



Hampshire
County Council

Improvement and
Advisory Service

SUMMER 2026

SEN Matters

In this issue:

Hampshire County Council recognised at The SEND Awards 2026

My Ofsted experience as a SENDCo

SEMH animal therapy – how guinea pigs can help your unit



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Editorial



Welcome to the summer 26 edition of *SEN Matters*!

Let's start on a positive (always strengths based!)

Thank you!

[Featured at the end of this editorial](#) is an extract from the letter we have received from the Department for Education (DfE) which I want to share with everyone involved.

I would like to extend a massive thank you to all the schools and partners that have participated in the Partnership of Inclusion of Neurodiversity in Schools (PINS) project over the past two years. It has been a steep learning curve, and things could have been better at times, but we persevered and it has continued to improve. A reduced offer of PINS will continue in the current format and the resources and expertise developed because of it will also be available and be part of *Experts at Hand*, as outlined in the SEND reform.

Please be vigilant for the opportunities because of this which will be offered and advertised through school comms and directly from Specialist Teacher Advisory Service (STAS) and Hampshire Improvement and Advisory Service (HIAS) SEN.

I want to take this opportunity to promote the SEN team from HIAS, those who have been working on PINS but also, we have recently changed and expanded.

So, there is me, **Diana Lowth** – but everyone has always called me Di (and now infant pupils look at me strangely when I say my name is Di). I joined HIAS as a SEN Teaching and Learning Adviser and now have a blend of Improvement Adviser and SIM. I started my career as a junior school teacher before moving to secondary for a further 17 years, working as a special educational needs co-ordinator (SENCo) and teaching across the curriculum.

I am passionate about young people achieving their potential and removing the barriers to achievement, putting the young person at the heart of everything we do. I am also privileged to be able to say that I am the collator and editor of *SEN Matters*!



Books I always go to?

Curious not furious, by Alison Rendle and Kit Messenger and
When the adult changes, by Paul Dix.

Dean Prodomo

Dean is a qualified SENCo and has also earned his master's degree in education. He has coached primary and secondary schools to develop and enhance their learning and teaching offer whilst supporting senior leaders to accurately evaluate impact through efficient and effective systems and procedures.

Dean's role as an Improvement Adviser for SEN as well as a SIM, involves working with both specialist and mainstream settings to develop practice and provision to ensure the very best experience and outcomes for all learners. Dean has worked as a senior leader across mainstream, specialist and alternative provision, as well as a Manager for Children's Services.

Dean is clear that great inclusive teaching, is just great teaching.



Go to book?

Turn the ship around, by retired U.S. Navy Captain L. David Marquet. This book supports leaders to reflect on their own practice as well as that of the team around them. It explores the power of distributed leadership and the far-reaching benefits it can have. It is also fun to get an insight into the workings of a nuclear attack submarine! If you like that sort of thing.

Marie Mullins

Marie is an experienced SEN practitioner with a strong track record across all phases and a wide range of educational settings, including both mainstream and specialist provision. She brings a wealth of knowledge and insight developed through roles as a class teacher, lead practitioner, deputy headteacher, outreach adviser, SENCo, Early Years lead, and senior leader.

She is deeply committed to inclusion for all pupils, regardless of the complexity of their needs. She believes wholeheartedly that every interaction with a child presents an opportunity for a positive intervention and strives to ensure that each moment of support is thoughtful, purposeful, and rooted in a genuine understanding of the individual.

Her practice is grounded in a strength-based approach, placing great value on recognising and building upon what pupils can do, ensuring that provision reflects their strengths, interests, and potential.

She is particularly passionate about multisensory approaches, understanding the importance of engaging pupils in ways that support their sensory profiles while promoting learning, regulation, and communication in meaningful ways.

Marie brings energy, warmth, and a genuine enthusiasm to her work, alongside a strong commitment to improving outcomes for children and young people with SEND. Inclusion is more than a principle – it is something to be lived, embedded, and felt in everyday practice.



Go to books?

Curious not furious, by Kit Messenger, which strongly supports a reflective, relationship-based approach to behaviour, and *The keep calm guru*, by Lauren Brukner, which she is currently using within schools to support pupils with self-regulation and emotional wellbeing.

Lisa Bitri

Lisa started her role as a SEN Adviser for HIAS following 21 years working in junior and primary settings as a classroom teacher, SENCo and senior leader. As a member of Portsmouth's Inclusion Outreach Service, she worked closely with mainstream schools to develop strategic and teaching expertise to support SEND pupils.

She believes that every child and young person has boundless potential, and is passionate about enabling them to achieve it.



Go to book?

Learning without labels – Improving outcomes for vulnerable pupils, edited by Marc Rowland.



Go to resource?

OT Toolbox which is full of great ideas to use in the classroom.

Alison Russell-Webb

Known in most places as Ali.

Ali has worked across Hampshire, originally as an English teacher, then SENCo, designated teacher, designated safeguarding lead (DSL) – no matter the role, the focus has remained the same: getting it right so that young people have the best opportunities possible.

Lots of Ali's time is spent researching particularly around applied neurodevelopment in reading, alternative provision and social equity in education.



Go to book?

Maslow before bloom: Then Gardner, Jung and Goleman, by Dr Bryan Pearlman, although there could be at least another 40 books!



Go to resource?

The absolute go to is always Beacon House. Especially the *Chuck It Bucket* and *Butterflies*.

Amy Worley

Amy joined HIAS in April 2026 as a SEN Teaching and Learning Adviser, bringing 16 years of experience in education.

Amy has had the privilege of teaching and supporting many children with SEND, thus providing strong firsthand classroom experience alongside strategic leadership as a SENCo and deputy headteacher.

She is passionate about ensuring that ordinarily available provision (OAP) is embedded across schools and firmly believes that high-quality OAP benefits *all* children, not just those with identified SEN. It supports every classroom and everyone within it, pupils, teachers and wider school staff, creating more inclusive, supportive learning environments for all.



Go to book?

I would highly recommend *Botheredness*, by Hywel Roberts.



Go to resource?

A visual timetable... no matter what it looks like or the age or stage of the learners, a visual timetable with clear dual coding benefits everyone, including the teachers!

Rebecca Jakes

Rebecca joined HIAS in April 2026 and brings a broad range of experience, along with a strong commitment to improving outcomes for every child and young person. With 13 years in senior leadership, she has built up a solid understanding of both strategic leadership and inclusive practice. Over the last few years, as a SENCo, she has really deepened her expertise in leading whole-school approaches to SEND, particularly around developing strong, ordinarily available provision.

She particularly enjoys:

- designing and delivering training that helps staff feel more confident and supported with inclusive strategies
- collaborating with colleagues through coaching and in-class support
- helping schools embed sustainable, evidence-informed approaches to SEND.



Go to book?

The kids' guide to staying awesome and in control, by Lauren Brukner.



Go to resource?

I could not live without software for creating visual supports, for instance Widgit Online.

Our *Transforming SEND* offers (fully funded)

What we do...

- [SEN support phone line](#)
- SEN support toolkit:
<https://sen.hias.hants.gov.uk/course/index.php?categoryid=25>
- *SEN Matters* – *Transforming SEND* edition and all the others – free to all schools:
<https://sen.hias.hants.gov.uk/pluginfile.php/2864/coursecat/description/SEN%20Matters%20-%20Autumn%202023.pdf>
- [Parents guide to OAP](#)
- Hampshire Approach to Inclusion
- PINS – as part of the Neurodiversity and Wellbeing MDT

Other offers related to *SEND* (fully funded offers)

- Our SEN support guidance provides guidance on how to support children and young people at SEN Support level, click here to access:
<https://english.hias.hants.gov.uk/course/view.php?id=825>
- HIAS SEN Moodle:
<https://sen.hias.hants.gov.uk/>.
- [Resourced provision networks](#) for:
 - hearing impairment-visual impairment-physical difficulties (HI-VI-PD)
 - social, emotional, and mental health (SEMH)
 - specific learning disability (SLD)
 - moderate learning difficulties (MLD)
 - Early Years

- Autism (AS)
- Specific Learning Difficulties and Speech, Language, and Communication Needs (SpLD-SLCN).

- Annual SEN conference for primary and secondary schools.

Details on the learning zone

- Termly Primary SENCo Networks
- Secondary SENCO Networks

I am really looking forward to being able to produce *SEN Matters* to keep you up to date with what is happening in Hampshire and beyond, in schools and through our services.

If you would like to contribute, I will make sure I include the theme for the next edition of *SEN Matters* and look forward to you sending articles my way.

A massive thank you goes out to this edition's contributors, hopefully this will be an informative read to take you into the summer break.

Kind regards

Di Lowth

School Improvement Manager for SEND, HIAS

Email: diana.lowth@hants.gov.uk

Extract from the letter we have received from the DfE

Partnership for Improvement of Neurodiversity (PINS)

We are writing as the national teams leading PINS, to thank you and your colleagues and partners for your engagement and participation in the PINS programme.

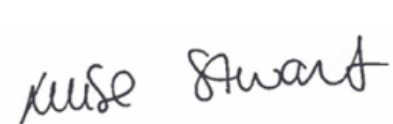
We have been hugely impressed by the commitment and effort made by all partners in Hampshire. It has been exciting to see how you have engaged with the PINS programme to create innovative approaches using health, education and parent carer specialists in different ways to improve support for neurodivergent children and their families.

We are delighted that around 2800 (approx. 17% of) mainstream primary schools have engaged in PINS over the two-year period 2024-2026. The interim evaluation shows that this new way of partnership working is appreciated by partners across health, education, families and children.

Luisa Stewart

Claire Burton

Sarah Clarke / Jo Harrison



Director of Policy
Mental Health, Learning Disability
and Autism
NHS England

Director
SEND and Alternative
Provision
Department for Education

NNPCF Co-chairs
National Network of
Parent Carer Forums

Hampshire County Council recognised at The SEND Awards 2026

Hampshire's SEND Local Area Partnership *Transforming SEND* programme has been recognised at the 2026 SEND Awards, celebrating the strength of the partnership and the impact of its co-produced, system-wide approach to supporting children and young people with SEND through *Transforming SEND*.

The national awards run by the Disabled Children's Council, hosted in April 2026, celebrate excellence across the SEND system, highlighting innovative practice, inclusive leadership, and strong partnership working across education, health and care.

Hampshire's Local Area Partnership Board (LAPB) was shortlisted in the *Shared System Vision for SEND* category. This award recognises local areas that demonstrate a clear, inclusive and co-produced vision, driving meaningful improvement across the SEND system.

The nomination reflected Hampshire's progress in developing a co-produced strategic vision across education, health and care, supported by strong governance through the LAPB. It also highlighted the active involvement of children and young people, parent carers, and key partners including the Hampshire Parent Carer Network and SEND Youth Forum.

As part of the awards process, Hampshire submitted supporting materials showcasing its system-wide approach, including evidence of co-production, partnership working and strategic leadership. The partnership was formally shortlisted and invited to participate in the national awards event.



The SEND Awards

At the 2026 ceremony, Hampshire's Local Area Partnership was recognised as a runner-up, demonstrating the strength of its collaborative approach and the impact of its shared vision for SEND improvement.

This recognition places Hampshire among leading local areas nationally and reflects sustained progress in SEND governance, strong collaboration across partners, and a shared commitment to improving outcomes for children and young people.

Laura Hamson

County Education Manager – SEN Access and Resources

Email: laura.hamson@hants.gov.uk

My Ofsted experience as a SENDCo



Context

- 3-form junior school (324 children).
- 6% EHCPs (21) 13% SEN Support (43).
- 39% Pupil Premium 25% EAL.

“Leaders’ commitment to inclusion is remarkable.”

Inspection report, 14 April 2026.

Our recent Ofsted inspection was my sixth at New Milton Junior School but my first as SENDCo. I have been asked to share my experience of the inspection process with the hope that it provides some insight and reassurance for other SENDCos who are *in the window*.

Before

We received *the call* at 9:37am on the Monday we returned from the Easter holidays. For me, the Sunday evening butterflies had been a feature of quite a few weekends during the spring term.

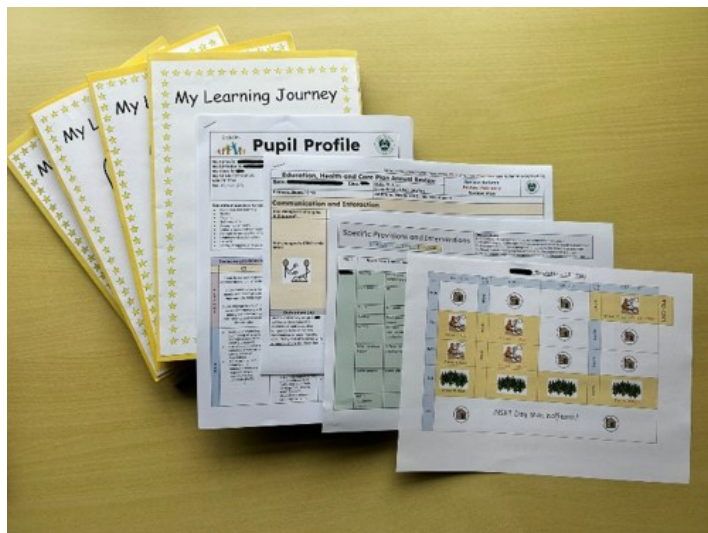
From the release of the renewed Education inspections framework (EIF) in November, with *inclusion* being a key focus, the swirl of anticipation continued to take hold during this period of preparation.

I could not shake the feeling that, as SENDCo, this would all fall on my shoulders. Thankfully this was just a fever dream (one of several!) and, as I will go on to describe, was never the case, especially with such a supportive team of colleagues at NMJS.

In the weeks of *active waiting* for the inspection, I had searched the internet for what to expect and filtered through the vast number of possible questions that I could get asked. It did feel overwhelming, especially as the *new* framework was in its infancy and the sense of the unknown around what *expected standard* looked like, but returning to the *Three I’s* (intent, implementation and impact) helped focus our attention on putting together the story of inclusion at New Milton Junior School.

This narrative also included weaving in the *golden thread of aspirations, needs, outcomes and provision* for SEND.

As a leadership team and teaching staff, we unpicked the framework meticulously and met regularly to update and streamline essential documentation and evidence trails. The headteacher’s strategic leadership and clear focus on high-quality teaching, learning and achievement were central to preparing the school for inspection and articulating a strong, inclusive vision. The deputy headteacher’s leadership across pupil premium, disadvantaged and vulnerable pupils, safeguarding, and English ensured robust systems and consistent practice, directly underpinned the inspection outcome.



A selection of documentation behind our pupils' provision.

“Oversight of provision for pupils with SEND and those eligible for additional funding is robust.”

Inspection report, 14 April 2026.

Some of the anticipatory preparation work we prepared, included: our school context data and information; action plans and tracking documents; staff training logs, teaching assistant (TA) deployment and pastoral support information.

At New Milton Junior School, each child on the inclusion register has a *Pupil Profile* ((Individual Education Plan (IEP)/Individual Support Plan) (ISP)) that links to a class *provision map* and individual *Learning Journey* book, and any EHCP tracking document or outside agency plan. During *SEND Surgery* meetings with teaching staff, these support plans are regularly updated and follow the graduated response. Having these up-to-date and *to hand* was a powerful piece of evidence to demonstrate the depth of support behind a child's SEND and provision.

The public-facing elements were also recognised as being one of our many strengths, eg the school website and self-evaluation form. This was one of the first comments from a team inspector who had dipped into the SEND and Inclusion section of our school website beforehand.

During

On the Monday morning (10.30am – 12.00pm) the headteacher, deputy headteacher and I, had the Teams call with the lead inspector. We explained the context of our school, the progress since the last inspection and answered questions about the current Inspection Data Summary Report (ISDR).

On day one, staff met the three inspectors and each of the SLT joined an inspector for their assigned observations and joint learning walks. The deputy headteacher and I started by presenting our school list of children ready for *case sampling* selection. Having our team inspector ask us which children we would like to consider was another indication that the process would be a collaborative one.

“Leaders are scrupulous in keeping track of impact and swiftly making adjustments if support is not working.”

Inspection report, 14 April 2026.

We were given the groups of children that they would like to sample that were pertinent to our school context (EHCP, SEN support and outside agency, English as an additional language (EAL), pupil premium (PP), looked after children (LAC), social care) and we headed straight to the classrooms. Printing the relevant documents that reflected the provision these children received helped support the narrative as I walked with the inspector.



OAP and targeted provision in the classroom.

During the learning walks, we were able to highlight the implementation and impact of our Partnership for Inclusion of Neurodiversity in Schools (PINS) project involvement; our work with the Primary Behaviour Service and development of relational practice; bespoke provision for children on reduced hours provision, One-to-one support and our nurture provision. In the classrooms, we were able to see from the books and teaching the progress that had been made since September and the impact our *Staff as Learners* coaching programme (based on Rosenshine's Principles) is having.

"Provision for pupils with SEND is informed by relevant and up-to-date research."

Inspection report, 14 April 2026.

This was the ultimate reflection of how effective the class teachers and teaching assistants are at New Milton Junior School at implementing support for all children in their class.

As SENDCo, I was fully involved for both days of the inspection. Day one was focussed on case sampling, safeguarding, visiting classrooms, walking the school day and meeting leaders.

Day two had a focus on personal development and wellbeing and saw the inspection team meeting with governors, teaching assistants, groups of children (senators, team captains, playleaders, anti-bullying ambassadors, etc).

After

There was certainly a tangible sense of relief that we had done everything we could have possibly done to celebrate the school and wonderful children of New Milton Junior School in all its greatness. Throughout the process I felt that the inspection team were fair and wanted to celebrate this too. We had open and professional discussions with the inspection team; engaging in some quite profound discourse where we felt heard and supported.

The over-riding feeling afterwards was of validation and much welcomed confirmation that we are shaping provision in the most appropriate way for our most vulnerable learners and children with SEND. Whilst not everyone will have the same thoughts or experiences of an inspection, to have this particular outside agency confirm that what we do as a school to support our staff, children and families is *remarkable* has filled me with confidence and a stronger sense of purpose as SENDCo.



Our nurture provision *The NEST*.

Tom Chappell

SENDCo, New Milton Junior School

From policy to practice: embedding a relational behaviour culture through *Team Around the School*

At The Cambridge Primary School, the opportunity to engage in the *Team Around the School (TAS)* project was not seen as a standalone initiative, but as part of a deliberate and strategic effort to strengthen whole-school culture. While our Behaviour and Relationships Policy was rooted in restorative practice, leadership recognised a critical distinction: policy provides structure, but culture determines impact. The work, therefore, focused not on rewriting expectations, but on aligning practice, belief and experience across the school community.

Defining the challenge through evidence and staff voice

Initial self-evaluation identified a clear tension within the system. Behaviours that challenge were having a significant impact on staff wellbeing, confidence and retention, while the school remained committed to reducing the number of suspensions.

This context highlighted an important need: staff required both a shared understanding of behaviour and the confidence to respond effectively within a relational framework.

Staff surveys and structured discussions provided valuable insight. They revealed variability in how behaviour was understood and responded to, alongside a desire for clearer guidance, greater consistency and more practical support. These findings shaped the direction of the TAS work, ensuring that developments were rooted in genuine need rather than assumption.

Building a shared framework for understanding behaviour

A central component of the TAS approach was investment in professional learning. Through in-service training (INSET) days and follow-up sessions, staff were supported to explore behaviour through multiple theoretical perspectives, including the multi-element model and the principle that behaviour communicates a need.

This process did not seek to replace existing practice but to deepen understanding and create coherence. As a result:

- staff developed a shared language for discussing behaviour
- responses became more aligned and intentional
- the focus shifted from reaction to interpretation and support.

Over time, this professional dialogue contributed to a more consistent and confident workforce.

Strengthening consistency through collective responsibility

One of the most significant outcomes of the TAS work has been the shift towards a consistent, whole-school approach. Behaviour is no longer viewed as the responsibility of individuals or leadership alone, but as a shared commitment across all staff.

Targeted support structures played a key role in this:

- coaching and modelling of relational approaches, including playfulness, acceptance, curiosity, and empathy (PACE)
- *circle of adults* sessions to support staff working with pupils with complex needs
- problem-solving opportunities grounded in real classroom practice.

Alongside this, practical systems were reviewed and refined. For example, changes to the use of radios reduced over-reliance on escalation, encouraging staff to respond with increased confidence and autonomy.

These developments helped to create a more predictable and supportive environment for both staff and pupils.

A shift towards strengths-based and proactive practice

The TAS work also supported a broader cultural shift towards a strengths-based approach. Staff increasingly focused on recognising positive behaviours, building relationships and understanding the context behind pupils' actions.

This aligns with an inclusive approach, which emphasises a move from deficit-based thinking to a focus on strengths, relationships and belonging.

In practice, this has meant:

- greater emphasis on *catching the good*
- increased use of proactive strategies to support regulation
- more reflective responses to dysregulation.

As a result, classroom environments have become calmer, more predictable and more inclusive.

Impact: early indicators of cultural change

While the work remains ongoing, and there is still a lot more to do, early impact can be seen across several areas:

- **reduction in dysregulated and suspendable behaviours:** staff report greater confidence in managing behaviour relationally, leading to fewer incidents escalating to a level previously associated with suspension
- **improved staff confidence and consistency:** staff feedback indicates growing confidence, supported by clearer expectations, shared approaches and access to ongoing professional dialogue
- **reduced parental concerns and increased engagement:** parent workshops and SEND support networks have provided opportunities to build shared understanding, contributing to a reduction in complaints and stronger relationships with families.
- **strengthened OAP:** class-based provision has improved, with staff more effectively adapting environments, routines and strategies to meet diverse needs, creating a more inclusive setting for all pupils.

The TAS project at The Cambridge Primary School has enabled a meaningful shift from policy to practice. It has given us space and access to professionals and resources, who have challenged us and held us accountable in a short time frame, to our well-considered implementation plan. Dr Shin Chidley, from Hampshire Educational Psychology (EP) Service was key in this with her knowledge and expertise in the importance of an implementation framework when making organisational change.

HIAS curriculum update

By prioritising staff understanding, consistency and relational approaches, the school has strengthened our culture where behaviour is understood, responded to with empathy and managed collectively.

We are by no means at the end of our journey, however, this work reinforces a central principle: when adults are supported to think, reflect and act consistently, the impact on pupils, staff and the wider community is both measurable and sustained.

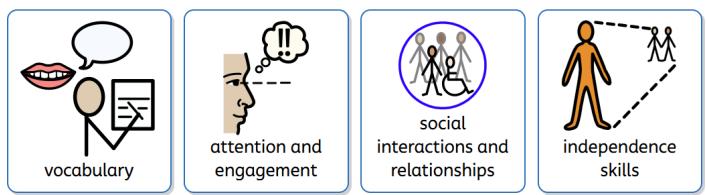
Sarah Kennedy

Headteacher, The Cambridge Primary School

Small changes, big impact: how a *Developing Better Value* project changed our whole school

When the offer of joining a *Developing Better Value* project with the Communication and Interaction Team became available, as a school the timing could not have been more perfect.

At Weeke Primary School, we were seeing an increasing number of children presenting with difficulties in attention and listening, often accompanied by social communication needs. A growing number of pupils were finding it difficult to sit and engage with whole-class or small-group input without adult support, which was neither sustainable nor conducive to independence. As a result, many children were becoming increasingly reliant on adults, and this was having a noticeable impact on their progress.



The project aimed to improve pupils' functional communication skills and independence through strengthening OAP, alongside direct specialist intervention where needed. As part of this work, the school benefited from regular support from a speech and language therapist (SALT), who worked in school once a fortnight over an 18-month period.

What *developing better value* looked like in practice

Once the target group had been identified ((a group of pupils on the SEN register with no education, health and care plan (EHCP) and no previous or current SALT involvement)), the initial phase of the project focused on reviewing the provision already in place for these children. This included an environmental audit, focused observations, and time spent with teachers and

parents to unpick potential barriers to communication, attention and engagement. Involving parents more meaningfully in this process was an area I was particularly keen to develop, and their insights proved invaluable.



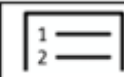
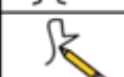
Following this, a continuing professional development (CPD) plan was created for the first year, with a clear focus on explicitly teaching vocabulary, and developing strategies to support attention, listening and engagement.

Strategies we focussed on embedding

Use of task plans and checklists to promote self-planning and independence.



Task Plan Top Tips:

	Number instructions
	Short, simple instructions
	Support with visuals
	Space to tick off task.
	Task plan is used at the start of lesson to share the plan of the lesson.
	Task is ticked off once completed to show progress through the lesson.

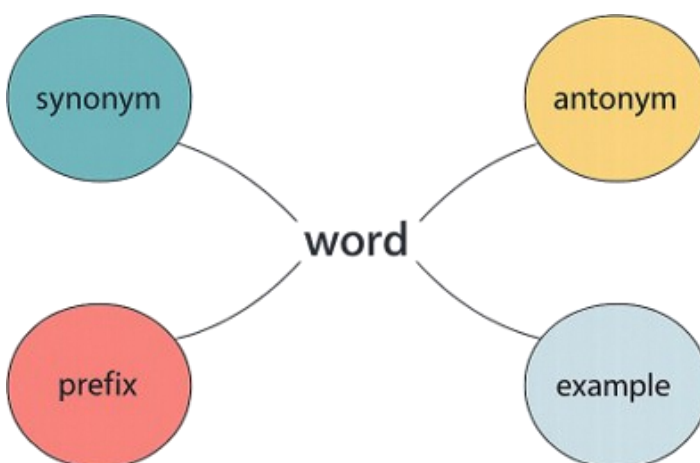
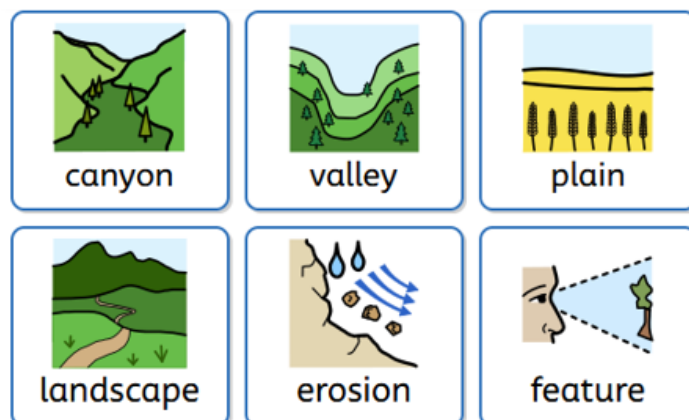
Other ways to use Task Plans in your lessons:

- ✓ Pupils make their own task plans
- ✓ If the task has a time limit, add this to the plan
- ✓ If there are things pupil can use to help them in the task, add these reminders.
- ✓ Some tasks need their own Task Plan to help a pupil follow a sequence of instructions.
- ✓ Pupils can keep their task plan to follow the sequence again.

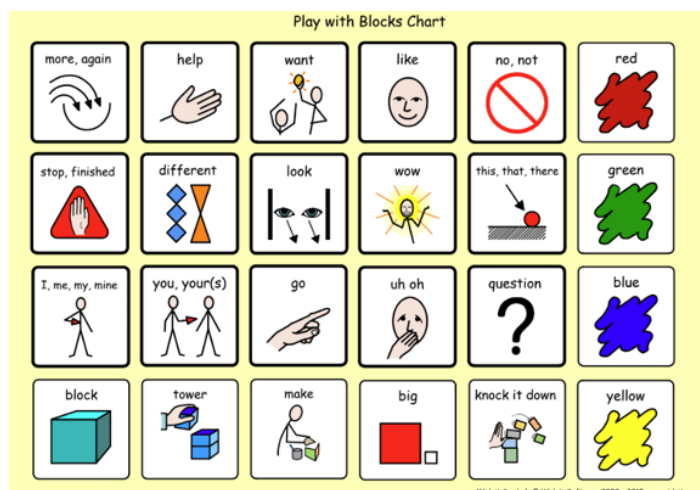
  	
What do I need?	
1	☐
2	☐
3	☐
4	☐
	 I don't understand
 I need help	

1	 capital letter
2	 writing on the line
3	 ending punctuation
4	 check my sentence

Teaching vocabulary at the beginning of lessons.



Supporting communication in EYFS continuous provision.



A key factor in the success of the CPD was ensuring that the same training was delivered consistently to senior leadership team (SLT), teachers and learning support assistants (LSAs). The training was delivered in a staff meeting one evening and then repeated the following day for LSAs, with sessions for LSAs offered twice so staff could choose which to attend, ensuring no

year group was left without support. The SALT delivered this training on a half-termly basis, enabling strategies to be revisited, embedded and refined over time.

Impact on practice, not just pupils

The impact on pupils was clear. Through the use of structured task plans, pupils became more independent and confident. Improvements in attention and listening meant that the majority of the targeted pupils were now able to sit and attend to whole-class lesson input. Social interactions also improved, with a noticeable reduction in low-level incidents such as distracting other pupils during teaching input.

One of the wider positive impacts of the project was the change in staff practice across the school. Teachers and LSAs developed a much stronger understanding of how to support children with communication and language needs through ordinarily available provision. Improved subject knowledge gave staff greater confidence in supporting pupils' attention and listening, as well as responding more effectively to behaviours that were often rooted in communication difficulties. Over time, this led to increased consistency in the strategies used across classrooms and year groups. Another valuable outcome was the improvement in relationships with parents; staff felt better equipped to have informed, meaningful conversations about children's needs, which helped build shared understanding and trust.

Key reflections and takeaways

- Ensuring teaching and support staff receive the same, regular training when embedding new strategies is crucial to success and empowers everyone.
- OAP across the school was strengthened to better support children with attention and listening difficulties.

- A consistent and explicit focus on teaching vocabulary benefits all pupils, not just those identified as part of the target group.
- Improved provision meant that needs were met earlier and more effectively, contributing to a reduction in potential EHCP applications for the target children.
- Relationships with parents of some targeted pupils improved, with parents gaining a clearer understanding of their child's needs, behaviour and how to support communication at home.

One key takeaway for SENCos: when you see an offer of support in an email, take it. You never know where it might lead!

Rebecca Jakes

SENCo, Weeke Primary School

Link between SLCN and SEMH

SEMH resourced provision (RP) network meeting on 14 April

Louisa Gray, Team Lead, and Sonia Aurora, Specialist Teacher Adviser for Communication and Interaction, were invited to present the link between SLCN and SEMH to the SEMH RP managers across primary and secondary settings.

Around 10% of children have SLCN, of which many come from social disadvantage areas. SLCN can have a long-term impact on literacy and is often linked to lower academic success as well as potential mental health difficulties. There is a high incidence of SEMH CYP with SLCN. This can have an impact not only on their academic progress, but also on their relationships with peers and adults, their emotional state and their self-regulation. These needs can result in seeing more anxiety, dysregulation and unexpected behaviours.

Whilst talking therapies are valuable for many people, they may not be effective for children with speech and language challenges.

The limbic system holds memories including past experiences and social activities. When a negative memory is encountered, the limbic system reacts fast to protect the CYP and this is when the flight/fight/freeze reaction is activated. At this point, the limbic system is on alert and no longer communicated with the cortex. This results in diminished language skills, diminished problem solving and cognitive abilities.

It is worth noting that CYP dealing with trauma respond to situations that bring back negative memories, the same way they did at the age they were at the time of the trauma.

To support SEMH CYP with SLCN, schools can follow the five good communication standards:

<https://www.rcslt.org/wp-content/uploads/2024/10/RCSLT-supporting-SEMH-5-good-communication-standards.pdf> and get further training from the Mind Your Words: www.rcslt.org/learning/mind-your-words/



Schools should consider how inclusive their environment is, looking at the use of visuals, the sensory environment and what support is in place. Useful strategies include balancing adult language with the aim to ask less questions in class, understanding the verbal reasoning skills of specific CYP so they can access the question's difficulty and offering support around social situations with tools such as Comic Strip Conversations or Emotional coaching. For further guidance on strategies, look at the Moodle:

<https://sta.mylearningapp.com/course/view.php?id=63>





C&I - Positive Approaches to Emotional Well Being and Behaviour

Communication and Interaction Toolkit for Settings

Strategies to support CYP to be ready to learn and participate fully in school or college activities

An Inclusive Learning Environment

Good Communication Strategies



Use of visuals



Adult-Child Language



SEMH Support



Sensory Environment



If you do not have a Moodle login and are from a Hampshire County Council setting then please contact stas.service@hants.gov.uk.

If you would like some support with a CYP's SLCN, please contact your linked STA – Communication and Interaction.

Louisa Gray

Team Lead for Communication and Interaction,
Specialist Teacher Advisory Service

Sonia Aurora

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

Impact of AV1 robots at Yateley School

Introduction

On 25 March 2021, Yateley School welcomed its first AV1 robot to support a Year 8 student experiencing severe anxiety and prolonged school absence. The student had a long-term medical condition and had experienced significant trauma following an operation during Year 4. Although she had struggled emotionally for several years, the effects of the Covid-19 lockdown further increased her anxiety levels, resulting in her being unable to leave the house or access therapeutic support.

Despite these challenges, the student maintained a close friendship group, which became a vital link in supporting her gradual return to education.

Initial implementation

The AV1 robot was initially trialled at the student's home to demonstrate how the technology worked and to build confidence in its use. Following this, the robot was introduced into school and trialled with the student's friendship group.

The robot, affectionately named *Bob* by students, quickly became an accepted and valued part of the class community. Students personalised the robot with accessories such as eyelashes and stickers, helping to humanise the device and strengthen the student's connection with her peers.

During lessons, classmates interacted naturally with the robot through gestures such as waving or winking, which reassured the student at home that she remained part of the classroom community. At lunchtime, the robot accompanied the student's friends, allowing her to continue informal social interactions. The accompanying rucksack enabled the robot to be transported safely around the school site.

Although there was one incident in which the robot was accidentally knocked from a table, the issue was resolved promptly with support from the supplier.

Impact on reintegration

The use of the AV1 robot became a significant first step in the student's reintegration journey. Continued engagement with peers and lessons gradually increased her confidence and reduced feelings of isolation.

Over time, the student began attending school for short lunchtime visits in the library to meet with friends. In partnership with parents, Child and Adolescent Mental Health Services (CAMHS), and Early Help services, these visits were gradually extended until she was able to sustain regular attendance in school.

By June 2024, the student successfully completed a full range of GCSE examinations and attended her school prom. Although she continued to experience some anxiety-related challenges, the AV1 robot played a key role in enabling her successful return to education.

The robot supported the student by enabling her to:

- remain connected to school through her friendship group
- maintain visibility and presence within lessons
- access teaching and lesson content while absent from school
- continue learning alongside her peers
- begin a structured and supported reintegration into school life.

Wider use across the school

Following the success of the initial implementation, the school has used AV1 robots to support a range of students with varying needs. The technology has proved particularly valuable in helping students maintain a sense of belonging within the school community during periods of absence.

AV1 robots have also been used successfully during assemblies, tutor periods, and other whole-school activities to promote inclusion and continued engagement.

Benefits of AV1 robots

Key benefits identified through the school's experience include:

- supporting students to maintain a sense of belonging and inclusion
- allowing continued access to high-quality teaching and classroom learning
- reducing social isolation during prolonged absences
- acting as an effective first stage in reintegration packages
- providing a relatively low-cost intervention compared with alternative provisions.

Considerations and challenges

While the implementation has been highly positive, several practical considerations have been identified:

- in a secondary school environment, transporting the robot between classrooms can be challenging and requires a reliable student or adult *buddy*
- staff training and positive promotion are important to ensure confidence and consistency in use
- safeguarding considerations must be addressed, although no safeguarding issues have arisen due to the device's built-in safety features
- reliable Wi-Fi connections are essential both at school and at home to ensure consistent access and participation.

Conclusion

The introduction of AV1 robots at Yateley School has had a significant positive impact on supporting students who are unable to attend school due to anxiety, medical needs, or other barriers. The technology has enabled students to remain socially and academically connected while providing an effective pathway back into school life.

The experience demonstrates that, when implemented thoughtfully and collaboratively, AV1 robots can form a valuable part of an inclusive and flexible approach to supporting emotionally vulnerable students.

Caroline Uttley

SENDCo and Assistant Headteacher, Yateley School

SEMH animal therapy – how guinea pigs can help your unit



Since opening the Junction (our time limited intervention unit at Perins School) we have had school guinea pigs. This was a choice to support our students who are navigating the main school pressures with time to destress and help make connections with the staff in the unit.

Many times, we have had a child arrive at our door, highly dysregulated and unable to speak. At this point we know as SEMH practitioners' children will not be able to engage in verbal reasoning to help calm them – this is where our guinea pigs come into their own. A blanket, chill room and a piggie on their lap will calm a child quicker than most techniques we are taught.

We now have four guinea pigs at Perins School – two in the Junction and two in the Station!

Emotional support

- Non-judgemental – these animals do not care if you are a level 2 or a level 9 at GCSE and the kids know it!

- Reduce stress and anxiety – a lovely focus for kids, that calms them.
- Reduces the feeling of loneliness!

Enhance social skills

And develops empathy.

The guinea pigs also help learning and focus. We have a number of students who like to keep the piggies on their desks while they work or listen to the teachers. It really helps those students stay present in the lesson. We have seen improved work produced when students are allowed to sit with them and work.

Guinea pigs also build a sense of community; I have seen a shared sense of responsibility through the year groups for the animals. Creating teamwork, cooperation and communication within the two inclusion units.



On a number of occasions, the guinea pigs have been the support to get students through the door to look at the unit. They really help with our EBSA students, giving a focus rather than focusing on education which is a barrier for these children.

Daily life of our piggies!

The piggies stay at school for the week and come home with me at the weekend. I would say it is a big commitment, but there are always people willing to help and the support they give the kids at school frees you up for other teachers' tasks throughout the day.



During breaks and lunches the guinea pigs are out with the students, they are also out and about for planned interventions and tricky lessons. Then the end of the day the piggies get fed and time to rest!

Top tips for getting guinea pigs!

Lots of schools have them now.

- Risk assessments and agreement from the school that the guinea pigs belong to school and not a person.
- Not all charity rescues will agree to school piggies, however <https://kekisguineapigrescue.com> in Basingstoke understand fully the benefits for all – they also do school visits and education.
- Know who is caring for the animals, weekends and holidays and double up on cages/hutches so only animals need to be transferred.

What the students say!

"They help me feel calmer and they are cute!"

"They are always happy to see me and don't know about my bad choices."

"They help people keep calm and very nice for cuddles."

"They are a great learning support for the Station."

"They keep me chilled while I'm doing my schoolwork."

"I love the guinea pigs because they make me feel safe."

Ellie Purdue

Inclusion Unit Manager, Perins School

What benefits does a dog bring to a school?

How it began



Bingo was our first dog in school who opened a wealth of rich, and often unexpected, benefits to children, and staff. Being my own dog, I knew Bingo was a calm and placid dog and we thought we would try bringing him into school. Bingo was assessed and *qualified* (a very thorough process!) as a Pets as Therapy (PAT) dog. This and risk assessments, helped us, and parents, be confident in him being in school. Bingo quickly became an integral part of our school, and his legacy has continued even after he sadly passed away. His great nephew, Rummy, is now slowly taking up his mantle, which the children are thrilled by – especially as he is still a cheeky puppy!

Social and emotional benefits

We found the benefits of a dog in school to be far-reaching, from the start of the day to the end. Bingo, and now Rummy, *meet and greet* children in the morning which is a brilliant motivation for those with EBSA and those with one-off tricky mornings. Children are much more willing to leave parents for a dog to walk them into class to start their day. Walking a dog offers a purposeful timeout with time for calm, reset and reflection chats while moving and being in fresh air.



A dog's presence seems to relax those who otherwise may be reluctant to talk and share – maybe the silly things dogs do, the way dogs do not judge or talk back? Either talking directly to the dog or just relaxed by the sensory soothing sensation of stroking a soft coat or the weight of a dog's head relaxed in their lap, we see children grow in confidence to talk and share feelings.

We have also seen benefits in children, and adults, growing in confidence around dogs as well as learning how to approach dogs safely.

Dogs can be a source of social communication learning about the impact of our own behaviours on others, as well as what we give we tend to get back. Be calm, kind and giving to a dog and it will remember you and give attention back. A bit like using puppets, modelling emotions and behaviours through a dog works wonders. I have often shared with children that Bingo and Rummy have told me they are a bit nervous on a Monday morning or before an event! The children and I can then talk together about what that feels like and what might help.

Academic learning benefits

There are strong academic learning benefits to a dog in school. Children's reading has progressed significantly as they became much more willing to read with adults after reading with Bingo.



Children love to share their learning with Bingo and Rummy and even asked Bingo to join in their mathematics activities. Rummy sharing his favourite story with each class on World Book Day was hit!

Benefits for adults

Something we had not anticipated was the positive impact on adults. Staff are excited to see Bingo, and now Rummy, and have voiced how a play, stroke and cuddle with the dog lifts their wellbeing. A morning chat about puppy antics is a welcome momentary distraction from the demands of the day ahead. A soppy spaniel also works wonders to ease a potentially tense parent meeting!

School community wellbeing benefits

Bingo became the face of our school wellbeing and his legacy lives on in the Bingo bench and our weekly Bingo wellbeing award as well as numerous Bingo wellbeing events. We have found that a school dog encompassing wellbeing brings the concept more to life and enhances the meaning.

As anyone who has a dog at home knows, a dog brings an important focal point, a source of conversation and often laughter. Dogs do silly things and have funny habits, just like people. Bingo loved sausage Wednesdays and delighted the children if he *escaped* into their classrooms! Rummy insists on drinking from our school water feature and will bounce around chasing leaves! As well as having huge benefits to the wider education of children, a dog in school helps unite the whole community in kindness, care and laughter.



What do our children say?

"Rummy just brightens up our day!"

"When you see Rummy, you get excited and happy to come to school. He makes you feel cheerful, even if you weren't feeling that cheerful to begin with."

"Rummy always makes you feel better - he's always happy to see you."

"Rummy makes the school a more comfortable place. It's a nice feeling knowing that he is here, he makes it feel like home."

"Bingo left a legacy at Sun Hill Junior School, the memory of him reminds us of our wellbeing and showing kindness to one another."

The Nest

SEMH Resource Provision, Sun Hill Junior School

The impact of animals at Park Community School – much more than just a school!



At Park Community School, integrating animals into the school environment and enriching the curriculum has been key to our inclusive and wellbeing provision. Having the animals provides powerful educational opportunities and can support general wellbeing, in particular for students with SEND.

Park Community School's motto of *Much more than just a school* is clearly defined by the established provisions in and around Leigh Park, one being a small holding close by which is home to pigs, goats and bees, living among the fruit and vegetables planted and maintained by the students. All Key Stage 3 students have the opportunity to rotate around a carousel and visit the small holding and in Key Stage 4 students can choose to study Animal Care as a qualification. Having animals on and around the school site provides valuable opportunities for students to develop an understanding of the

natural cycle of life in a real and meaningful context. Through regular interaction, students can observe growth, change and responsibility over time, which supports both their personal development and curriculum learning. Alongside this, caring for animals helps students to build essential life skills, including empathy, patience and responsibility.



Through the school's student employment programme, student employees complete practical tasks such as feeding, cleaning enclosures and maintaining safe environments for the animals which enable students to develop independence and a sense of pride in contributing to the wellbeing of another living being. This also supports executive functioning as they need to plan and work independently.



Being around the animals can encourage:

- lower heart rate and anxiety levels
- improved mood and emotional stability
- a sense of safety and predictability.

For example, a student who may be dysregulated after transition times or social conflict can spend time with an animal, which helps the student to regulate and re-engage. This supports the school's ethos of trauma-informed practice, where co-regulation is a key strategy.



Supporting emotional regulation

One of the benefits of animals in schools is their role in helping students regulate their emotions. Many students, especially those with anxiety, neurodiversity, those who may have suffered trauma, or behavioural needs, can struggle with self-regulation. Interaction with the animals provides a calming and non-judgemental space that helps reduce stress levels.

Therapeutic benefits for students

For students with SEND, animals can act as an accessible and highly motivating therapeutic tool. Having the animals is a good method to support those students who struggle with communication. Being alongside a student who is focussed on the animal means they do not feel the need to give direct eye contact to the adult and they can direct their speech to the animal. Speaking to a goat can be easier than talking to the adult!



Enhancing wellbeing and school culture

Not only are the animals outside, at Park Community School we have introduced reptiles into SEND indoor spaces: a bearded dragon called Draco lives in our Key Stage 3 Hub and there was a gecko called Enzo in the Key Stage 4 Hub.

HIAS curriculum update

Enzo sadly passed away so the students are putting together a bid for a new reptile! Students who access these spaces work together to create a rota of who will feed, clean and entertain them! Some students are so committed they have taken the gecko home with them during the school holidays to look after.

Having the animals at Park Community School is key in supporting our inclusive practice and our commitment to support the whole child: academically, socially, and emotionally.



E Leach

Assistant Headteacher and SENDCo, Park Community School

SEN support line success story

Over the past few years, our school has drawn on the SEN support line in a number of ways – from urgent crisis situations where we needed immediate advice, to everyday problem-solving and guidance when we were unsure where else to turn.

The SENCo role can be an isolating one, but every time I have completed the SEN support form, I have felt a genuine sense of relief knowing that a knowledgeable, approachable adviser would soon be in touch. The support has given me space to think, time to reflect, and the tools to tackle difficult situations with greater confidence. It has also affirmed the strategies we already have in place, while pointing us towards the right professionals when needed. At no point have I felt dismissed or that my concerns were anything less than worthwhile.

The impact of this support has been immeasurable. As a primary school with a growing number of pupils with SEN, inclusive practice sits at the heart of everything we do, and knowing that reliable, practical guidance is always within reach has given us real confidence as we continue to develop our approach to meeting pupils' needs.

In what can often feel like complex and uncertain territory, the SEN advice line has been a true guiding light – bringing clarity, reassurance, and direction when we need it most.

Grace Foster

SENCo, St Peter's Catholic Primary School,
Winchester



SEND bookshelf – School Library Service

Hampshire School Library Service (SLS) is committed to helping all schools develop their libraries into inclusive spaces. The library should be a welcome environment where everyone feels they belong, enriched with resources that reflect and celebrate diversity.

Our SEND book recommendations are designed to promote a sense of belonging and community, build empathy, ensure every child can see themselves represented in meaningful stories, and meet a wide range of reading needs.

Subscribing schools can access the booklists and request resources on the SLS Portal Pages below.

SLS Central SEND Collection:

<https://hampshiresls.oliverasp.co.uk/library/learnpath/guide/SEND>.

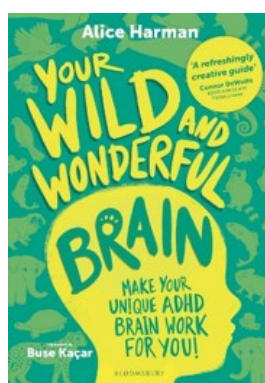
Inclusion and diversity with SLS: <https://hampshiresls.oliverasp.co.uk/library/learnpath/guide/InclusionAndDiversity>.

Disability role models booklists: <https://hampshiresls.oliverasp.co.uk/library/learnpath/guide/DisabilityRoleModels>.

Your wild and wonderful brain, by Alice Harman

This book explores the various ADHD traits, helping children understand them and how they can be both brilliant and a challenge at times. The author herself has ADHD and draws upon some of her own experiences to offer helpful tools. Relating each trait to an animal, it is an accessible book for all.

Available in three formats, book, eBook and audiobook.



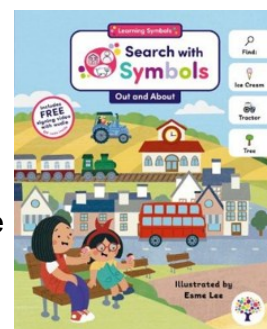
Hampshire County Council

School Library Service

Out and about, by Esme Lee

The first in a series called 'Search with Symbols', this book invites children to explore the environment around, and learn day-to-day vocabulary through a fun search-and-find approach. The books can be used to help develop their early language and communication skills.

Available in one format, board book.



Maggie Sparks and the truth dragon, by Steve Smallman

This is the latest in this series following the adventures of a mischievous young witch Maggie Sparks. In this story after nobody believes her lies, Maggie decides to use a little magic to fix it, but will it?

These stories explore friendship and emotions and are great early chapter readers.

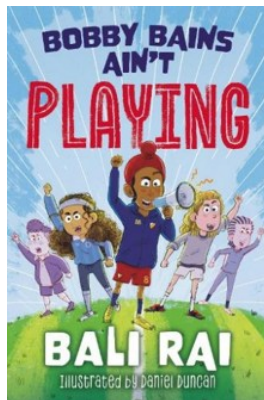
The publisher has also made the books available as an 'Easier edition' and 'Symbolised edition', making them accessible for a range of abilities.

Available in two formats, book and audiobook.



Bobby Bains ain't playing, by Bali Rai

Influenced by the teachings of some of the Sikh gurus, Bobby takes a stand and he becomes an activist and encourages others to take a stand with him, leading not to a happy-ever-after ending but to a positive outcome that needs work.



Written for the publisher Barrington Stoke, this makes the story dyslexia friendly. A quick and easy read with lots to enjoy, discuss and stimulate further enquiry.

Available in three formats, eBook and audiobook.

For more support, ideas and books to promote your subject, contact your library lead or request details of your local centre via hq.sls@hants.gov.uk. We look forward to hearing from you.

Annabel Martin

SLS Adviser, Hampshire School Library Service

Hampshire Parent Carer Network (HPCN)

HPCN 2026 Impact Report

Making a Difference for SEND Families Across Hampshire

This summer term has been one of our busiest and most impactful yet, with Hampshire Parent Carer Network (HPCN) continuing to ensure that the voices of parent carers are heard, valued and acted upon across education, health and social care services.

Through strategic partnerships, community engagement, consultation activities, workshops and local events, we have worked to influence services and improve outcomes for children and young people with SEND across Hampshire.

Amplifying Parent Carer Voices

At the heart of everything we do is listening to families and ensuring their experiences help shape the services they rely on.

This term, HPCN representatives attended and contributed to over **100 meetings, workshops, partnership boards and steering groups**. These included key areas such as SEND reform, neurodevelopmental pathways, autism services, mental health provision, local offer development, direct payments, admissions, short breaks, and strategic SEND planning.

We represented parent carers through groups including:

- Hampshire Local Area Partnership Board
- Hampshire Neurodevelopmental MDT Implementation Group
- Hampshire Autism Partnership Board
- Hampshire Autism Steering Group
- Hampshire Autism Voice
- Hampshire and Isle of Wight Children and Young People (CYP) Neurodivergent Working Group
- SENDIASS Steering Group
- Hampshire Direct Payment Framework Board
- Hampshire Carers Partnership Board
- CAMHS PACE meetings
- Local Offer Steering Groups
- South East Parent Carer Forum Regional Meetings
- Patient and Public Advisory Groups
- SEND Reform Working Groups.



By bringing lived experiences directly into these discussions, we continue to influence decisions that affect children, young people and their families across Hampshire.

Supporting SEND Reform

A major focus this term has been gathering parent carer views on the Government's SEND Reform proposals.

We delivered a series of workshops, engagement events and discussion sessions to ensure families had opportunities to share their experiences and views on the future of SEND services.

Across our face-to-face consultation events alone, we spent more than **100 hours listening to parents and carers**. We also gathered feedback through Get Togethers, lunchtime and evening online sessions, emails and social media engagement.

Our final consultation event took place on 18 May, the very day our consultation response was due to be submitted.

Families generously gave up their time to share their concerns, hopes, ideas and aspirations for the future. Every contribution helped shape our final response and ensured Hampshire parent carers were represented in this important national conversation.

We are incredibly grateful to every family who took part. Your voices truly matter, and every contribution helped shape the forum's final response.

While the consultation process has now concluded, the work continues. As reforms develop, HPCN will continue to work with families and partners to ensure parent carer voices remain central to future decision-making.

Specialist information sessions

Alongside our get togethers, we have delivered a wide range of specialist workshops and information sessions, including:

- EHCPs, annual reviews and Section 19 with Sunshine Support
- anxiety
- burnout
- masking
- executive functioning
- developmental language disorder (DLD)
- rejection sensitive dysphoria (RSD)
- self-harm awareness
- autism in teenagers
- mental health and wellbeing
- mindfulness and grounding techniques
- vagus nerve and fight-or-flight breathwork.

These sessions have provided families with practical strategies, expert guidance and opportunities to ask questions in an accessible and supportive setting.

HPCN have an enormous range of workshops for parents as well as support and advice. Have a look on their website to find out more.

<https://www.hpcn.org.uk/>

Local authority support for SEND

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.

In order to support education settings in accessing the right support at the right time, a summary of all LA education and inclusion training has been collated. This has been shared via school communication

https://hants.sharepoint.com/:b:/s/CSCommunications/IQBSXYR_cd9MQrY7UJX8f3UrAUXMOq7jTas2-oKYCAcM90A?e=D64KIQ.

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!

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

www.connecttosupporthampshire.org.uk/family-information-and-services-hub-fish/send-local-offer/education-and-childcare/ordinarily-available-provision-and-send-support/.

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.

Preparing for adulthood: options post-16

<https://www.connecttosupporthampshire.org.uk/family-information-and-services-hub-fish/send-local-offer/preparation-for-adulthood/what-are-my-education-options-after-i-leave-school/education-options-post-16/preparing-for-adulthood-a-guide-for-young-people-with-send/>

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.

Parent/carer guidance on OAP and SEN Support

Leaflets for parents/carers have been developed through the local area partnership, using the guidance documentation that was launched in April 2025. The purpose of these is to provide an accessible version of the guidance which is currently available on the local offer

<https://hants.sharepoint.com/:b:/s/CSCommunications/IQCX8Uc1Y2akRanulYEnd5bgAdFKoYwZEBt-vG1p2aMPTXc?e=cJa2Ov>.

Di Lowth

School Improvement Manager for SEND, HIAS

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

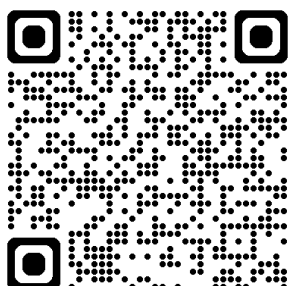
Visit our Learning Zone Moodle information page for Guidance on accessing the Learning Zone and managing bookings.

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

Need help?

To speak to a member of the Learning and Development team, please contact:

Email: cs.learninganddevelopment@hants.gov.uk



Cross-phase

Embedding Ordinarily Available Provision (OAP) within High Quality Inclusive Teaching Cohort 1

This programme aims to ensure best practice of high-quality inclusive teaching in all classrooms, all of the time. Exploration of the 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 course price entitles each school to bring up to two delegates to the sessions. The aim is that the leader of teaching and learning, who has strategic oversight, attends with a classroom teacher to facilitate an open dialogue about the school's specific context and to enable change at both classroom and whole school level.

 17 September, 30 September, 18 November 2026, 19 January, 10 February and 3 March 2027

 OAP 26-27 cohort 1

 Sub £485 / SLA £375 / Full £582

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.

- Understand local and national issues.
- Understand any impending changes or publications.
- Understanding the services and support on offer.
- To inform on any statutory guidance queries.
- To ensure best practice is understood and shared.

 7 October 2026

 *Primary SENDCo Autumn*

 Sub £40 / SLA £25 / Full £48

Secondary

Secondary Inclusion Briefing (Webinar)

Audience: senior leaders with overall responsibility for inclusion, SENCO, disadvantage leads

- Inclusion strategy and guidance
 - DfE policy
 - Inclusion spaces
- Hampshire inclusion framework
 - SEND-specific updates
 - Inclusion in practice updates
 - TIED updates
 - EMTAS updates
- Signposting of upcoming focus areas within distinct networks

Free to schools (multiple delegates encouraged)

 Autumn – 29 September 2026

Spring – 27 January 2027

Summer – 26 April 2027

 *Autumn Inclusion Briefing*

Spring Inclusion Briefing

Summer Inclusion Briefing

 Free

Secondary SEND Briefing (Webinar)

- Updates on current SEND policy and guidance.

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.

Common agenda items for these meetings:

- development of subject specific knowledge and an understanding of strong progression and sequencing
- enhancing subject leadership
- structuring Key Stage 4 to ensure pupils are well prepared for the next phase of their education
- providing high quality Key Stage 3 provision that builds successfully on Key Stage 2
- ensuring all pupils, including the most vulnerable (SEN and PP) are able to make excellent progress
- sharing good practice and work
- project work and other CPD opportunities and networks will continue and will evolve in line with need.

 Autumn – 13 October 2026

 *Autumn SEND*

 Sub £35 / SLA £20 / Full £42

Secondary Inclusion Exchange

- Practical sharing of best practice.
- Evidence-informed guidance.
- Active solution planning.

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.

Common agenda items for these meetings:

- development of subject specific knowledge and an understanding of strong progression and sequencing
- enhancing subject leadership
- structuring Key Stage 4 to ensure pupils are well prepared for the next phase of their education
- providing high quality Key Stage 3 provision that builds successfully on Key Stage 2
- ensuring all pupils, including the most vulnerable (SEN and PP) are able to make excellent progress
- sharing good practice and work
- project work and other CPD opportunities and networks will continue and will evolve in line with need.

 Autumn – 6 November 2026

Spring – 26 February 2027

Summer – 11 June 2027

 *Autumn Inclusion Exchange*
Spring Inclusion Exchange
Summer Inclusion Exchange

 Sub £70 / SLA £45 / Full £84
(Price per session)

Contact details

Di Lowth, School Improvement Manager for SEND, HIAS

Email: diana.lowth@hants.gov.uk

Dean Prodomo, School Improvement Manager for SEND, HIAS

Email: dean.prodomo2@hants.gov.uk

Marie Mullins, Improvement Adviser for SEN, HIAS

Email: marie.mullins@hants.gov.uk

Lisa Bitri, Teaching and Learning Adviser for SEN, HIAS

Email: lisa.bitri@hants.gov.uk

Ali Russell-Webb, Teaching and Learning Adviser for SEN, HIAS

Email: alison.russell-webb@hants.gov.uk

Amy Worley, Teaching and Learning Adviser for SEN, HIAS

Email: amy.worley@hants.gov.uk

Rebecca Jakes, Teaching and Learning Adviser for SEN, HIAS

Email: rebecca.jakes@hants.gov.uk

Also from HIAS!

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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.