



Funded by  
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# Transforming Special Educational Needs & Disabilities (SEND) in Hampshire

Transforming SEND Conference  
November 2023



Hampshire  
County Council





# Housekeeping



# Agenda

Time	Topic	Speaker
8.30am	Registration	
9am	Welcome and introduction	Natalie Smith, Assistant Director – Education and Inclusion
9.20am	Introduction to new services – the LA offer at SEN Support	Naomi Carter, School Improvement Manager
9.40am	Empowering culture change to enhance inclusivity	Jenny Turner and Tamzin Hall, NurturED Consultants
10.10am	Supporting schools to meet the needs of children with complex SEND – introduction to new training	Lynne Ralston, Communication and Interaction Team Manager Maria Caulkin, Specialist Speech and Language Therapist
10.40am	Break	
11am	Curious not furious – the empowerment approach	Kit Messenger, Changing Chances
12.45pm	Wrap up	Naomi Carter, School Improvement Manager
1pm	Close	



# Welcome and introduction

**Natalie Smith**

**Assistant Director – Education and Inclusion  
Children’s Services Directorate**



# The Transforming SEND Programme



**Originally established in 2022 as the High Needs, Performance and Oversight programme.**

**Builds on the LA's previous High Needs transformation workstreams with an overarching vision for:**

'All children and young people with SEND in Hampshire to be empowered to achieve outstanding outcomes' by:

- Building a shared culture of inclusion.
- Adopting a consistent approach.
- Being responsive to changing needs.
- Working within budgetary constraints.

# The Transforming SEND Programme



## The programme has been expanded and rebranded during 2023:

- Participating in the Department for Education's (DfE) *Delivering Better Value (DBV)* programme - aimed at supporting Local Authorities (LA) and their local area partners to improve the delivery of SEND services for children and young people.
- Areas of further focus were identified:
  - *Improving parental confidence.*
  - *Promotion of inclusive practice in schools.*
  - *Increasing awareness and understanding of the support available from the LA and others.*
  - *LA participation in annual reviews*
- Further workstreams added following successful bid.

# Transforming SEND Hampshire

## Transforming SEND

### Organised under three areas:

1. To provide the right support at the right time, which meets needs effectively at the earlier stages of the SEND pathway.
2. To maximise strengths based, person centred approaches, which achieve improved outcomes for children and young people with an EHCP.
3. To continuously improve LA performance against SEND statutory obligations.



“Children with SEND and their families can be optimistic about the future of SEND Support. The scaffolding now exists for school leaders to develop great SEND support in their settings and there are examples where this has already been achieved. By accessing the resources that are available, we believe that mainstream schools will be able to meet the SEND needs of most children.”

**SENDIASS**

# Transforming SEND Hampshire

## Transforming SEND workstreams

- **Sector Led Capacity Building in schools** – 13 sector-led improvement projects strengthening SEN Support.
- **Review of Outreach** – review completed and new SLA in place.
- **In-house SALT therapies** – expansion of therapy provision to reduce reliance on external providers and improve capacity building in schools.
- **Signposting** – [Local Offer / Family Information Hub pages](#) refreshed and reviewed.
- **Early Years SEN Strategy** – including new SEN Support guidance (January 2024).
- **Person-centred planning (PCP) pilot and training** – a pilot to test PCP meetings following a "no to assess" decision. PCP training available free of charge to schools ([hiep.enquiries@hants.gov.uk](mailto:hiep.enquiries@hants.gov.uk)).
- **Access to therapies pilot** – testing access to SaLT support without statutory assessment (Eastleigh & Winchester).
- **Transition to School pilot** – extending Portage support into Year R starting Spring 2024 (Havant).



# Transforming SEND Hampshire



## Transforming SEND workstreams

- **Funding frameworks** – new framework introduced to mainstream schools in 2021, followed by a new special school framework in 2024.
- **Preparing for adulthood** – eight Employability Hubs and three Independence Hubs open.
- **Sufficiency** – new strategy will be shared during the spring term. 240 specialist places created over last year, 150 more in the pipeline from the current strategy.
- **Commissioning** – framework for Alternative Provision launched in 2022.
- **SEN Panels** – panels have been reviewed and piloting new ways to allocate placements.
- **Building confidence** – new workstream to ensure that information and support is accessible to all
- **Annual reviews** – improving LA engagement in the annual review process and clearing the overdue processing.



# Transforming SEND Hampshire

## Transforming SEND workstreams



Today's focus – launch of new services during the autumn term:

- SEN Support Toolkit
- SEN Support Line
- Supporting Complex CYP in mainstream training



# Introduction to new services at SEN Support

Naomi Carter, School Improvement Manager – Specialist Provision and Inclusion

The LA offer at SEN Support

# Introduction to new services

## SEN Matters

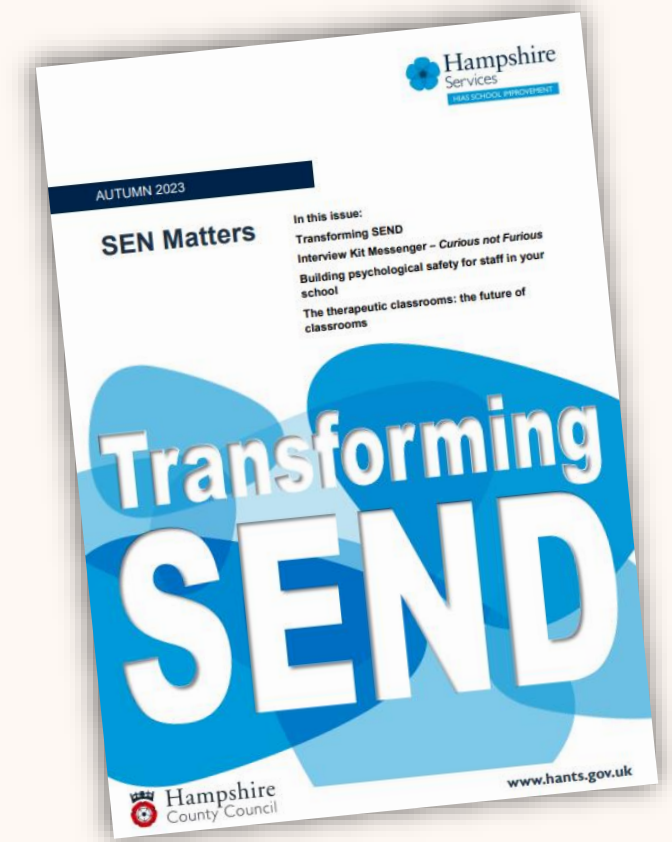
*SEN Matters* is a key publication that promotes awareness, sharing good practice and signposting schools to available resources.

This special edition of *SEN Matters* – ***Transforming SEND*** features a selection of articles on the following themes:

- Introducing the *Transforming SEND* programme.
- Leadership and culture.
- Relationship and behaviour.
- Consideration of the learning environment.
- SEN Support teaching strategies.

[Find it on the SEN Moodle](#)

[Subscribe to SEN Matters](#)



Transforming SEND Hampshire

# Introduction to new services

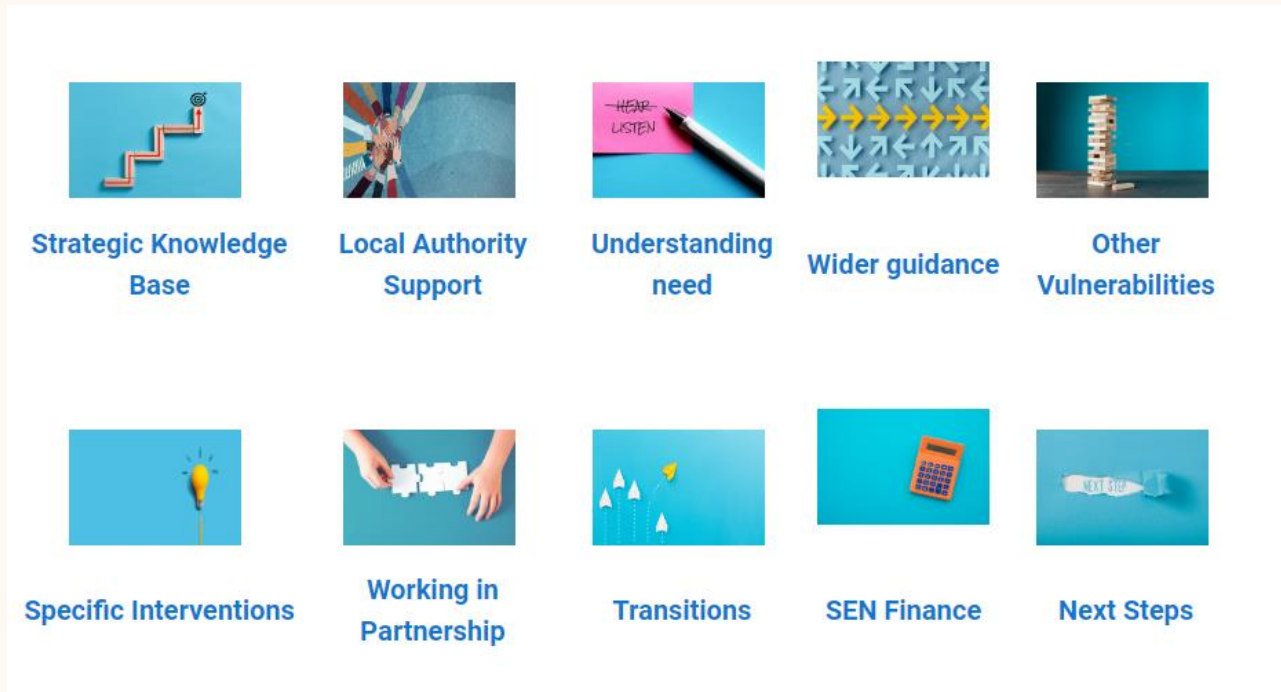
## Principles of inclusion

- The entitlement of every child and young person (CYP) to receive a good education that enables them to maximise opportunity and success in learning and life, irrespective of need, prior attainment, background or circumstance.
- Strong pathways for every CYP into further education, training, employment and independent living.
- Successful and fulfilling participation in society, economic prosperity, good physical and mental health.
- Access for every CYP to suitable, high-quality provision, which meets diverse need and diminishes barriers to participation and engagement.
- Equity of access and onward life chances. Those who need something more or something different in order to realise this ambition do receive something more or something different.
- A rounded education for every CYP; each having access to, and benefiting from, a breadth of experience and cultural capital.
- A strong commitment to early intervention and prevention to tackle, diminish or avert potential barriers to success.
- A strong commitment to partnership working which actively seeks and values the contributions of parents / carers and CYP.
- A happy and memorable childhood for all.



# Introduction to new services

## SEN Support Toolkit



[SEN Support Toolkit: Toolkit Home \(hants.gov.uk\)](https://hants.gov.uk)

[SEN Moodle: All courses \(hants.gov.uk\)](https://hants.gov.uk)

### Table of contents

1. Toolkit Home
2. Strategic Knowledge Base
3. Local Authority Support
  - 3.1. Outreach Providers
4. Understanding need
  - 4.1. Baseline Assessments
5. Wider Guidance
6. Other Vulnerabilities
7. Specific Interventions
  - 7.1. Communication and Interaction
  - 7.2. Cognition and Learning
  - 7.3. Social, Emotional and Mental Health
  - 7.4. Sensory and/or Physical
8. Working in Partnership
  - 8.1. Voice of the Child or Young Person
9. Transitions
10. SEN Finance
11. Next Steps
12. Glossary



# Introduction to new services

## SEN Support Line



[SEN Support Line Enquiry Form \(office.com\)](https://office.com)

[SEN Moodle: All courses \(hants.gov.uk\)](https://hants.gov.uk)

# Introduction to new services

## Feedback so far

“Excellent service, many thanks - Marie was very helpful”

“Super speedy response and great advice, many thanks, love the new service.”

“Fantastic support! As a fairly new SENCO, it's so useful to have this level of support over the phone as it's a very isolating role. I will definitely be using the service frequently. Thanks Dean!”

“Absolutely brilliant support from Marie. I was very unsure how to proceed with a medical/epilepsy related issue and she helped signpost me and offer guidance. Thanks ever so much!”

“My enquiry had evolved into something new and, as well as being very prepared with helpful advice on my original enquiry, Lisa then could give me some on the spot advice about new issues I had - it was clear that she is very knowledgeable in areas of SEN. Thank you!”

“Thank you, Lisa. The follow up email you sent was incredibly helpful, as was the phone call.”

“Di was excellent! Our conversation over the phone was really productive in terms of pinpointing areas to focus on with the child we discussed and helping me clarify what to work on with him next. She then followed up with an email with helpful resources, links and a summary of our discussion. I would certainly use this service again.”

# Introduction to new services

## SEN Advisers

The SEN Advisers (Di, Lisa, Dean & Marie) can be commissioned by schools to support teachers in the classroom, using the 'plan, do, review' approach to better meet the needs of CYP in the classroom(s).

They can also be commissioned to provide support, guidance and problem solving with teachers and SENCOs on classroom-based support.

They have already worked in several schools, on a variety of SEN improvement activities, with very positive feedback.



**Find out more about the new SEN Advisers in SEN Matters.**

**To commission, email Naomi on [naomi.carter@hants.gov.uk](mailto:naomi.carter@hants.gov.uk)**

# Existing services

## SEN Support Guidance for Schools

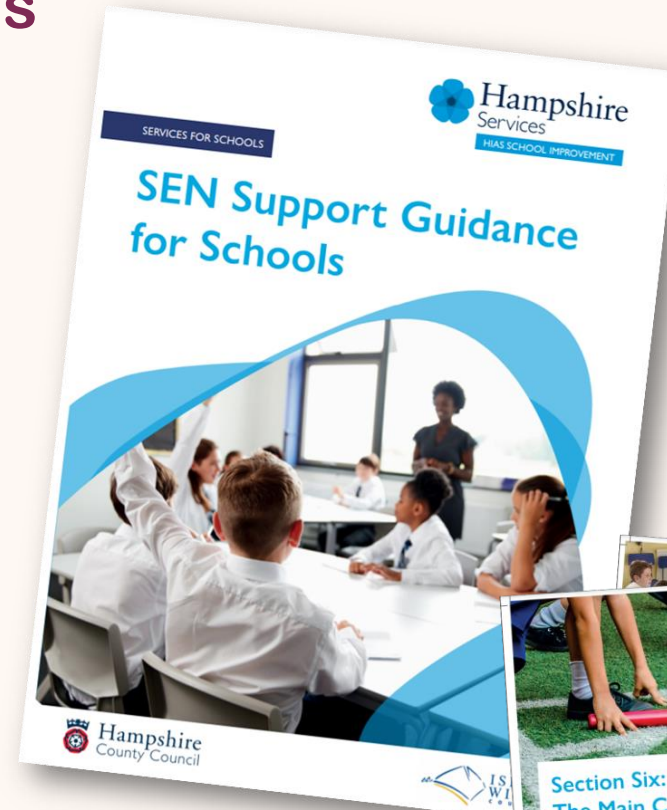
Sometimes referred to as **ordinarily available provision** or the **grey book**.

Is this interweaved into your policies:

- SEND
- Curriculum
- Teaching and learning?

Are you checking that all your teachers are implementing the strategies? How do you know?

[Access online](#)



# Existing services

## Fully funded offers

- [SEN Support Line](#)
- [SEN Support Toolkit](#)
- [SEN Matters \*Transforming SEND\* edition](#)
- **Social media (X) @HIASInclusion**
- [SEN Moodle](#)
- **Resourced Provision networks** – contact [Naomi.Carter@hants.gov.uk](mailto:Naomi.Carter@hants.gov.uk) to book.





# Existing services

## Subscription offers

- To book an **SEN Adviser** email contact  
[Naomi.Carter@hants.gov.uk](mailto:Naomi.Carter@hants.gov.uk)
- [SEN Moodle+](#) - annual subscription service
- Subscribe to [SEN Matters](#) – termly curriculum updates.
- **Annual SEN Conference** – 31 January 2024 (Primary and Secondary). Sign-up on the Learning Zone.
- Half-termly **Primary SENCO Networks** – book on the learning zone [SEN Moodle](#)
- **Secondary SENCO Networks** - book on the Learning Zone.



# Existing services

Find out more about other services in the conference programme and SEN Matters:

- Hampshire Inspection and Advisory Service (HIAS)
- Specialist Teacher Advisory Service (STAS)
- The Virtual School
- Hampshire and Isle of Wight Educational Psychology (HIEP)
- Inclusion Support Service (ISS)
- Primary Behaviour Service (PBS)
- Early Years
- Ethnic Minority and Traveller Achievement Service (EMTAS)
- Hampshire Governor Services
- County Supplies



# Coming soon...

## Parent Guide to SEND



**Parent Guide to Special Educational Needs (SEN)**

Special Educational Needs (SEN) A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

What is a learning difficulty or disability? A child or young person has a learning difficulty or disability if they: are of a school age or a young person has a learning difficulty or disability of the same age, or have a significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents them from making use of resources of a kind generally provided to other of the same age in mainstream schools or mainstream post-16 institutions.

Special educational provision: Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.

Sometimes your child may need extra help in class, but this does not necessarily mean they have SEN. The majority of children identified as having SEN can be supported without the need for an Education Health and Care Plan (EHCP), this is known as SEN support.

Class teachers will regularly check on children's progress and identify any barriers they may have. Teachers adapt their teaching to meet individual needs if your child is not making expected progress.

**What to expect from school...**

My child finds learning and/or social situations in school difficult. These strategies can help: Writing and reading frames, Specific intervention e.g. reading, Response teaching, Task planners, Exit slips, Social stories.

Has the graduated response been correctly applied? These strategies are not being... Small group work, A key adult, Support from members of staff, ELSA, Information recorded in different ways.

The graduated response is a way of repeatedly checking that interventions and support match your child's needs. The school assesses your child and identifies a need. The school plan an intervention to address the need. The school do the intervention. The school review the progress made by your child and the need for more or different support/intervention.

**What the Graduated Response could look like:** The school assesses your child and identifies a need. The school plan an intervention to address the need. The school do the intervention. The school review the progress made by your child and the need for more or different support/intervention.

**EHCP Myths and Legends: What an EHCP is NOT...**

An EHCP is not a tool to facilitate frequent changes of school. An EHCP is not a tool to facilitate frequent changes of school. It does not provide your child with a 1:1 adult all the time. The EHCP is designed to support your child to make progress independently.

**Map of Hampshire Support**

Hampshire offers a wide range of services to assist schools and practitioners in supporting the needs of children and young people. This map highlights some key services that are available and on the following page you can find more information.

Education safeguarding - Hampshire - Hampshire SCIP  
Hampshire Healthy Families - Welcome to Hampshire Healthy Families  
Hampshire County Council  
P.S.H.E Offer - Relationships and Sex Education & PSHE Training and Support | Health and Social Care  
Hampshire Libraries - Hampshire Libraries | Hampshire County Council  
Hampshire Arts - South East Arts Council England  
Hampshire Heritage and Culture - Hampshire Cultural Trust - Changing Lives through nature  
Hampshire Fore and rescue education - Partners with the Hampshire & Isle of Wight Fire & Rescue Service  
Hampshire Police - SaferMx - Hampshire Police's new education resource programme for schools, colleges and partners in Hampshire and the Isle of Wight

**Where to find more support for Families**

Emotional health and wellbeing  
CAMHS Hampshire Child and Adolescent Mental Health Service (CAMHS) is a NHS specialist service that aims to help young people aged 0-18 years and their families who are struggling to manage their emotional and psychological health, and who are suffering with acute, chronic and severe mental health problems.  
CAMHS Hampshire website: [www.hants.gov.uk/camhs](https://www.hants.gov.uk/camhs)

They also have specialist teams that can be contacted directly.  
**Specialist Eating Disorder Team**  
This team cover the whole of Hampshire and work with young people who have eating disorders and difficulties and their families. The aim is to see young people as quickly as possible and provide specialist treatment. The team also provide information and guidance for anyone who might be concerned about go eating disorder. The Specialist Eating Disorder Team can be contacted Monday-Friday 9-5pm on 0300 304 0002.

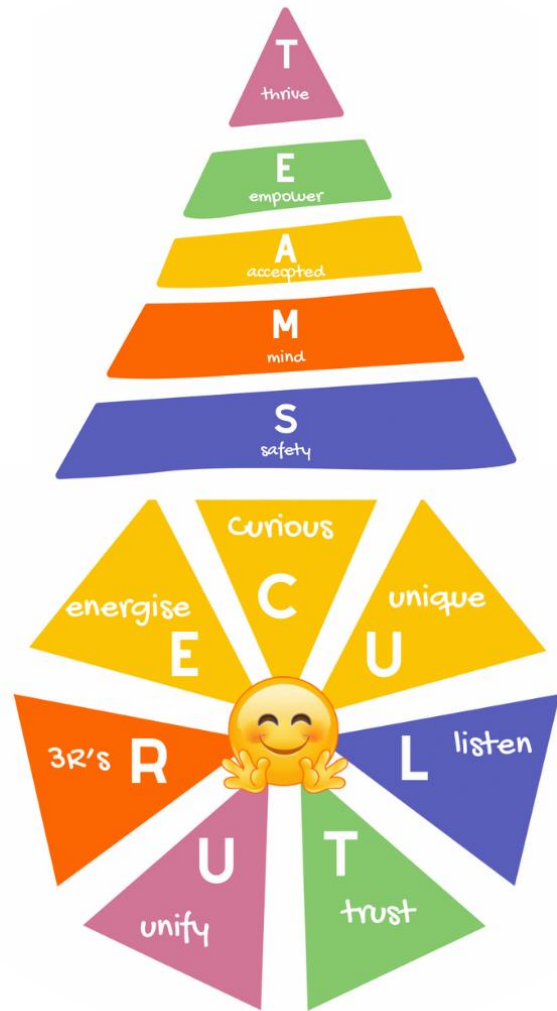
**Learning Disability Care**  
The young people with a learning disability who also have a mental health problem can get the help and support they need. Every year in Hampshire CAMHS has a specialist learning disability CAMHS worker who can offer a range of approaches depending on each person's needs.  
Other information can be found at: [www.hants.gov.uk/learningdisabilitycare](http://www.hants.gov.uk/learningdisabilitycare)

**Support for the whole family**  
The Children's Mental Health Team can offer support for children and young people with a learning disability making sure their mental health and wellbeing is supported.  
The Children's Mental Health Team can be contacted Monday-Friday 9-5pm on 0300 304 0002.

**Parent Advice & Support with Special Educational Needs & Disabilities**  
The Parent Advice and Support Service (PASS) is a specialist service for parents of children with Special Educational Needs and Disabilities (SEND).  
The Parent Advice and Support Service (PASS) can be contacted Monday-Friday 9-5pm on 0300 304 0002.

**Common SEN acronyms...**  
Attention Deficit Disorder  
Autism Spectrum Disorder  
Asperger Syndrome  
Bipolar Disorder  
Child and Adolescent Mental Health Service  
Dyscalculia  
Dyslexia  
Epilepsy  
Intellectual Disability  
Learning and Communication Difficulties  
Learning Difficulties  
Mental Health Problems  
Neurodiversity  
Obsessive Compulsive Disorder  
Oppositional Defiant Disorder  
Personality Disorder  
Phobia  
Post Traumatic Stress Disorder  
Reading Difficulties  
Special Educational Needs and Disabilities  
Specific Learning Difficulties  
Speech and Language Difficulties  
Stereotypic Movement Disorder  
Tourette Syndrome  
Visual Impairment  
Woolfhampton Learning Disability Service

Transforming SEND Hampshire



# Empowering Culture Change to Enhance Inclusivity

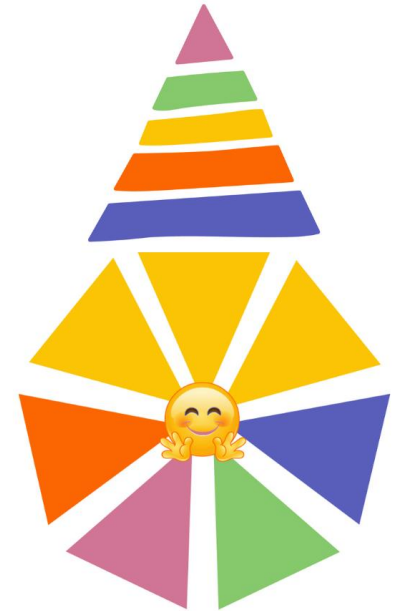
Jenny Turner and Tamzin Hall  
NurturEd Consultants



# Introduction

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- Barriers to change and how to overcome them.
- How to change and challenge staff whilst supporting them.
- Why change is necessary.
- Why coaching can help.
- Empowering your staff to embrace change and still feel psychologically safe.
- How to enhance the culture of inclusivity.





— ” —

**"IF YOU ALWAYS  
DO WHAT YOU  
ALWAYS DID,  
YOU'LL ALWAYS  
GET WHAT YOU  
ALWAYS GOT"**

— ” —

Henry Ford



# Let's use the C word... let's talk about change

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- The why and the what....?
- What is getting in our way?  
FEAR?
- The how.... change management

**A nationwide study in 2019 claimed that 71% of people said that any sort of variation in their lives can be hard to deal with.**

In order to  
change  
something, we  
need to make  
ourselves  
vulnerable"

*Brene Brown*



Flight fight freeze...

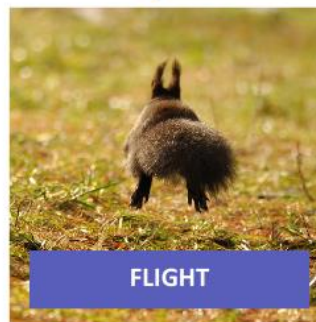
# The F's Can Happen to Everyone

## STRESS & OUR BRAIN



Adrenalin

Cortisol



FLIGHT

run away



FIGHT

fight



FREEZE

play dead

Rage  
Anger  
Intimidation

Panic  
Worry  
Perfectionism

Dissociation  
Anger  
Stuck

Blood pressure and heart increase

Cuts off energy to other organs,  
diverts it to brain muscles



# Joy to the school...

"One of the only activities that activates, stimulates and uses the entire brain is MUSIC"



## DOPAMINE

Listen to your favorite song  
Finish your small task  
Have a good night's sleep, Self care



## OXYTOGIN

Play with your pet or a baby  
Hold hands and give hugs  
Make something for loved ones

## Boost your Happy Hormones

NurureEd Consultants



## ENDORPHINS

Go exercise  
Have some dark chocolate  
Use essential oils, laugh



## SEROTONIN

Get some sunlight  
Go for a walk or cardio  
Meditating, Being in nature

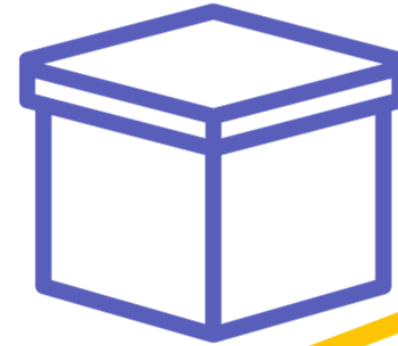
# It's not you, it's me!

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- Understanding your experience
- Place into a box and action plan
- Learning and next steps



## BOX of Control by Nurtured



Things I can't control



Things I can influence



Things I can control





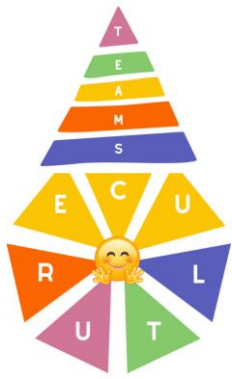
# Asda Price

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- What are values?
- Why are they important?
- What are your school values?
- What are your personal values?

*“Values articulate the moral and academic expectations for everyone in the school community”*





# Coaching and Mentoring



Coaching helps people work through a process of self-discovery and self-awareness.



The coach helps the individual identify strengths and develop goals.



Together, the coach and coachee practice and build the skills and behaviors required to make progress toward their goals / make a change.



Generates ideas, expands perceptions, fuels passion, maintains focus, builds relationships

# Benefits of Coaching



- **Improved Goal Setting:** encourages setting and working towards achievable goals, teaching the importance of planning and perseverance.
- **Enhanced Problem-Solving Skills:** helps individuals develop critical thinking and effective problem-solving strategies for various life challenges.
- **Better Communication and Interpersonal Skills:** work on improving communication, empathy, and interpersonal skills.
- **Self-Discovery:** guides us to explore our thoughts, beliefs, and values, fostering self-awareness and trust in our abilities.
- **Reduced Anxiety:** Self-awareness reduces anxiety – less likely to resort to survival mode.
- **Boosted Self-Confidence:** Coaching conversations emphasize strengths, enhancing self-confidence.



When we avoid  
difficult  
conversations we  
trade short-term  
discomfort for  
long-term  
dysfunction

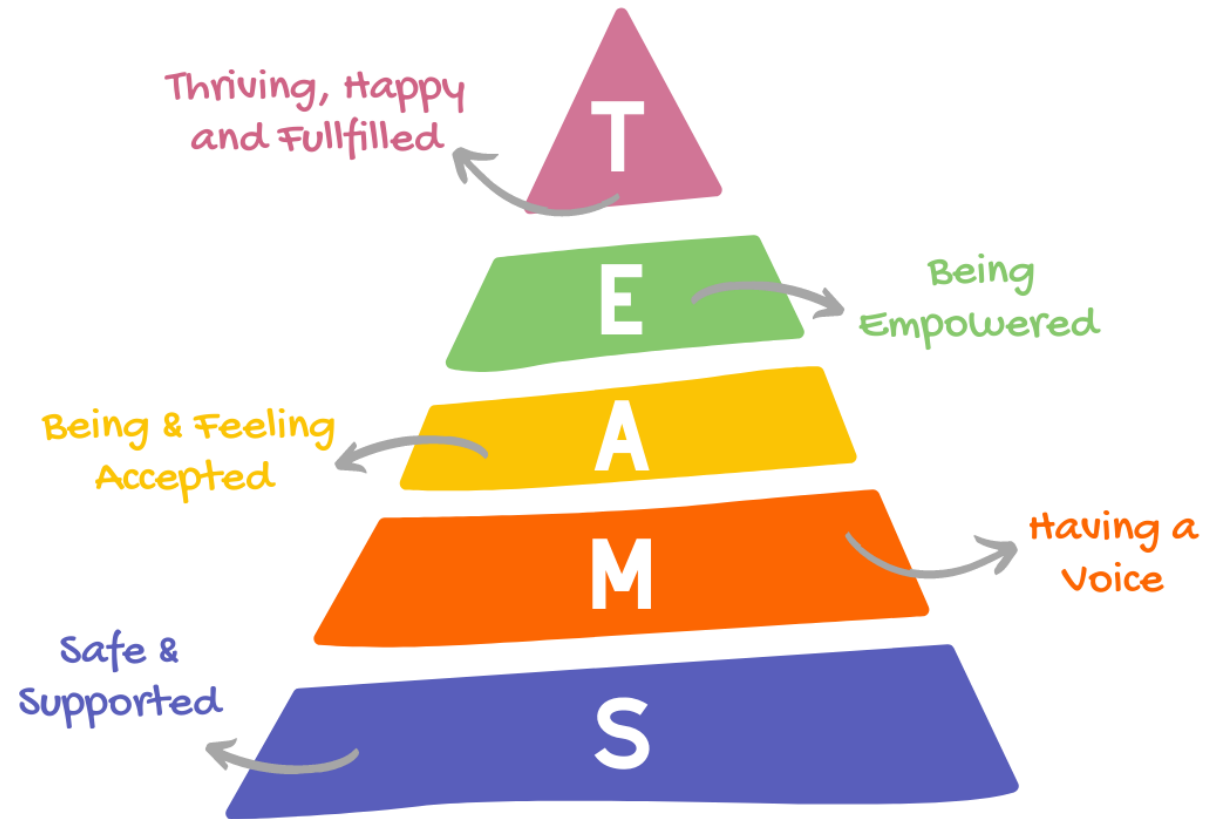


It's so funny  
how we  
don't talk  
anymore

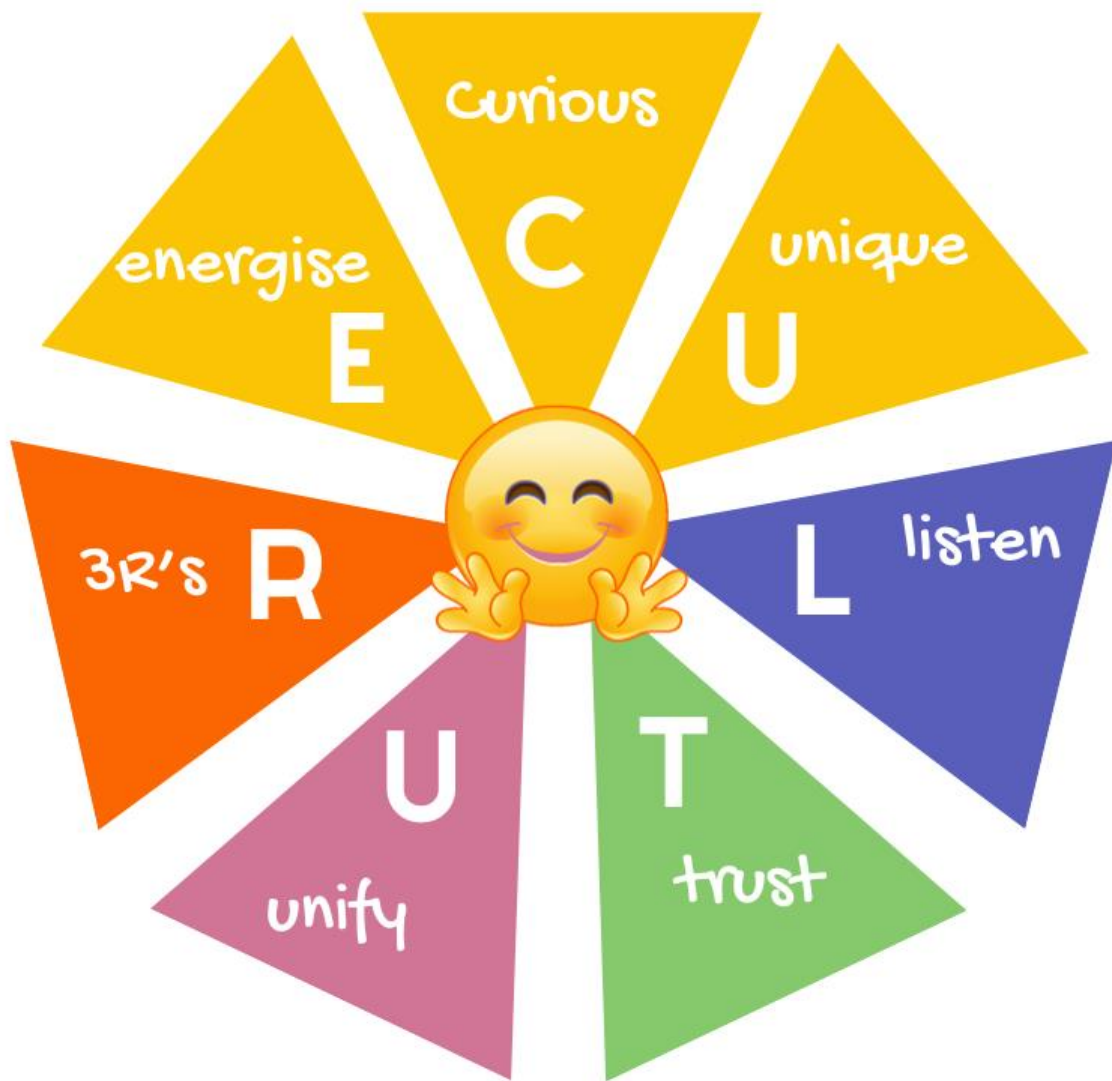
# Psychological Safety

## A CULTURE OF PSYCHOLOGICAL SAFETY

5 elements that help teachers thrive







# Creating Culture

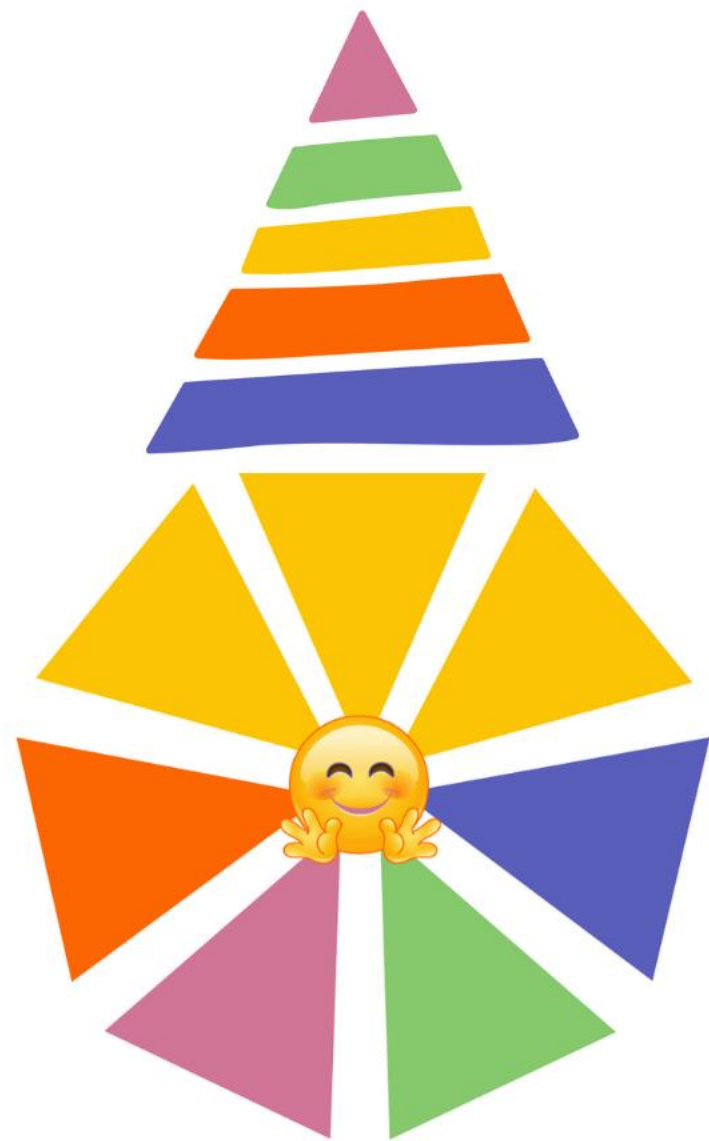


Authenticity is also about the courage and the vulnerability to say, "Yeah, I'll try it. I feel pretty uncomfortable and I feel a little vulnerable, but I'll try it!"

— Brené Brown —

AZ QUOTES





“ Almost everything  
will work again if you  
unplug it, including  
yourself.”

## Contact NurturEd Consultants Jenny & Tamzin *and make change happen now*



tamzinjenny@gmail.com

Tamzin - 07393 424234

Jenny - 07874 295704



# Supporting Complex Learners in Mainstream Schools



## When and where will it be available?



• Modules will be available in phases between December and April.

• Each module will be around 3 hours in length.



• The training will be hosted on the SEN Moodle.

• Designed as interactive and available in bitesize chunks.



5 e-learning modules will be available on a virtual platform for heads to complete and cascade across each school.



Each module focuses on a specific area 'building block' of education from the perspective of enhancing inclusion to change culture.



Modules will be written and delivered jointly by Behaviour, Therapy and Education professionals from different areas of education and inclusion.



# Supporting Complex Learners in Mainstream Schools



A multi-disciplinary eLearning package to support inclusion

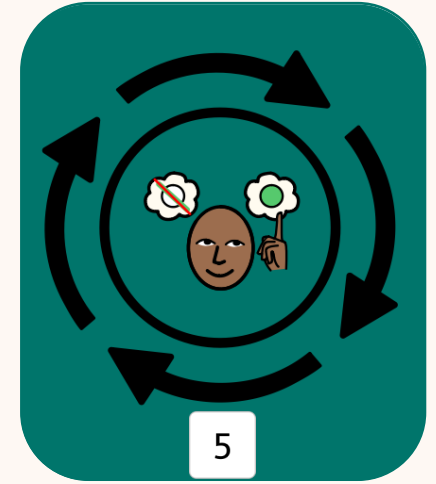
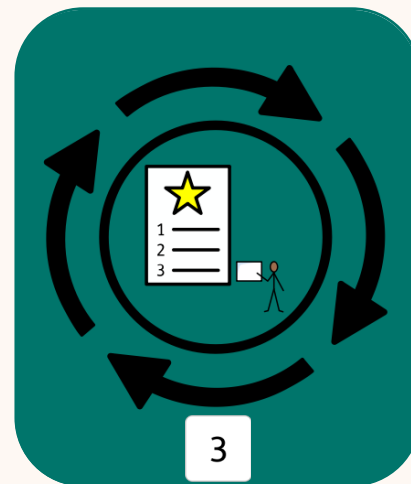
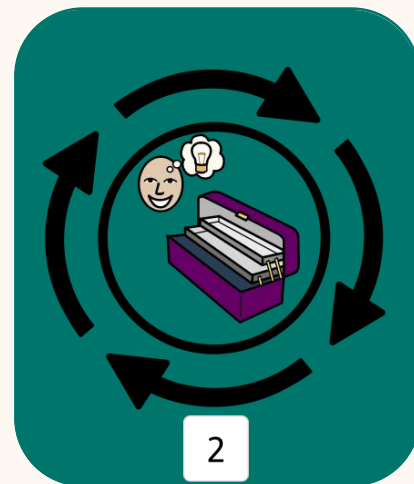
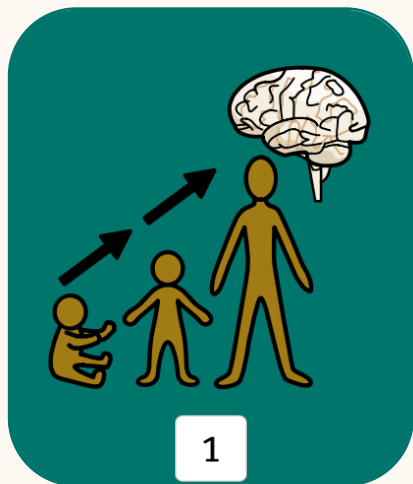
Lynne Ralston, Communication and Interaction Team Manager

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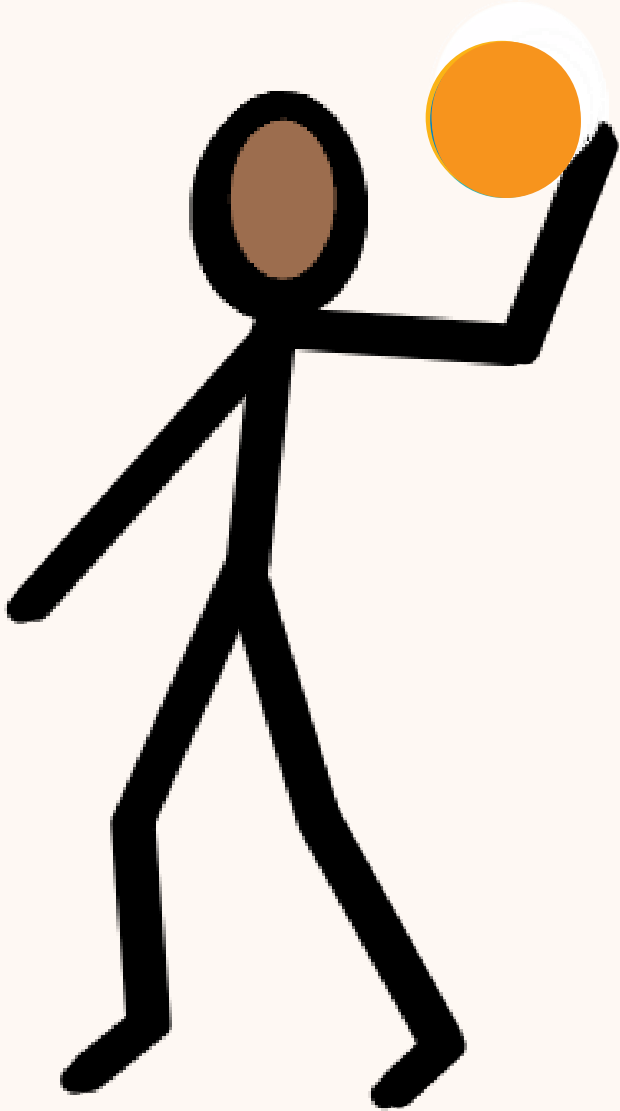
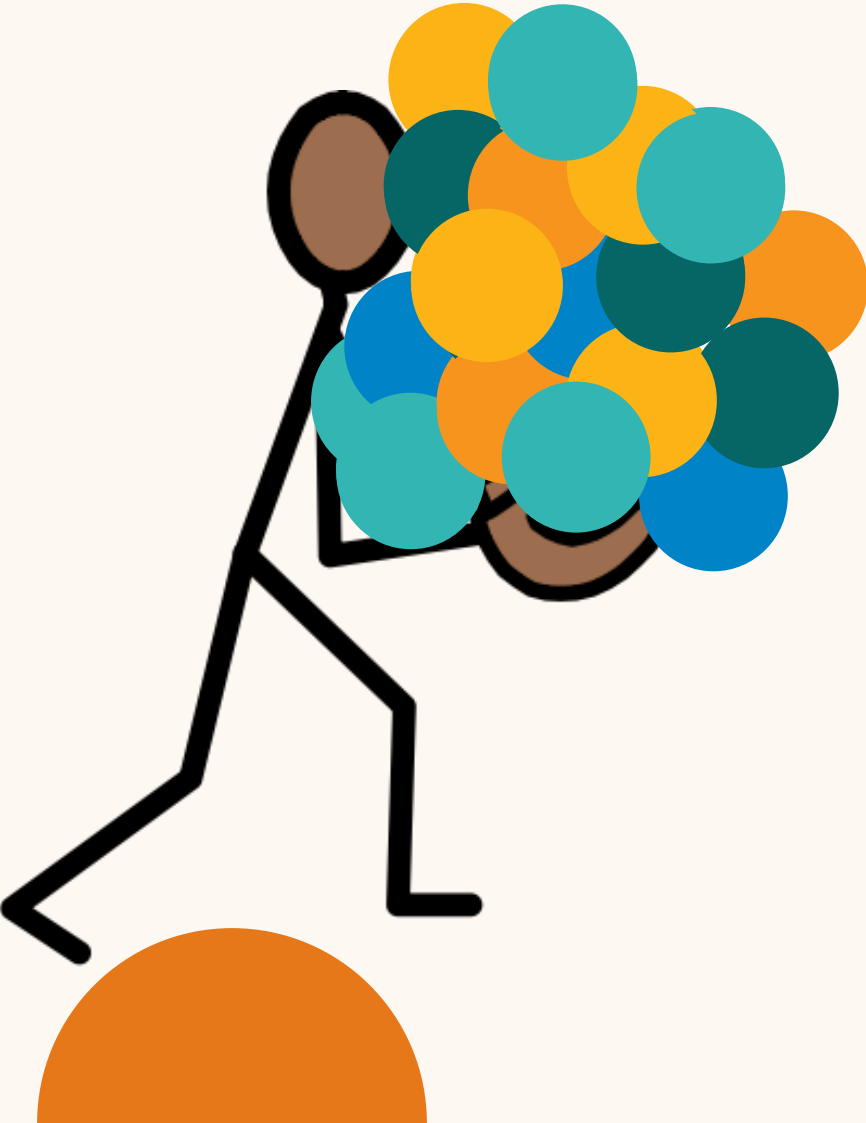
# Supporting Complex Learners in Mainstream Schools



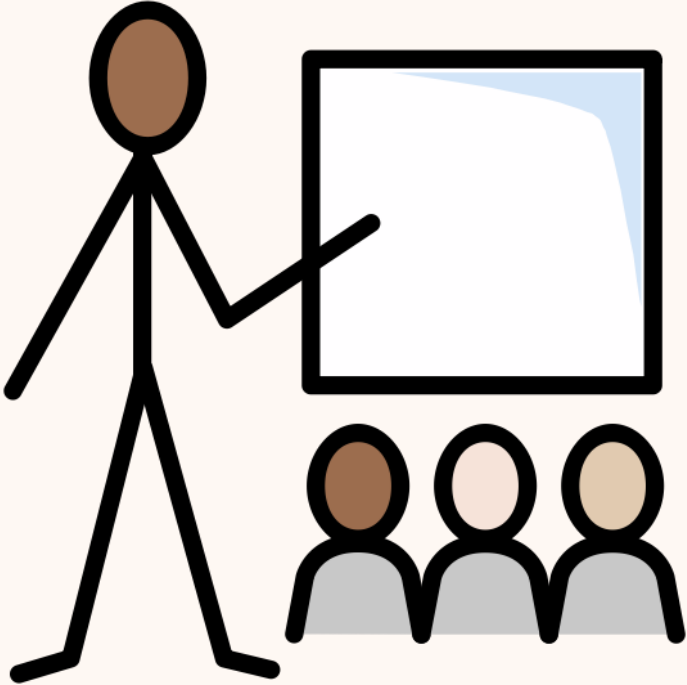
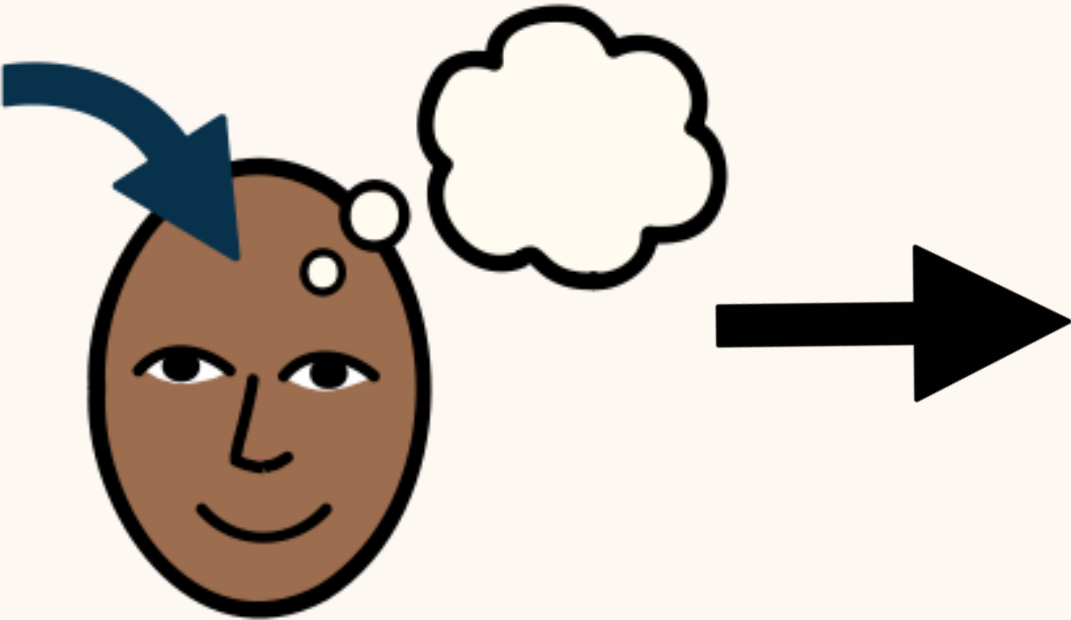
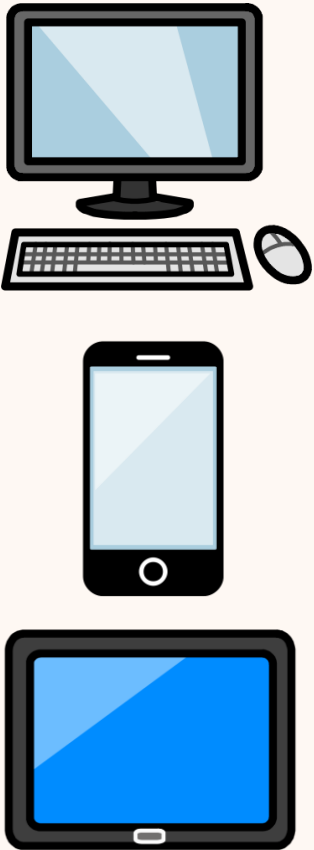
Fully funded eLearning modules co-designed by Education and Inclusion services:



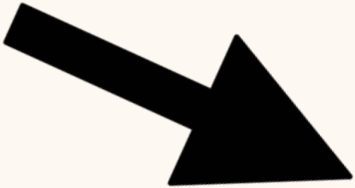
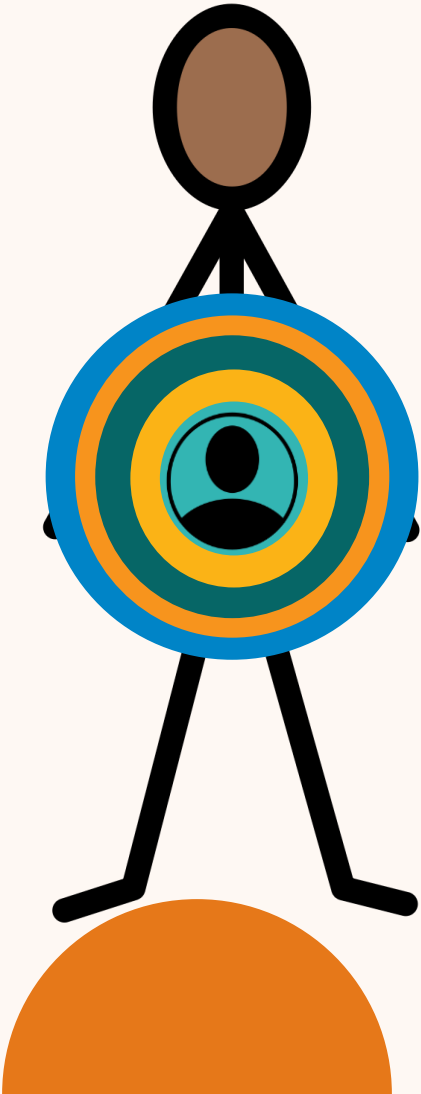
# Why do we need it?



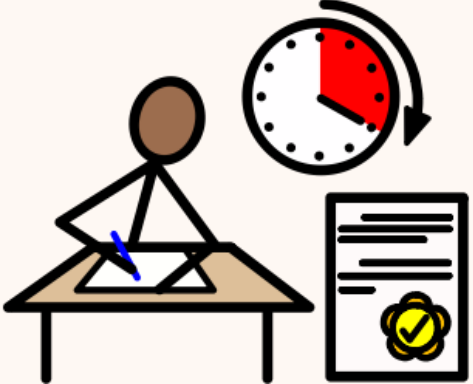
# What is it?



# Why do we need it?

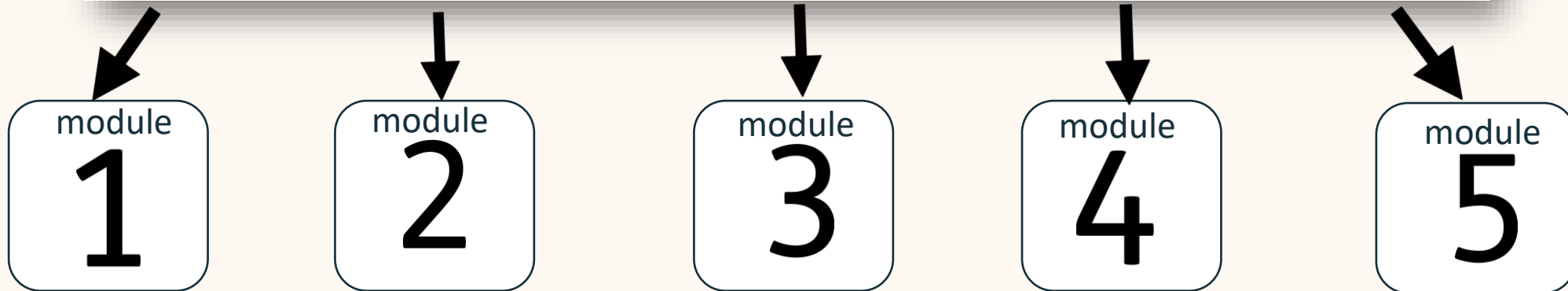
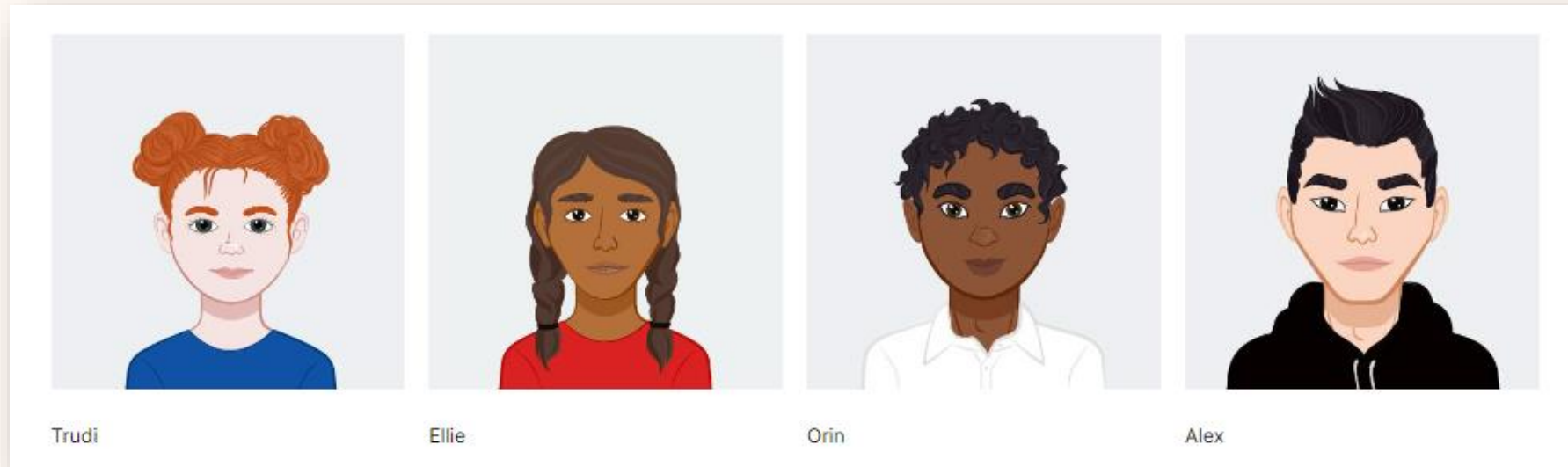


Transforming SEND Hampshire





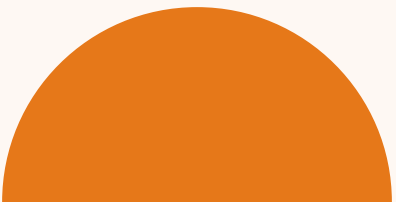
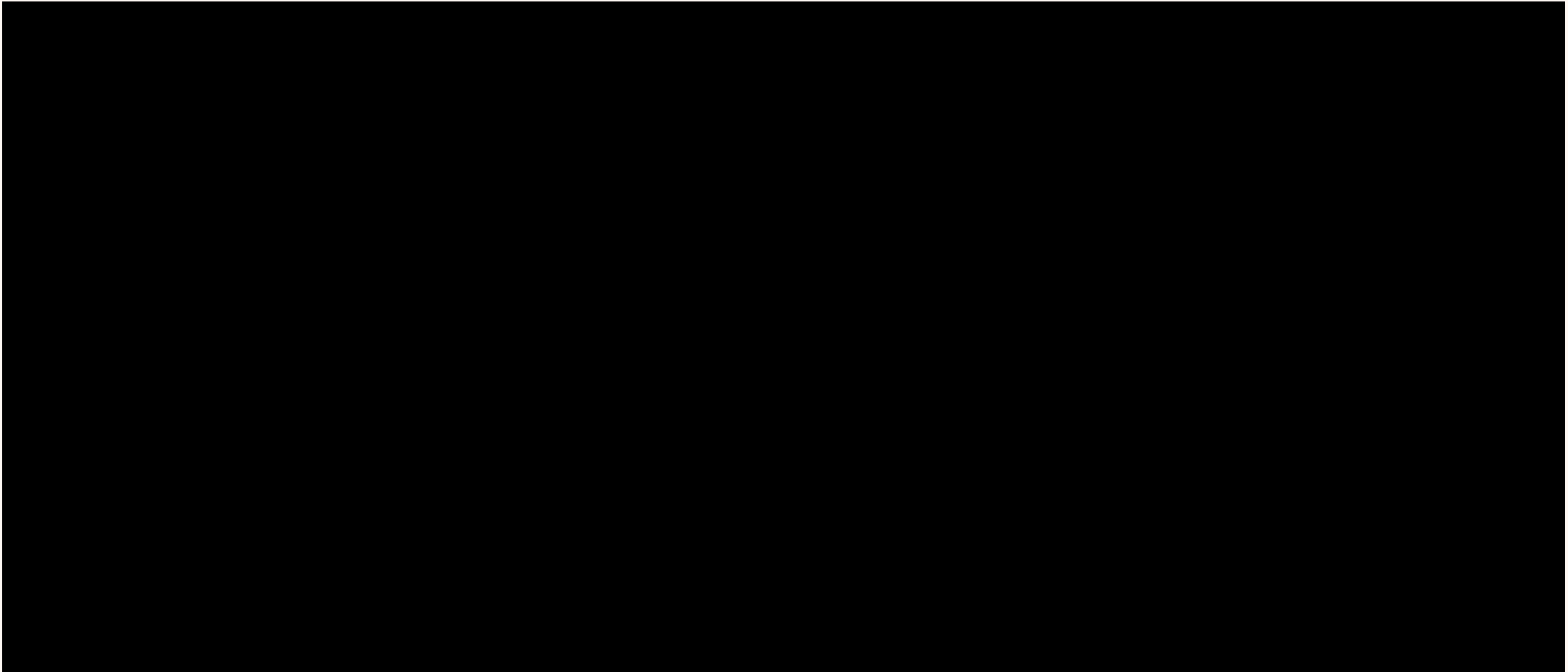
# What will it look like?



# What will it look like?



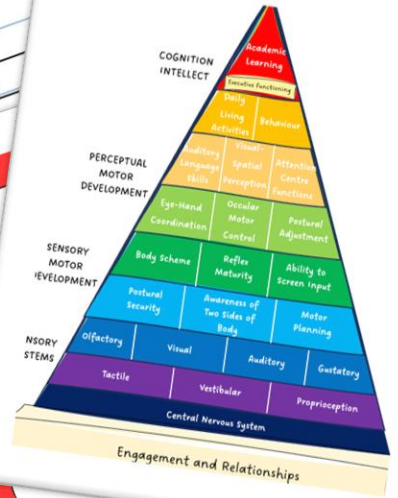
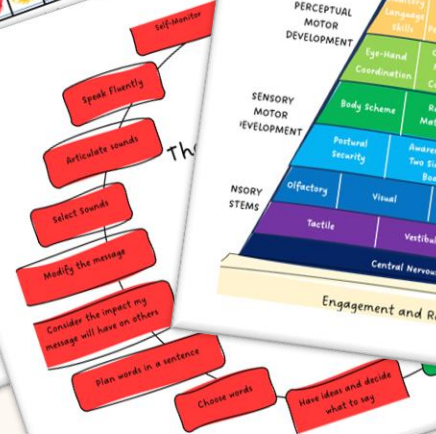
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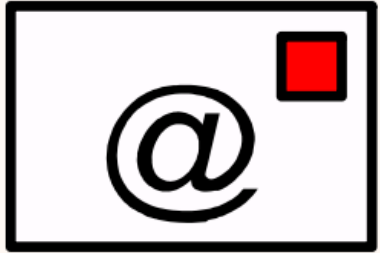


### Reflection Tool to Support Change

Area of Reflection	Action
There is no evidence of	
There is some evidence	
This is consistently	



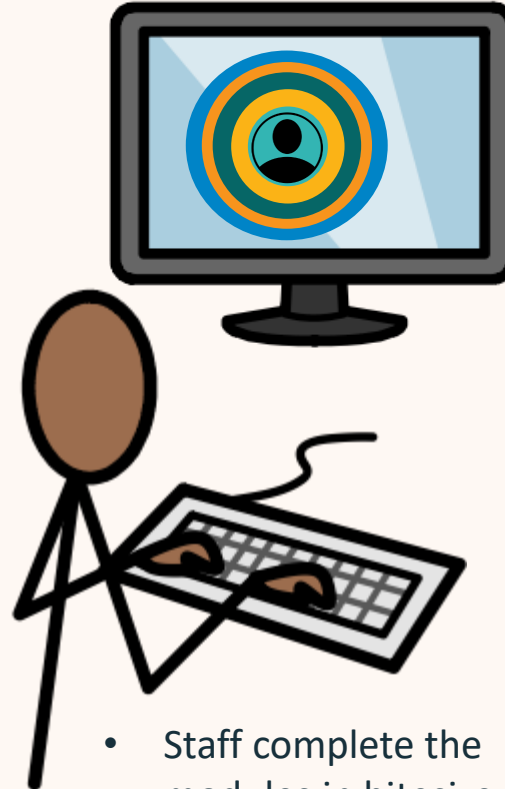
# What will the process be?



- Email will be sent to headteacher.
- This will have your generic school username and password.



- Staff log in via the Moodle.

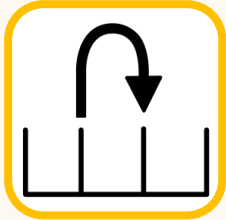



- Staff complete the modules in bitesize lessons.




—	—	✓	✓
—	—	✓	✓
—	—	✓	✓


- When staff finish a lesson, they will update their 'log' so they know which lessons they have completed.
- Staff will complete a form at the end of the module to give feedback and get acknowledgement of the achievement.


# What will we do next to make meaningful change?




 Reflection Tool to Support Change

Area of Reflection				Action	Review
Module One					

 There is no evidence of this in my setting.

 There is some evidence in my setting, but this is not consistent.

 This is consistently used and evidenced in our setting.





# Questions?



# Break

Refreshments will be served in....

[Wessex Dance Academy video](#)

# Agenda

Time	Topic	Speaker
8.30am	Registration	
9am	Welcome and introduction	Natalie Smith, Assistant Director – Education and Inclusion
9.20am	Introduction to new services – the LA offer at SEN Support	Naomi Carter, School Improvement Manager
9.40am	Empowering culture change to enhance inclusivity	Jenny Turner and Tamzin Hall, NurturED Consultants
10.10am	Supporting schools to meet the needs of children with complex SEND – introduction to new training	Lynne Ralston, Communication and Interaction Team Manager Maria Caulkin, Specialist Speech and Language Therapist
10.40am	Break	
11am	Curious not furious – the empowerment approach	Kit Messenger, Changing Chances
12.45pm	Wrap up	Naomi Carter, School Improvement Manager
1pm	Close	

# Curious not Furious The Empowerment Approach

**Kit Messenger**

**Changing Chances**



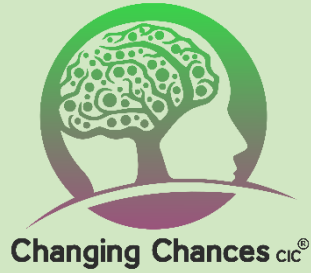
# Rigour Without the Mortis

An alternative approach to supporting behaviour in schools



The Empowerment<sup>®</sup>  
APPROACH



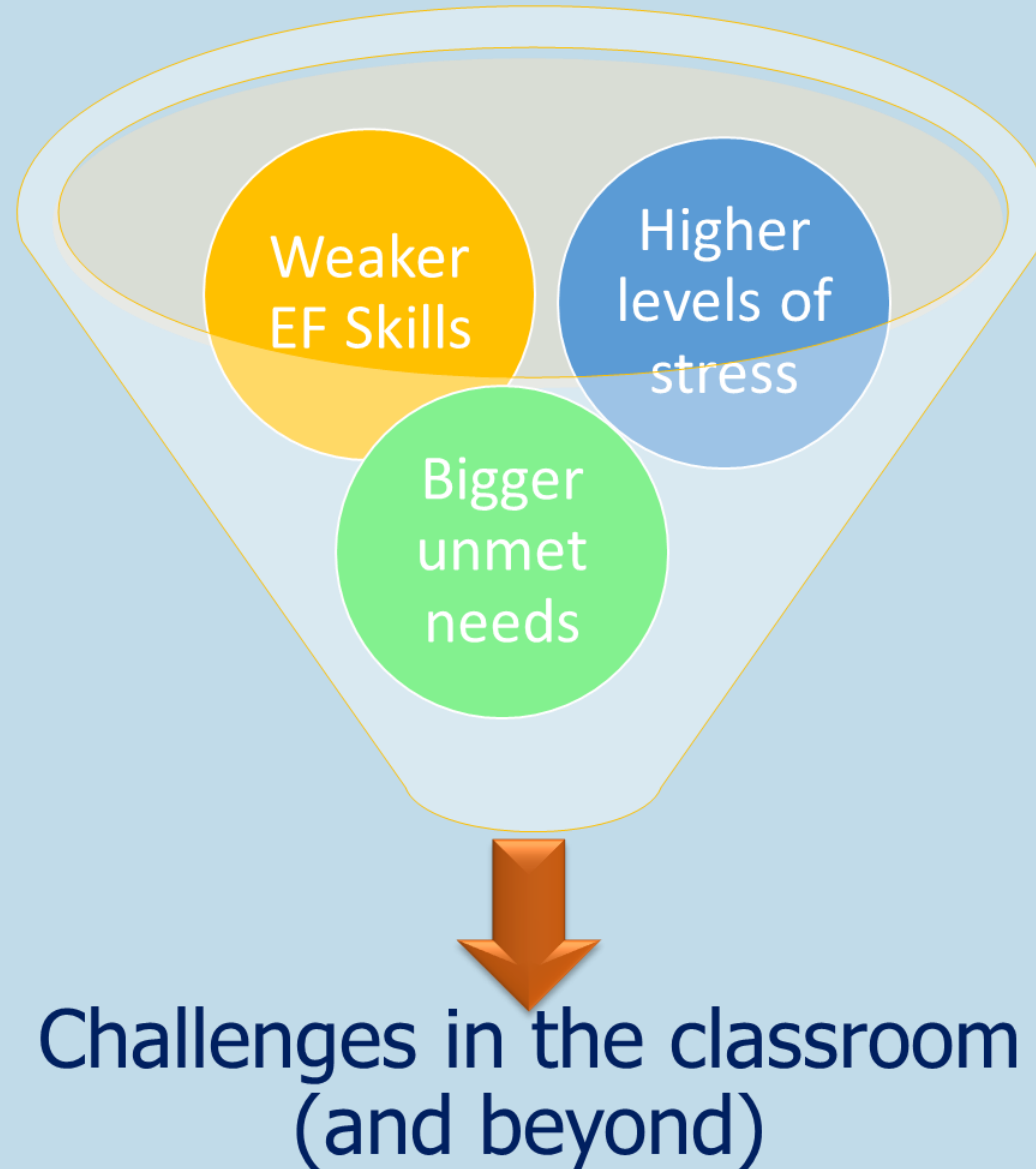


**Insistence, persistence, consistency,  
with a bucketful of kindness**



**The Empowerment**®  
APPROACH

# Addressing the why...



# Executive Function Skills

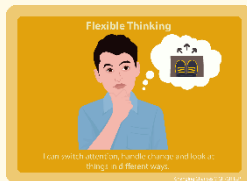


## THE BRAIN SKILLS SERIES

Controlling Our Brain: Introducing Executive Function Skills

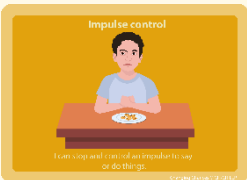


# Control Centre (Executive Function) Skills Summary



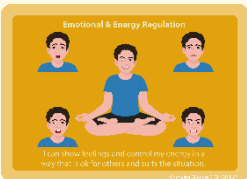
## 1. Flexible Thinking: Being able to:

- Stop a task you enjoy and start one you need to do
- Think of different ways to do things and solve problems
- See different points of view and be able to compromise



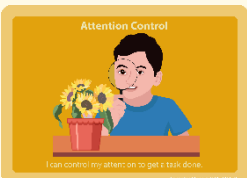
## 2. Inhibition & Impulse Control: Being able to:

- Ignore distracting thoughts
- Push away an unhelpful natural instinct for something safer, healthier or more helpful
- Resist impulses to do things that aren't helpful to you or others



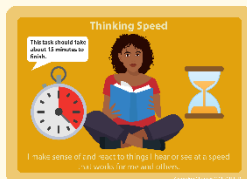
## 3. Emotional & Energy Regulation: Being able to:

- Stay in control when you have big feelings
- Be able to become calm and happy again quickly
- Change your energy to suit a situation



## 4. Attention Control: Being able to:

- Focus attention on the right things
- Manage distractions
- Keep attention on one thing to finish it



## 5. Thinking Speed: Being able to:

- Make sense of the information you hear or see.
- React at a good speed – e.g. answer questions or follow instructions quickly enough.
- Finish tasks in the time given.



## 6. Working Memory: Being able to:

- Hold several things in your mind at one time
- Hold information in your head for long enough to use it e.g. listen to and follow an instruction.
- Carry out all the parts of a task in the right order.

# There is a pattern of increasingly higher needs which are poorly met

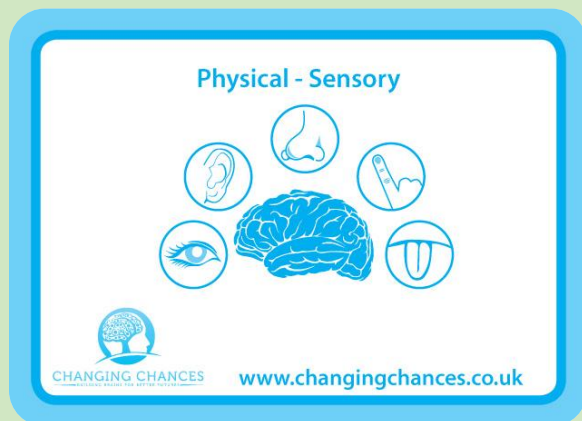
## Physical Needs



## Emotional Needs

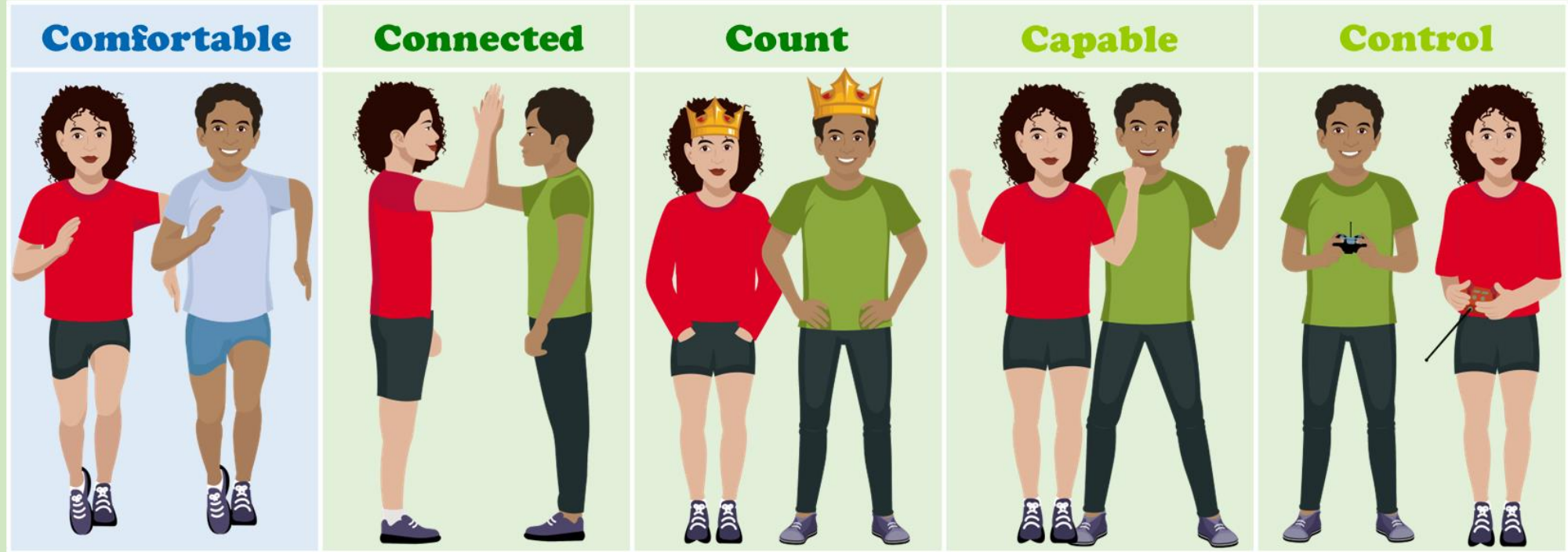


## Learning Needs





# To be at our 'Brain Best', our **5C Needs** must be met well.



**When these needs are not met well, our brain uses all of its energy on staying safe and happy.**

# Feeling connected

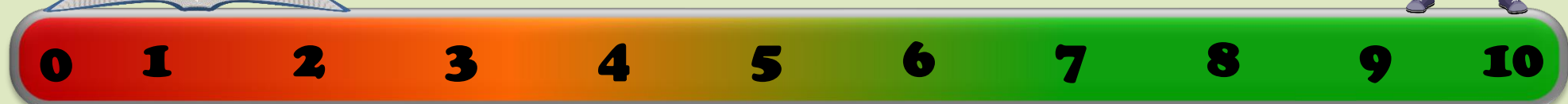


**I feel poor connections**

**I feel great connections**

© Changing Chances

# Feeling capable

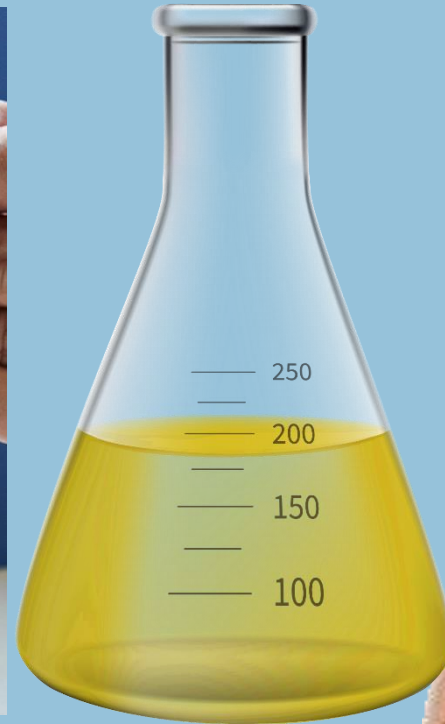


**I do not feel capable**

**I feel super capable**

© Changing Chances

# When our needs are met well:



## It's all about the brain ...

When our needs are met well, special chemicals are released into our bloodstream. We feel great! We call these 'Feel Good Chemicals'.

So, the good feeling we get when our needs are met well is actually something physically happening in our brain and body.



# D

# O

# S

# E

## Dopamine

## Oxytocin

## Serotonin

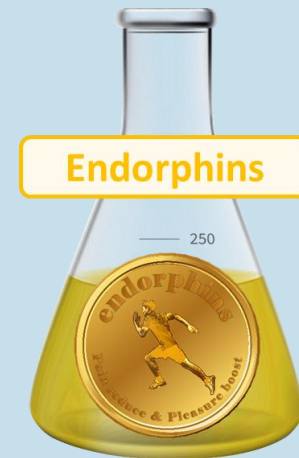
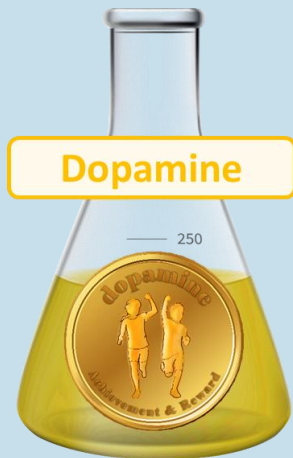
## Endorphins

**I'M CAPABLE**

**I'M CONNECTED**

**I COUNT**

**I'M ON CLOUD 9!**



**The motivator.**

Flows when we succeed and keeps us coming back for more. It's the feeling 'Yes! I did it!' or 'I got it!'

**The trust drug.**

Flows when we feel supported and connected to others. It's the calming drug.

**The happy hormone.**

Flows when we feel important and of value – when we feel we matter, are needed and we count.

**The high.**

Flows when we exercise hard or laugh uncontrollably. The pain reliever.



# Brain Best Animation



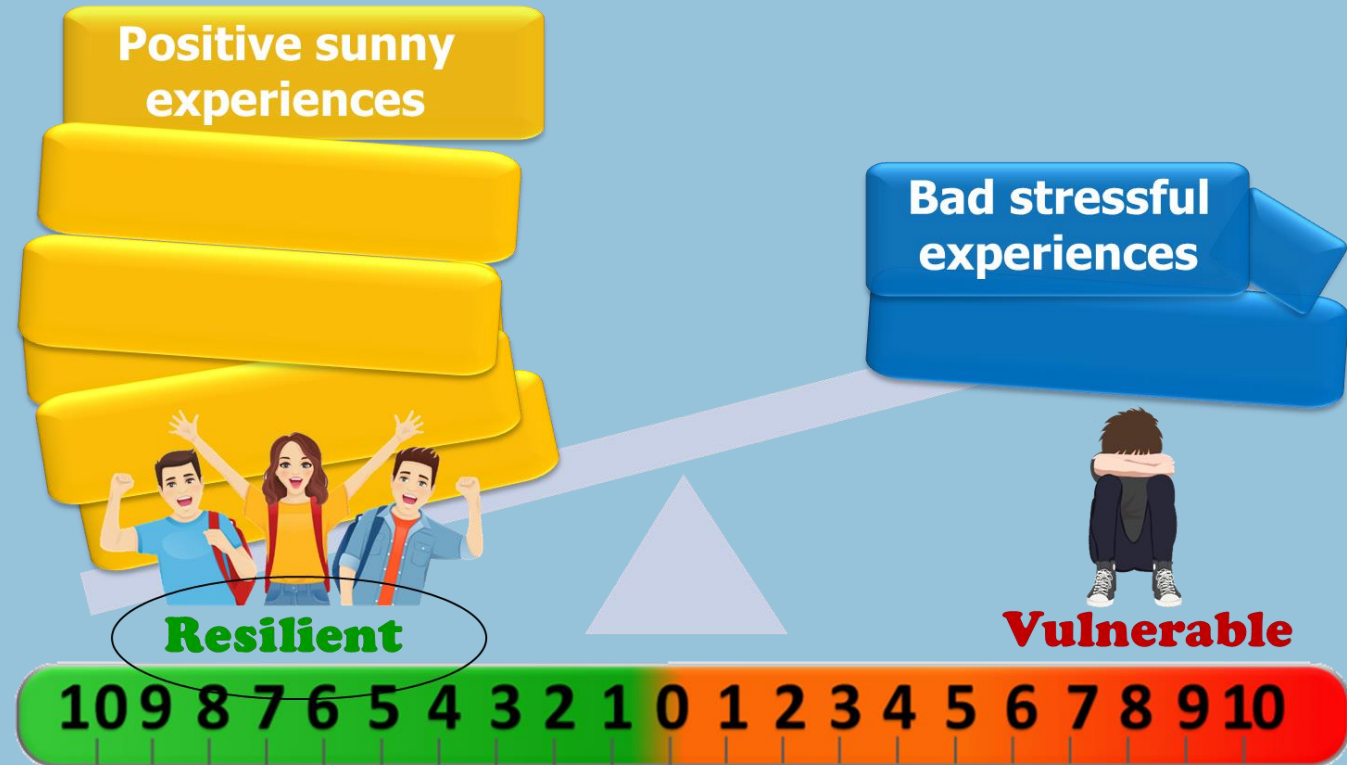
## The Neurobiology Series: Being at our Brain Best



When our 5C Needs are met well consistently over time, it builds up the 'Feel Good Chemicals' in our system.

This helps us to become more resilient to stress.

This means the person can cope well when stressors come their way.



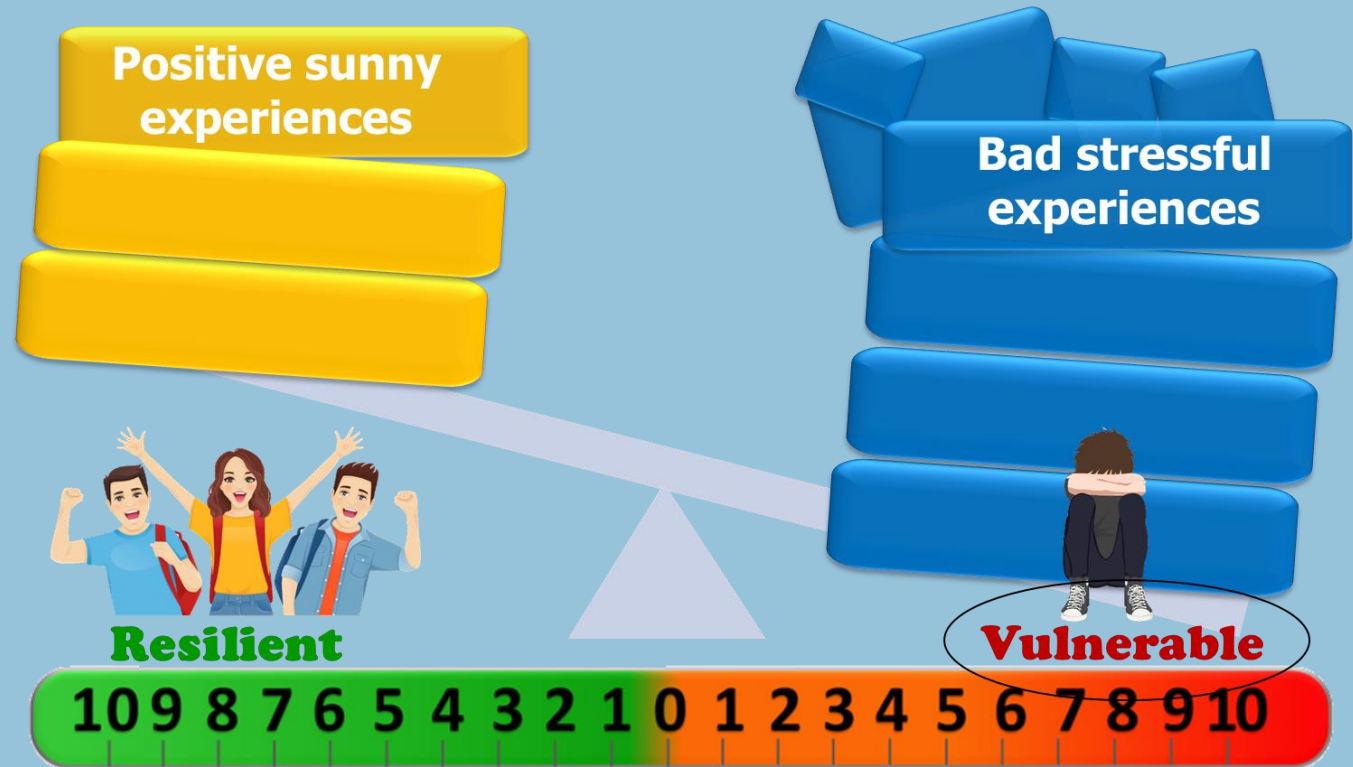


A build up of difficult experiences can lead to toxic stress.

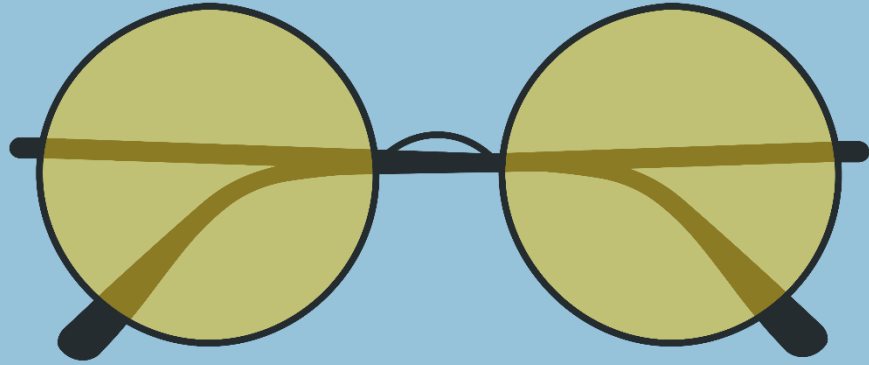
Toxic stress can put people on high alert.

Toxic stress leaves people more vulnerable to stress.

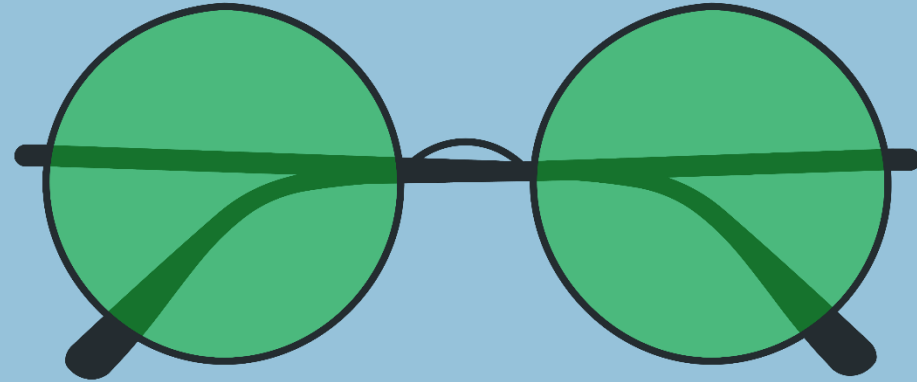
This means that the person may react more quickly and intensively - even to very small stressors.



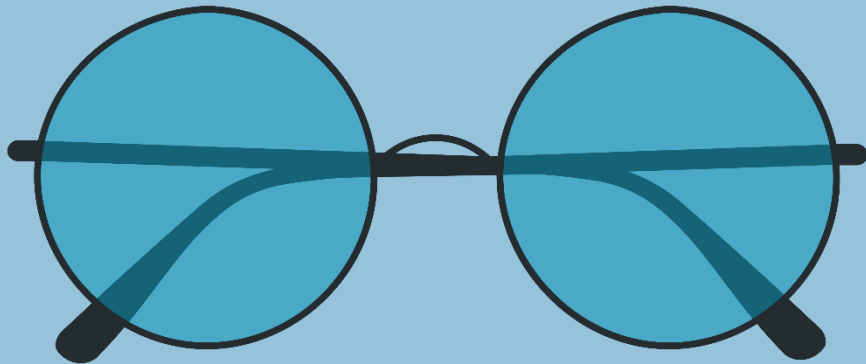
**Experiences impact on how a person views the world, situations and other people and then how they react.**



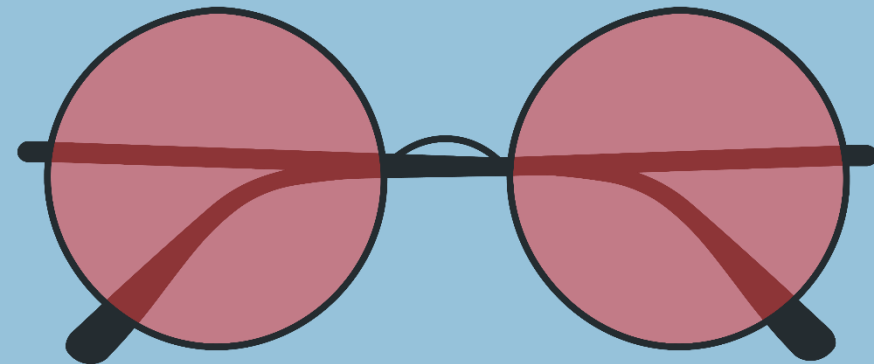
**Sunny: positive, calm, and engaged**



**Green: resilient to stressors that come my way.**



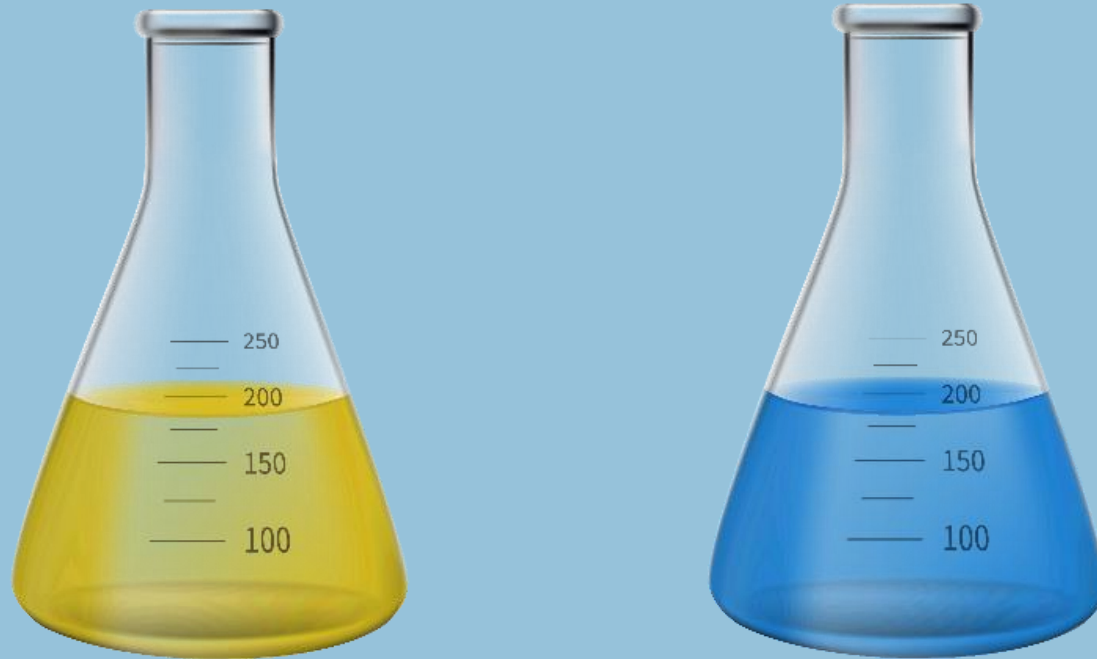
**Blue: threatened & defensive**



**Red: in toxic stress & on high alert**

# Balancing the chemicals

The balance of stress to Feel Good chemicals in the body is key



This balance can change over time.

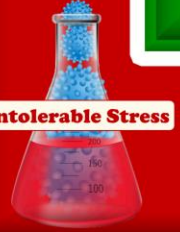
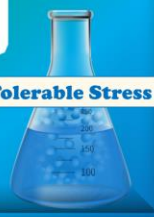
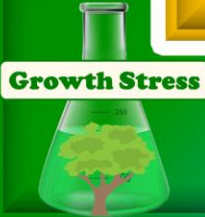
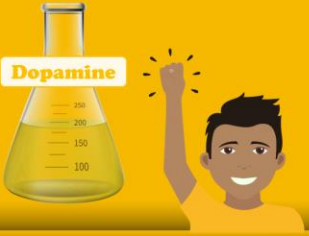
# There are different types of stress – not all is bad

 <h2>Growth Stress</h2>	 <h2>Tolerable Stress</h2>	 <h2>Toxic Stress</h2>
<h3>GROWTH STRESS</h3>	<h3>TOLERABLE STRESS</h3>	<h3>TOXIC STRESS</h3>
<ul style="list-style-type: none"><li>▪ Temporary and only mild increase in stress hormone levels.</li><li>▪ Temporary increase in heart rate.</li><li>▪ Body's stress levels return to normal following the event.</li></ul>	<ul style="list-style-type: none"><li>▪ Temporary serious stress causing stress hormones to be raised significantly in the body.</li><li>▪ Tolerable because buffered by supportive, caring adults &amp; friends.</li></ul>	<ul style="list-style-type: none"><li>▪ Serious stress activating the body's stress response.</li><li>▪ Continuing over a period of time.</li><li>▪ Not enough protection from connections to act as buffers.</li></ul>
<ul style="list-style-type: none"><li>▪ E.g. an interview; an exam; starting a new club; meeting new people; moving to a new area; a challenging project.</li></ul>	<ul style="list-style-type: none"><li>▪ E.g. death of a loved one; parental divorce; serious illness; an isolated traumatic experience e.g. car crash.</li></ul>	<ul style="list-style-type: none"><li>▪ E.g. seeing ongoing violence; ongoing abuse, bullying or discrimination; ongoing poverty-related stress.</li></ul>
<ul style="list-style-type: none"><li>▪ <b>Leads to resilience, confidence &amp; good coping skills.</b></li></ul>	<ul style="list-style-type: none"><li>▪ <b>Leads to adaptation &amp; recovery.</b></li></ul>	<ul style="list-style-type: none"><li>▪ <b>Leads to long-term mental &amp; physical health issues &amp; Executive Function Skill difficulties.</b></li></ul>

# Panic Zone

## Growth Zone

### Comfort Zone



# When needs are not met well:



The stress response is activated (we refer to this as Danger Brain).

The person **has the skills to tolerate the unpleasant feeling** in ways that are helpful to them and others.

If the brain seeks to fill that need in unhelpful ways, **they have the skills to hold the urge** and seek more helpful ways.



The stress response is activated (we refer to this as Danger Brain).

The person **does not yet have the skills** to tolerate the unpleasant feeling.

They fight, flight, flock, fawn, freeze or flop.



The person's brain **seeks ways to 'fill the gap'** of unmet needs.

The person **does not yet have the skills** to hold the urge.

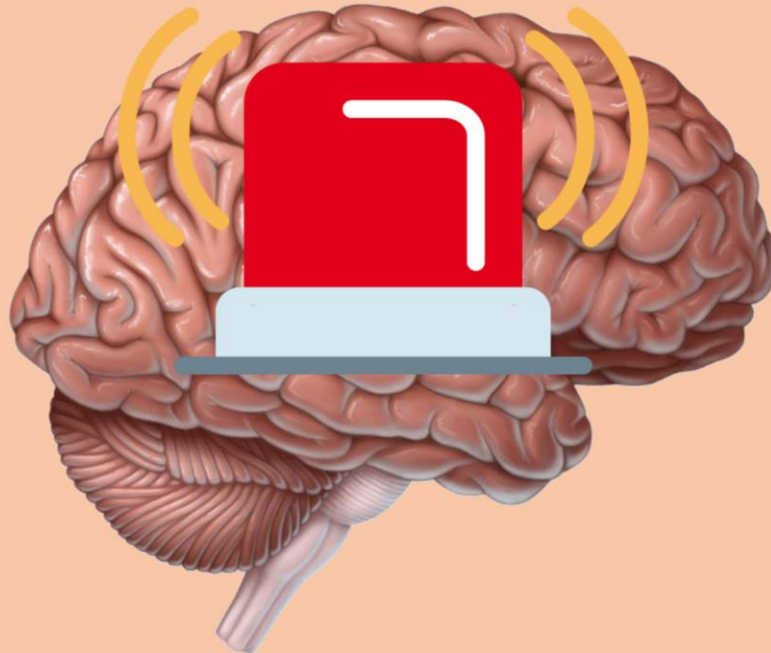
They may then fill that need in ways that are unhelpful to them or others.





# **Getting to Know Your Danger Brain**

## **What happens when stressors get too much**



# When the brains seeks its DOSE in unhelpful ways:

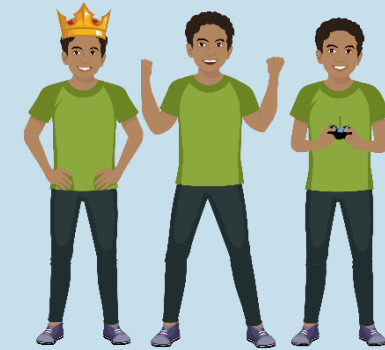


Refusal

I seek to feel a sense of control.

I seek to feel powerful.

I fear challenge, difficulty and failure –  
I retreat to my comfort zone.



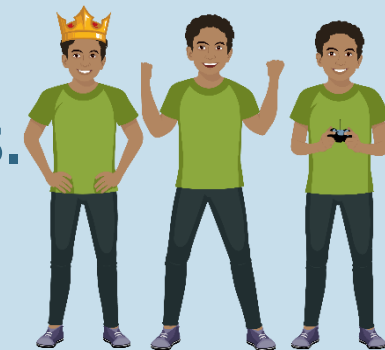
Being the joker

I seek to feel noticed & important.

I seek to count amongst my peers.

I seek to feel capable and good at things.

I seek to feel in control and powerful



“Until you make the unconscious conscious, it will direct your life and you call it fate.”

Carl Jung

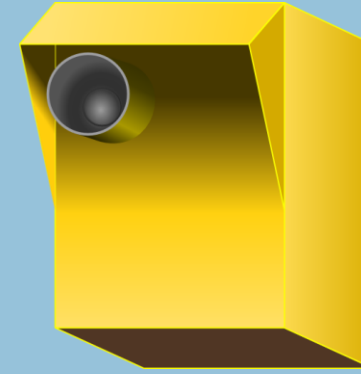
“If a habit remains mindless, you cannot expect to improve it.”

Carl Jung



# The key issues with traditional approaches

- Long-term dependence on an external locus of control
- Internal locus of control fails to build



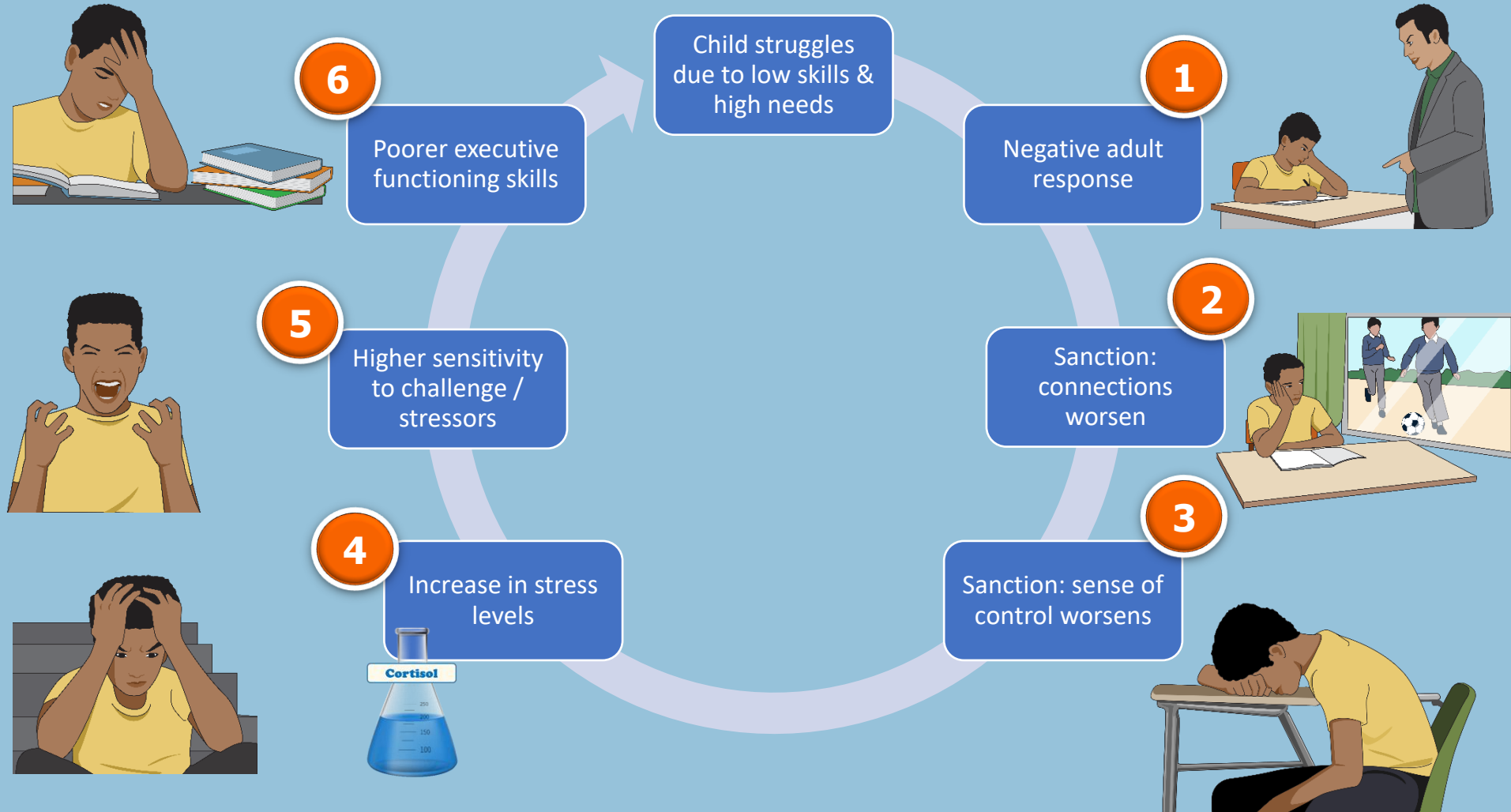
- Some students become dependent on adult support
- Limits development of skills and strategies
- Reduces self-efficacy, leading to helplessness.



- Missing skills not built
- Unmet needs not addressed
- Progress not sustained
- Problems pop back up year after year.



# The Punishment Cycle



# We can change people's neurobiology

We can change it for the better

We can change it for the worse







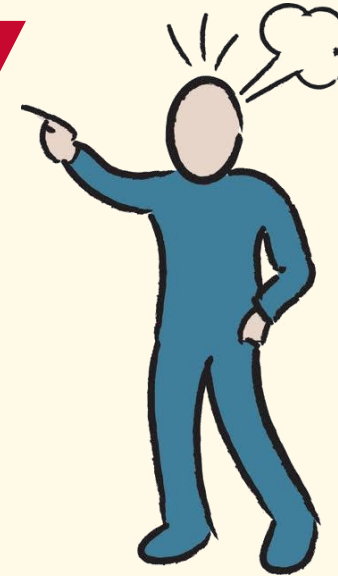
**Staff and  
children can  
become stuck  
in Powerless  
Positions**

**A stress response is a sign of someone feeling powerless.**



**Fixer**

**Powerless  
Positions**



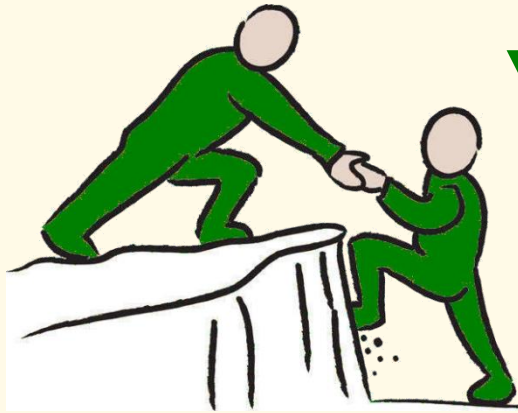
**Blamer**



**Helpless**

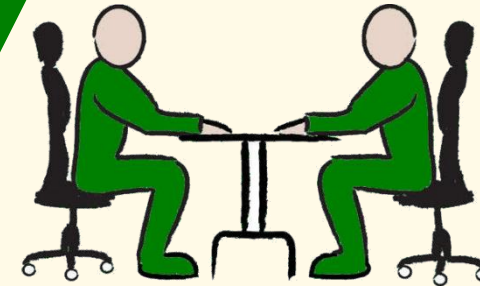
**When things go wrong, adults (and children) can often fall into one of these powerless positions**

**People are much happier when in positive 'Empowered' positions. People around them are happier too.**

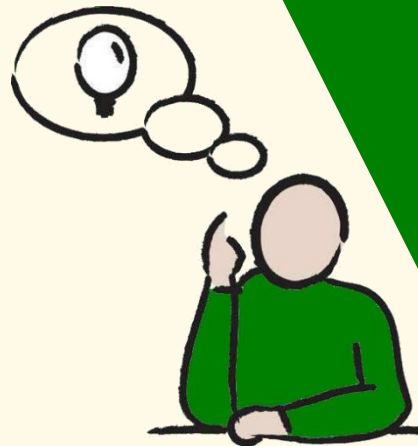


**Coach**

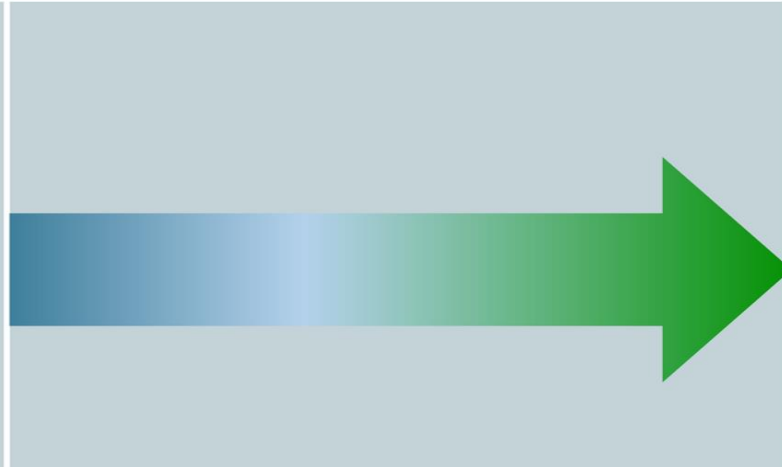
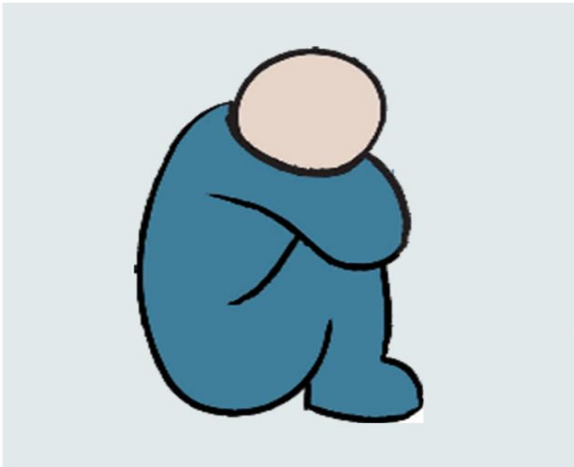
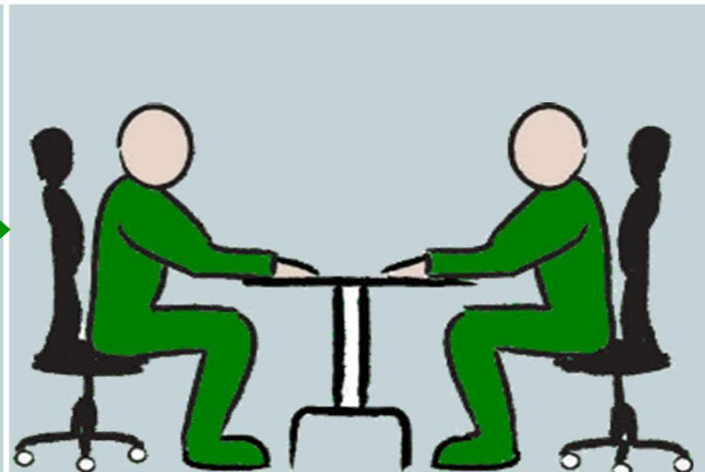
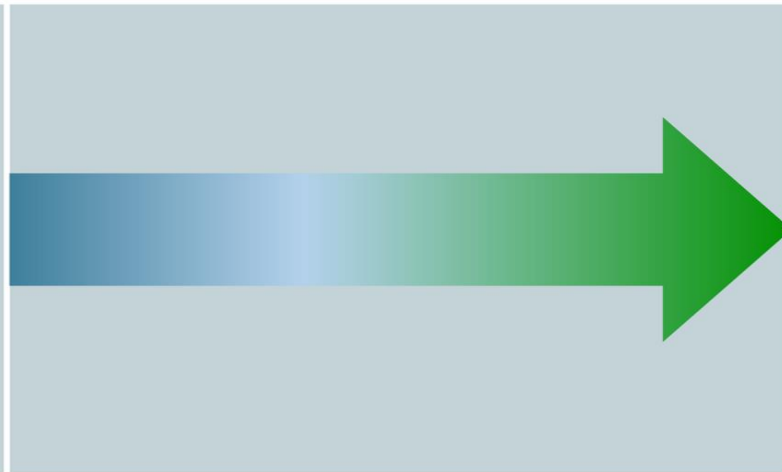
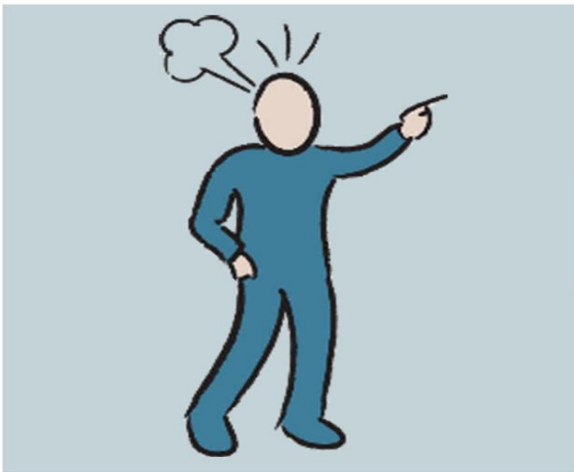
# **Empowered Positions**



**Challenger /  
Negotiator**



**Solution Finder**



**High Expectations,**

**High Support**

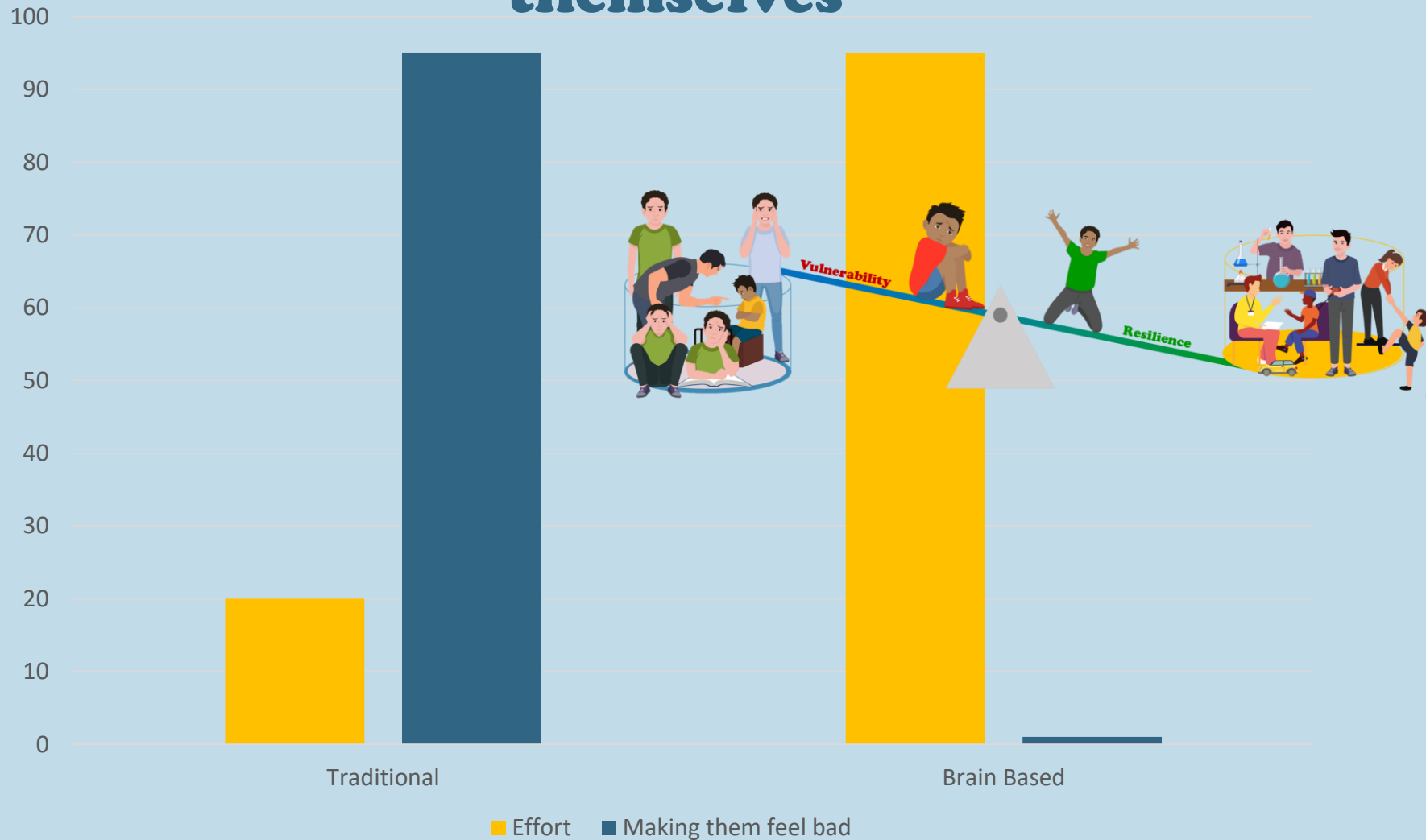
Persistent  
Insistent  
Protective  
measures  
Consistent



Kind  
Supportive  
Solution-focused  
Together



# Brain based approaches are high on effort & low on making children & young people feel bad about themselves







# Restorative Justice is not enough




- Restorative justice is frequently offered as the alternative to punitive approaches.
- It is great for developing empathy and for repairing relationships.
- **It does not address the very reason the child struggled in the first place.**
- If I crash into your car, I can restore justice with gifts and funding repairs. Yet, it will not make me a better driver tomorrow. I need to address why it went wrong and change my driving for that to happen.



# We need to **get to the core** of what is stopping a child from feeling good and doing well

Knowing the 'Why' helps us to plan the right support.



 <p>Feeling stressed</p>	 <p>Tiredness</p>	 <p>Distracted with thoughts</p>	 <p>In a rush</p>	 <p>Could not change gear</p>
 <p>Stress buster strategies</p>	 <p>Sleep hygiene strategies</p>	 <p>Attention control strategies</p>	 <p>Managing time strategies</p>	 <p>Driving lessons</p>

# Prep4Best

## 1 Predict to Prevent



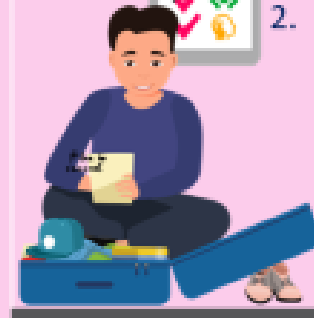
1. What will we be doing? What will it be like?
2. What will be **my** needs?
3. What will be the needs of **others**?
4. What will be **expected** of me?
5. What might I find hard?
6. What could go wrong?

Changing Choices © CH/CHLLP

## 2 Plan to succeed



1. How can I make sure my own needs are met well?
2. How can I make sure other people's needs are met well too?



3. What help or resources do I need?

# The 10 Point Response Plan: The Skills We Need





# **Responding when things go wrong**

# Responding when things go wrong

## Calm

1



### Get calm

Focus on staying calm and kind. Model the regulation skills you want them to learn. It takes great skill and lots of practice. Prep4Best will make it easier for you.

## Connect

2



### Connect to Calm

Get into their mind and show you understand how things are for them. Help them to feel supported and cared for. You don't have to agree with their actions!

## Support

3



### Help them get back on track

Think paramedic. Think team. What could help them get back on track now? Offer options or divert quickly if too deregulated to think.





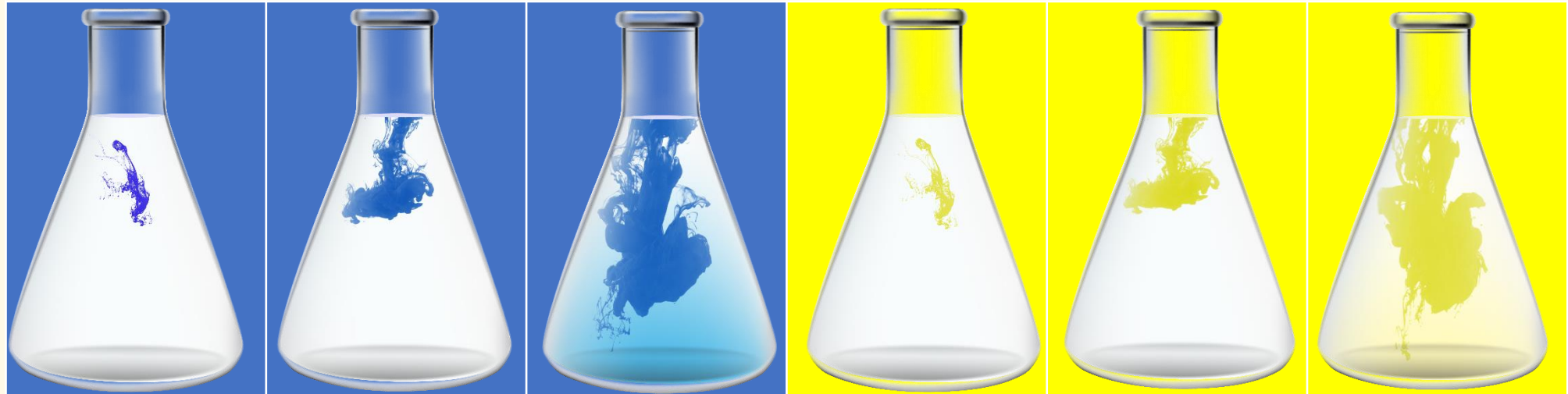
# Follow-up for progress

# “ High expectations, high support ”



“ Insistent, persistent, consistent, with a bucketful of kindness. ”

# Changes to neurobiology, positive or negative, may take time to see



# Let's be 'Curious Not Furious'



*Is it too noisy?*

*Is s/he hungry or tired?*

*Were there too many instructions to remember?*

*Does s/he feel he can't do it?*

*Does he need more noticing than we can give?*

*Does he feel out of control of the situation?*

*What skills are missing?*

*What scaffolds could help?*



[enquiries@changingchances.co.uk](mailto:enquiries@changingchances.co.uk)



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# Wrap-up



**Naomi Carter, School Improvement Manager – Specialist  
Provision and Inclusion**

**Postcards from the future**



# Postcards from the future

It is now 2026. In Hampshire we are now meeting the needs of all our children and young people with SEND. They tell us that their experiences are positive, and we know that their outcomes are strong.

- You can approach this exercise from the perspective of a child / young person, parent / carer, or professional.
- Individually, write a 'Postcard from the Future' using 2 or 3 sentences to describe how this new world looks and feels.



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# Close

Please complete the evaluation form -  
(QR code on the back of the programme)

Thank you!



Transforming SEND Conference  
evaluation form

