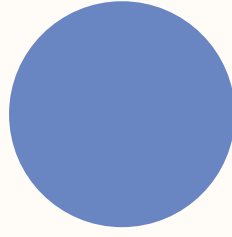




Funded by
UK Government



Transforming Special Educational Needs and Disabilities (SEND)

Conference programme
November 2023



Hampshire
County Council

Foreword

For those of you who I have not previously met, I am Assistant Director for Education and Inclusion across Hampshire and the Isle of Wight, a post I have held since the start of the 2023 Spring term. My wider career in local authorities spans seven years, following a considerable period in senior leadership in schools. These experiences have provided me with strong insight into the needs of all schools, their endeavour, and their challenges in providing the best support for children. The launch of the *Transforming SEND* programme represents an exciting and significant moment, where our collaboration and shared commitment provides the opportunity to make a real difference.

As a group of education professionals, the challenges within the SEND system will be all too familiar, and no doubt you see and feel the impact of those challenges in classrooms every day. Working to support all children, in particular those children and young people with vulnerabilities including SEND, to fulfil their potential is a key priority for the Local Authority (LA), and one that we must work together to make happen.

It would be easy to feel that there is nothing we can do to change the system that we work within, that budget pressures make these problems seemingly impossible to solve, or that the range and complexity of need is simply too great for us to manage.

However, that cannot be the case. We cannot be defeated in our pursuit of what is right for these young people.

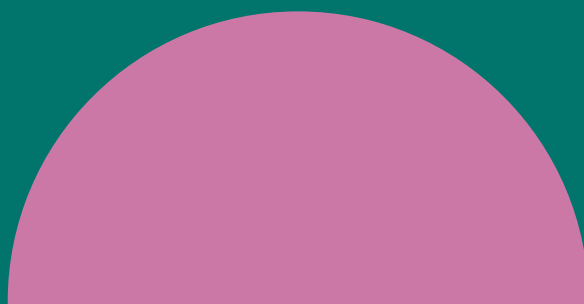
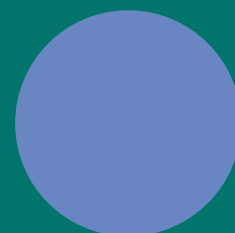
At the heart of this are vulnerable children and young people, with SEND, who need to feel safe, happy, recognised, and accepted for their strengths. It is for us to remove the barriers to learning that they face and make them feel welcome and valued in their classrooms and schools.

Transforming SEND represents an opportunity for us all to think, as a group, about how we can best do this together. This conference launches the wide range of resources and strategies that you have told us are needed, to enable us to refresh and re-think our approaches.

Today represents a call to action, for all of us. We all share high aspirations for children and young people, and I hope that bringing us together to listen to inspirational leaders and to think creatively about the challenges that we all face, allows us a moment to step away from routine, and think differently about what can be done to improve outcomes for these very important and often vulnerable young people.

Natalie Smith

**Assistant Director - Education and Inclusion
Children's Services Directorate
Hampshire County Council**



Transforming SEND in Hampshire

Transforming SEND is an ambitious LA led programme that was established in response to the growth in the SEND needs of the children and young people in our settings, which is projected to continue.

The vision

The programme has 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.*
- *Working within budgetary constraints.*
- *Being responsive to changing needs.*

The programme has several workstreams sitting under three areas:



1. **To provide the right support at the right time, which meets need 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 Educational Health Care Plan (EHCP).**
3. **To continuously improve LA performance against SEND statutory obligations.**

For questions about the *Transforming SEND* programme, contact: TSEND@hants.gov.uk



New services for schools

The *Transforming SEND* programme builds on the LA's previous High Needs transformation workstreams and has recently been expanded to include several new initiatives, initially supported through the Department for Education's (DFE) '*Delivering Better Value*' programme:

- The **SEN Support Toolkit** was launched in September, offering online resources and signposting to advice, guidance and best practice information in supporting pupils with SEN needs. The focus is on the graduated approach which underpins practice for all children with SEN. The toolkit is hosted on the HIAS SEN Moodle site. 
- The **SEN Support Line** was also introduced in September 2023, which is a service offering tailored email or video call responses from experienced LA SEN Advisers. The service is free at the point of use, and it aims to address specific challenges or concerns school staff may still need support with after accessing the toolkit and speaking with colleagues. 
- **Person centred planning training** will be available free of charge to Hampshire schools from the autumn term to enable them to build their own capacity in this area. To book, email hiep.enquiries@hants.gov.uk.
- A fully funded **eLearning package on 'Supporting children and young people with complex needs'** will be launched to all Hampshire schools. The eLearning will consist of the following five modules and made available in a phased approach during the autumn and spring terms:

Module 1: Neurodevelopmental approaches to learning.

Module 2: Inclusive teaching and strategies that will extend and support.

Module 3: Inclusive curriculums and the four pillars of an inclusive curriculum.

Module 4: Inclusive learning environments.

Module 5: Relationships, behaviour and attendance - taking a neurodiversity affirming approach.

Introducing our keynote speakers

Jenny Turner and Tamzin Hall – NurturED Consultants

Jenny and Tamzin joined forces in 2022 to write a White Paper on Headteacher wellbeing and how they could support this – creating NurturED in the process.

Jenny spent twenty years working for Hampshire County Council - teacher turned Manager in five Hampshire areas for the Primary Behaviour Service. Fostering secure team environments, she aids staff during challenges. As a Thrive trainer, she underscores vital relationships for learning and family connections.

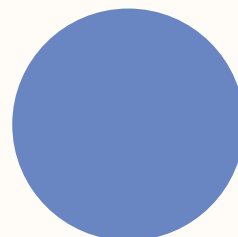
With twenty plus years in leadership, learning & development, training, and coaching, Tamzin holds a BSc in Social Psychology. A qualified coach and active committee member at the British Psychology Society, she's also an approved Mentor for the Association of Business Mentors. Tamzin's passion for well-being support drives her career's positive impact on individuals and teams.

Their session will support schools to embark on a transformative journey towards creating an increased culture of inclusivity and change in mindset and understanding. The adage "if you keep doing what you have always done, you will keep getting what you have always got" requires people to move beyond their comfort zones and rethink the way they approach inclusive education.

In the session, Jenny and Tamzin will explore the crucial themes – embracing change, confronting challenges, infusing joy, self-reflection, breaking old habits and the power of communication. The hope is that you will be inspired, motivated and equipped with the tools and insights needed to create an enhanced culture of inclusivity and change in our schools.



www.nurturedconsultants.co.uk



Kit Messenger – Changing Chances

Kit is a former headteacher with over thirty years' experience working with children and young people. She is the co-author of 'Curious Not Furious' and the founder and Co-Director of Changing Chances, a not-for-profit organisation with a mission to shift the world away from traditional behaviourist approaches towards ones which are neuroinclusive. Kit is also a tutor and lecturer at the University of Sussex.

Rigour without the Mortis: an alternative approach to behaviour in schools

Many methods, used ubiquitously in schools, can lead to a rollercoaster of improvements and subsequent setbacks for some of our most vulnerable students, with the child's difficulties often showing little or no improvements year-on-year. This rollercoaster is damaging to the child and can result in severe disruption to learning and high levels of stress for both staff and fellow peers alike.

Most adults currently working in schools are keen to ensure that they support young people in ways that are attachment-aware, trauma-informed and embrace what we now know from neuroscience about how brains develop. Despite this commitment, people are often unsure as to how these principles can be implemented into daily neuroinclusive practice across a school, particularly when a child or young person is struggling to keep to agreed expectations.

Combining neuroscience, psychology, education and coaching, Kit will present methods which maintain high expectations of all students whilst recognising the genuine needs and difficulties of some; an approach which combines rigour and clear structure along with a spirit of support for all young people.

Participants will be guided through a set of key principles and their practical application across a school to secure the empowerment of young people and adults alike, along with sustainable improvements for those students who struggle.



www.changingchances.co.uk

Services available to support your school

Hampshire Inspection and Advisory Service (HIAS)

HIAS share your passion for delivering the best possible education for your pupils.

We are committed to helping schools improve the quality of our teaching and learning. Our services are tailored to each individual school, based upon in-depth discussions and careful observation. Visit the HIAS website to find out what we offer: www.hants.gov.uk/hias



Wider resources:



How to subscribe:



HIAS Moodle:



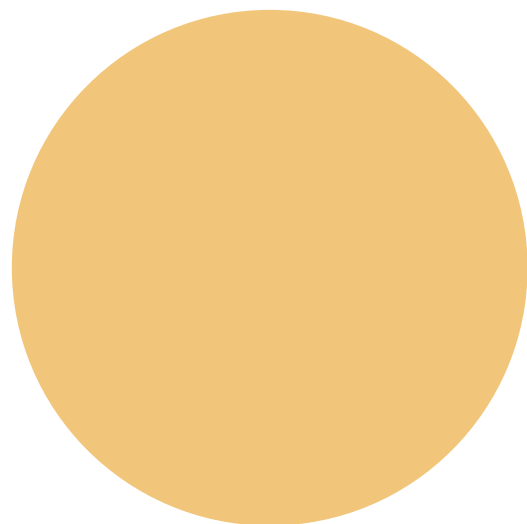
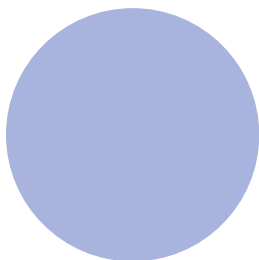
SEND Training offer:



SEN Support Guidance

The LA's SEN Support Guidance (also known by some schools as 'the ordinarily available provision guidance' or 'the grey book') supports schools in meeting their requirements outlined in the 'SEND Code of Practice: 0 to 25 years'. It aims to assist schools in planning and refining their SEN Support provision, as well as clarifying the expectation on schools, both through the Code of Practice and within the Local Authority.

This guidance highlights what high quality inclusive teaching looks like and includes approaches and strategies to help address those needs in the classroom, at the level of SEN Support. It is intended to help realise our ambition for all children and young people, to recognise difference and to help meet variance of need positively. We hope you find it useful in underpinning your work with children in your school.



Specialist Teacher Advisory Service (STAS)

The Specialist Teacher Advisory Service (STAS) is a specialist multi-disciplinary team, who share expertise by working in partnership with families, children or young people and educational staff. The STAS builds capacity, acts as advocates and promotes quality provision and inclusion in all educational settings. The team is made up of experienced teachers and other professionals with qualifications in their relevant specialisms.

We support pupils who are deaf or have hearing loss, have a vision impairment or physical disability, or have speech, language, communication and interaction needs. Support is provided based on the pupil's level of need and aims to ensure they are empowered and achieve throughout their learning journey, becoming well prepared for adulthood.

The STAS offers support to schools, parents or other professionals by phone or email. Some pupils will have an EHCP and we also have resources for pupils at SEN Support. We are available to give informal advice to schools or deliver training or other sold services on request.

Contact: stas.services@hants.gov.uk

Website: www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/specialistadvisory



Moodle:



The Virtual School

The Virtual School promotes a culture of high aspirations, progress and achievements for all our vulnerable children and young people. As corporate parents, we are the educational advocates for our children in care, focused on supporting, monitoring and improving attendance, progress and attainment.

The Virtual School has just moved to an electronic Personal Education Plan (PEP) to ensure PEPs are up-to-date, effective and high quality, focusing on educational outcomes.

As well as looked after children, the Virtual School provides advice and guidance for previously looked-after children (PLAC). The Virtual School is not the corporate parent for PLAC but is there to promote the educational achievement, providing information and support which is available on our website.

In 2022, the role of the Virtual School Head was extended to include Children with a Social Worker (CWSW). The DfE remit asks virtual schools to look at strategies to enhance partnerships between education and social care, provide advice and guidance, and use data effectively to inform practice.

Our latest training brochure includes details of bookable consultations, network meetings and latest training opportunities:

www.hants.gov.uk/educationandlearning/virtual-school



Website:



Moodle:



Hampshire & Isle of Wight Educational Psychology (HIEP)

HIEP's team of educational psychologists (EPs) cover Hampshire and the Isle of Wight.

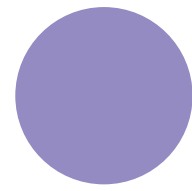
Psychology helps us understand how people think, feel, learn, and develop. Through applying psychology, our EPs work in collaboration with parents/carers and school staff to promote learning, positive relationships, wellbeing, and educational achievement. The work of EPs is often concerned with identifying children and young people's strengths and needs, helping to overcome any barriers to learning, and promoting educational outcomes.

We provide support and advice to schools in several ways. This includes casework (consultation and assessment), staff training (for individuals and groups), staff support (including supervision, coaching, SENCo Circles, and work discussion groups), and whole school support (looking at structured ways to bring about lasting change).

For more information about HIEP, please visit our website:

www.hants.gov.uk/educationalpsychology





Inclusion Support Service (ISS)

The Inclusion Support Service (ISS) is made up of five teams which cover Attendance, Children Missing Education (CME), Inclusion (Permanent Exclusions and Suspensions), Elective Home Education (EHE) and Reduced Hours Provision (RHP) for compulsory school aged children. The key aim of ISS is to ensure that children have access to education. We work with schools, parents, guardians, and other agencies to secure the best possible education for our Hampshire children. Relational (restorative) practice and Trauma Informed Practice is at the heart of the guidance, advice and practicable support given. The team is centred on case work and

works with schools and other services to support individual children and cohorts. The service is well known to be responsive and efficient, supporting schools and children across Hampshire.

Find out more on our website:

www.hants.gov.uk/educationandlearning/educationinclusionservice



Primary Behaviour Service (PBS)

Our dedicated practitioners are committed to securing positive outcomes for referred children, fielding a wealth of experience, knowledge, and skills to augment the strong practice of behaviour support in Hampshire and Isle of Wight primary schools.

We work predominantly to provide an outreach service to mainstream primary schools, with the facility of in reach provision at several centres.

Our referral-based support service can be accessed through seven regional teams. We will:

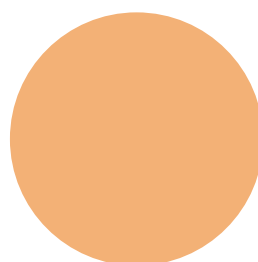
- Help your school develop an increased understanding of children with

social, emotional, and mental health development needs.

- Support with the development of strategies to manage challenging behaviour.
- Provide a holistic approach to the needs of children and their families.
- Help raise the levels of achievement for vulnerable children.

Visit our website to find out more:

www.hants.gov.uk/educationandlearning/educationinclusionservice/primarybehaviourservice





Early Years

The Early Years Advisory Team (EYAT) and Childcare Inclusion Team are part of Hampshire's Services for Young Children (SfYC) and offer a wide range of training for teachers and practitioners:

- **SFYC Moodle** - lots to support schools with best practice and strategies for children working at SEN Support level, including:
 - **Transitions** – resources to support transitions for children with additional needs.
 - **Help for Year R teachers** – interactive brochures, resources and modules on five themes planned to support Year R teachers develop confidence in inclusive practice. Themes covered include working with parents, effective learning environments, using visual supports, co-regulation and Transition Partnership Agreements (TPAs). **NEW** module coming soon: *Supporting Sensory Needs*:



- **Supporting transitions for vulnerable children into Year R** – termly network meetings offer opportunities for Year R teachers, LSAs and SENCos to discuss themes from our training modules and explore issues together.
- **Early Years Inclusion Team** resources include:
 - SEMH
 - Autism awareness (AET accredited)

See the 'Inclusion' tile on our Moodle SfYC moodle:



Contact us on:

heytc@hants.gov.uk

or for a new Moodle account:

SFYCMoodle@hants.gov.uk

Website: **www.hants.gov.uk/heytc**

Ethnic Minority and Traveller Achievement Service (EMTAS)

About EMTAS

Removing barriers and inequalities in engagement, progress and attainment is a priority for all schools. We work with school-based practitioners to develop practice and provision for children and young people from Black and Minority Ethnic (BME) and Traveller groups, including those learning English as an additional language (EAL).

Core services we offer:

- Baseline assessment (Profile Report) for children and young people at point of transfer into their new UK school.
- Where appropriate, support for children and young people for whom English is an additional language.
- A full range of services to improve access, engagement and participation of Traveller children, young people and parents/carers.
- Advice and training for teachers, senior leadership teams, EAL Co-ordinators, Traveller Co-ordinators, Governors, Teaching Assistants and Office staff on all aspects of pedagogy, practice and provision for children at various stages of learning English as an additional language and their families, and for those of Traveller heritage.
- Guidance on the delivery of the award-winning Hampshire Young Interpreter Scheme®.

- Resources: loan of books, dictionaries, Persona Dolls and artefacts.
- Phone line services for parents and practitioners in key languages.
- Advice and support where there are EAL/SEND concerns about a child.
- EMTAS e-learning modules.
- Network meetings.
- EAL Excellence and Traveller Excellence Awards (whole school).
- Heritage Honours Award (for pupils).

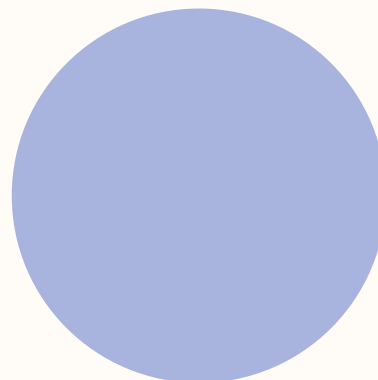
Contact EMTAS

Telephone: 0370 7794 222 office hours
08:30 to 17:00 Monday to Thursday and
08:30 to 16:30 Friday (term time only)

Email: emtas@hants.gov.uk

Website:

www.hants.gov.uk/emtas



Hampshire Governor Services

Hampshire Governor Services has a national reputation for excellence for providing services to governance boards and their clerks. Our comprehensive Advice, Support and Training package is available via subscription. Non-subscribers may attend training on a pay-as-you-go basis.

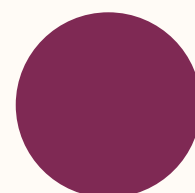
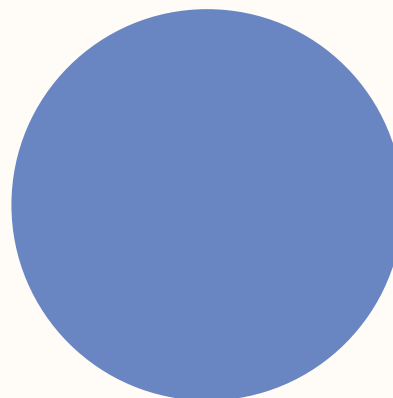
We support boards to fulfil their responsibilities for SEND through specific provision including our training offer:

- Webinar -‘Understanding the Governors’ Role in Monitoring & Evaluating SEND’.
- Webinar—‘Understanding the Special School Governors’ Role in Monitoring & Evaluating SEND’.
- Annual SEND Governance Conference with national and county speakers. For special school governors, and SEND governors from mainstream schools.
- E-learning module: ‘Understanding SEND’.
- Whole Governing Board Training. Option to have a two hour personalised whole board SEND training session.

Subscribers may also access our website. This includes a comprehensive SEND topic area covering governor responsibilities and containing links to high quality national and local SEND resources. To help boards put theory into practice this includes a SEND Governor Role Profile which can be downloaded and personalised.



Advice and Support is available through our Helpdesk. Visit our website at:
www.hants.gov.uk/governors





Next steps to take back to school:

1. What is the first thing you are going to do differently following on from this conference?

2. What will you take away and do differently following the *Empowering Culture Change to Enhance Inclusivity* session (Jenny and Tamzin)?

3. What will you take away and do differently following the *Curious not Furious* session (Kit)?

4. What will you do differently in school, over the next academic year and beyond?

5. Is SEND part of your school improvement/development plan?

6. What training/CPD will your staff need to undertake?



Transforming SEND Conference evaluation form



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