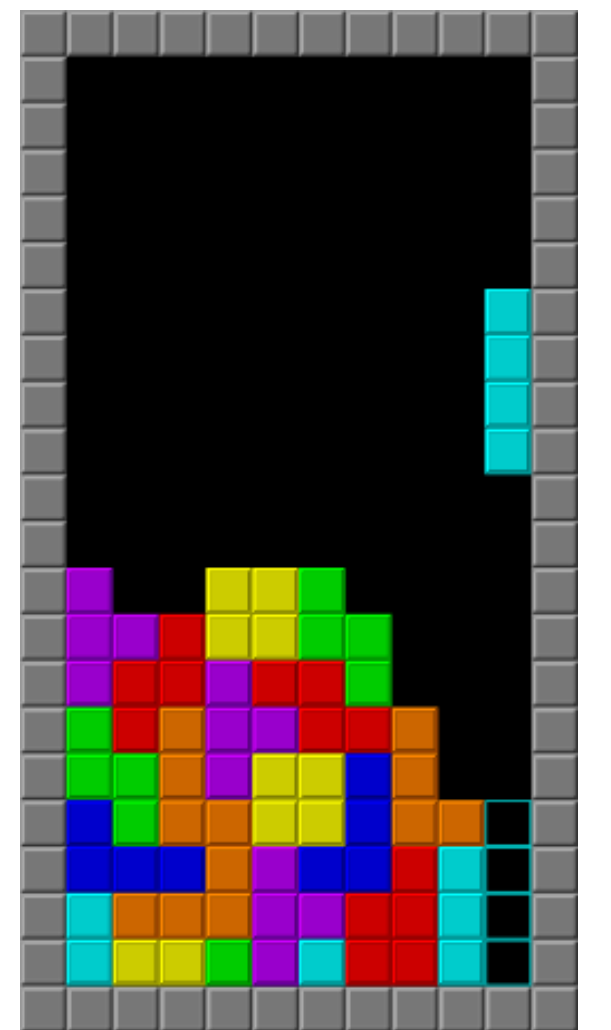
- Children's services partnership development team
- Initial talks and plans – vision, name
- Implementation plan
- Information gathering – research papers, other established RPs and professionals
- Lots of questions – environment, processes, learning, resources (including human resources), structures
- Consultation (Hampshire)

- Tenders for building works to go County (NB not County)
- Budget set in line with quotes



Environment

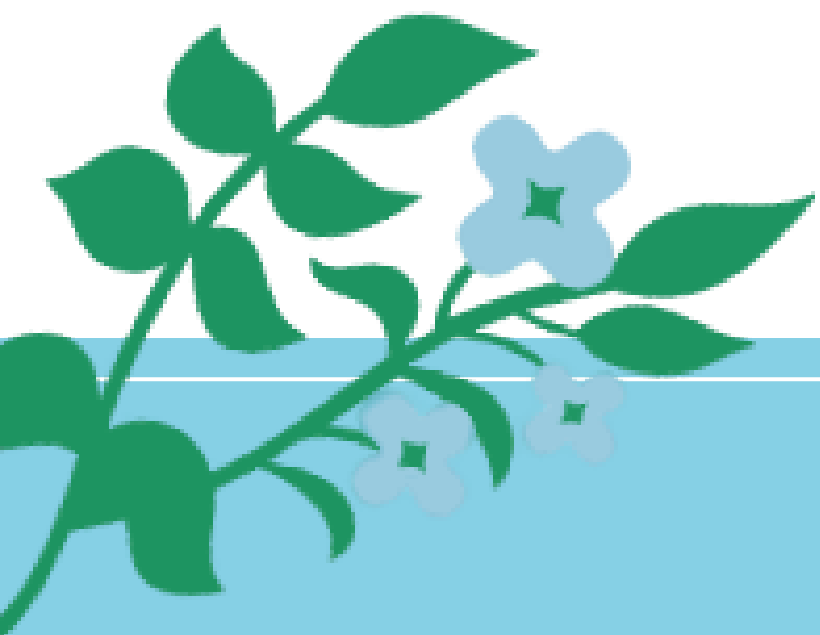
- Clear vision: purpose of rooms, security of area, the 'feel' of the areas
- Learnt: details matter – plug sockets, blind handles, types of storage and accessibility, types of furnishing, weight, and 'manoeuvrability' of furniture
- Missing essentials: dedicated secure outside space, dedicated entrance and exit with intercom. - building phase 2: round 2 of quotes, application, budget. September '25.
- Wider school implications – re-storage, access for 'main school', re-routing externally, logo and signage
- Practice: learn and practice – adults and children
- Timing – January '25 aim, opened in June '25. Financial and organisational impacts.



Practices and Processes

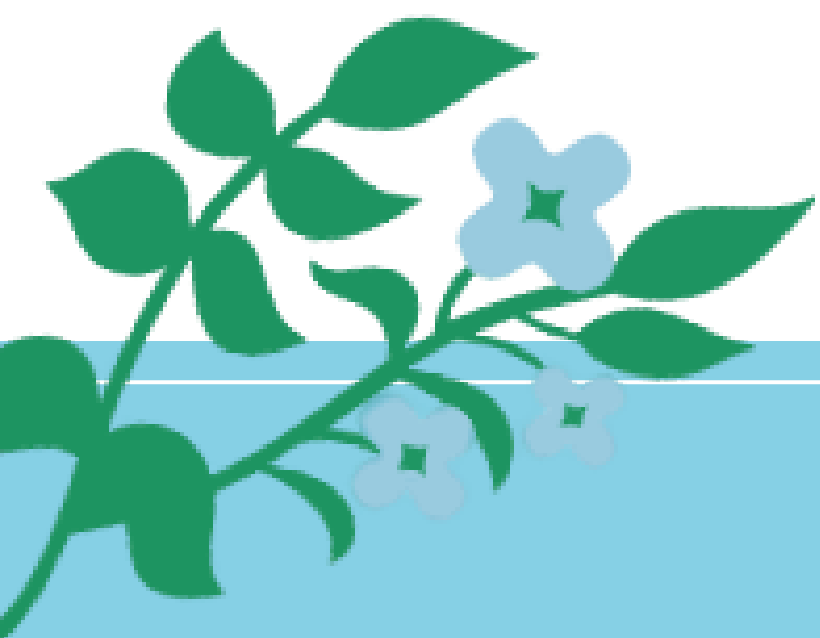
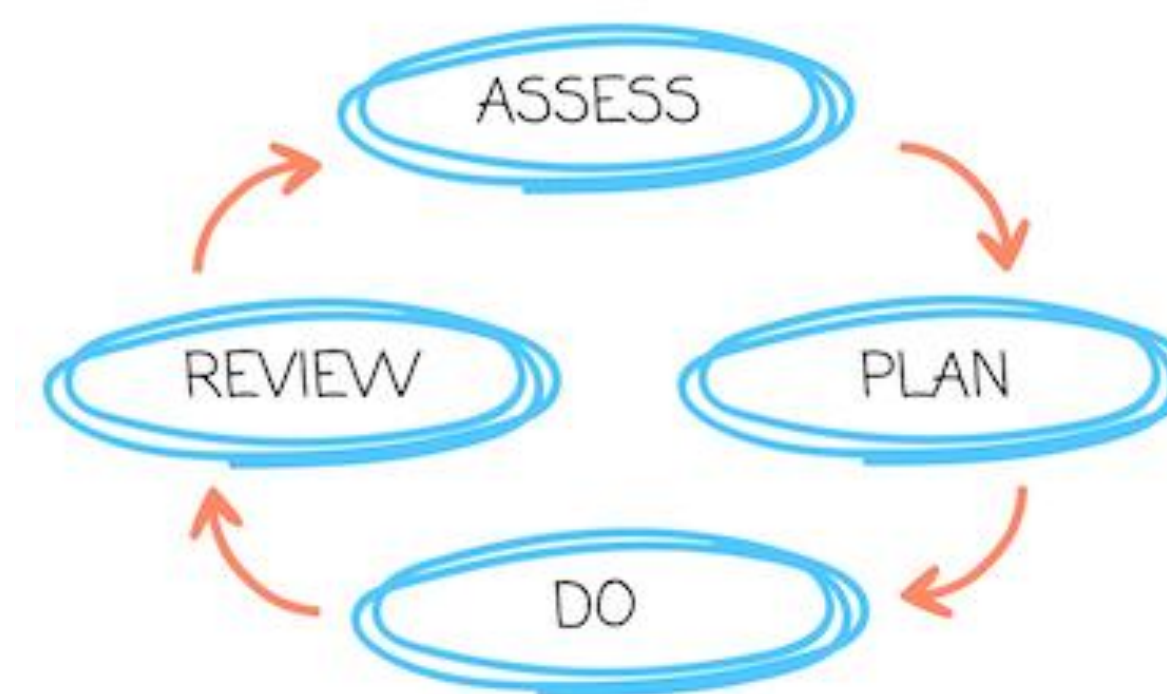
- HLTA role – job description...
- Training and advice – Cluster (Di). PBS. Team Teach. Thrive. RP and R2L visits. Waterloo School
- Administration processes (registration, class assignment, contacts)
- Daily routines; patterns, core expectations and resources, transitions between class and Nest (carry bags)
- Language – places, items, routines and steps in them – consistent and meaningful
- All staff understanding – Nest and Main School
- Consults – Paperwork, meetings, visits

consistent but individual



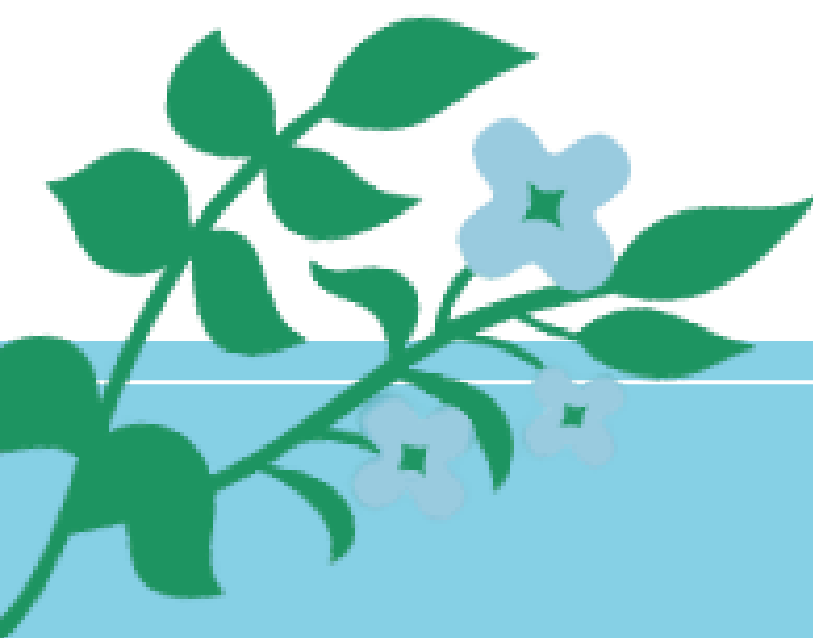
First Children – learning curve

- Theory into practice
- Short honeymoon period
- Transition plans
- Testing of the physical environment
- Differences with scale – impact of numbers of children and combination of need
- Timetabling
- Information sharing systems – SharePoint, Insight
- Secured understanding of SEMH ‘scale’. Which part fits with the RP vision, experience and expertise. Impact of one ‘type’ dominating.
- Alternative Provision – steep learning curve
- Ongoing training – Nest and whole school.



Moving Forward

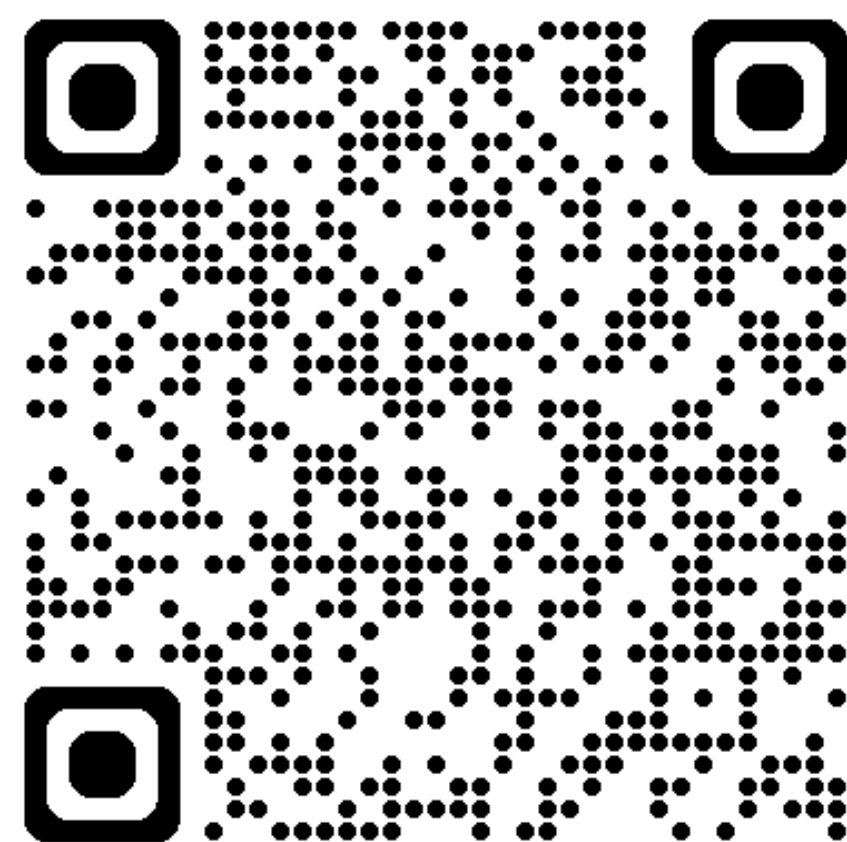
- Consult 'savvy'. Compatible with Nest vision and ethos
- Ongoing training in using environments – Nest and main school – whole school expertise
- Curriculum – planning, delivery and assessment. Class teacher and Nest staff.
- Recording and sharing of progress systems refined
- Class teacher ownership of Nest children's progress in SEMH and academics
- More children, same size space – logistics
- Onwards and upwards – even if a bumpy ride!



Coming up in SEN training

Explore what's next!

Visit our [SEN courses Moodle page](#) for full details of upcoming Learning Zone training offers.



Scan the QR code to access the page instantly

General SEN training queries: htlcdev@hants.gov.uk

Booking queries: htlc.courses@hants.gov.uk

Autumn Term 2025



Embedding Ordinarily Available Provision (OAP) within High Quality Inclusive Teaching

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.

Dates:

24 September 2025 - Webinar launch (to include headteachers)
30 September 2025
12 November 2025
2 December 2025
13 January 2026
11 February 2026
25 March 2026

Price: Sub £355 / SLA £245 / Full £426

Keyword Search: [OAP](#)

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.



Autumn 25-26 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.

Date: 6 October 2025

- Understand local and national issues.