



Hampshire
County Council

Improvement and
Advisory Service

Resourced provision (RP) network for hearing loss (HL)/ visual impairment (VI)/ physical disability (PD)

13 March 2025

Marie Mullins

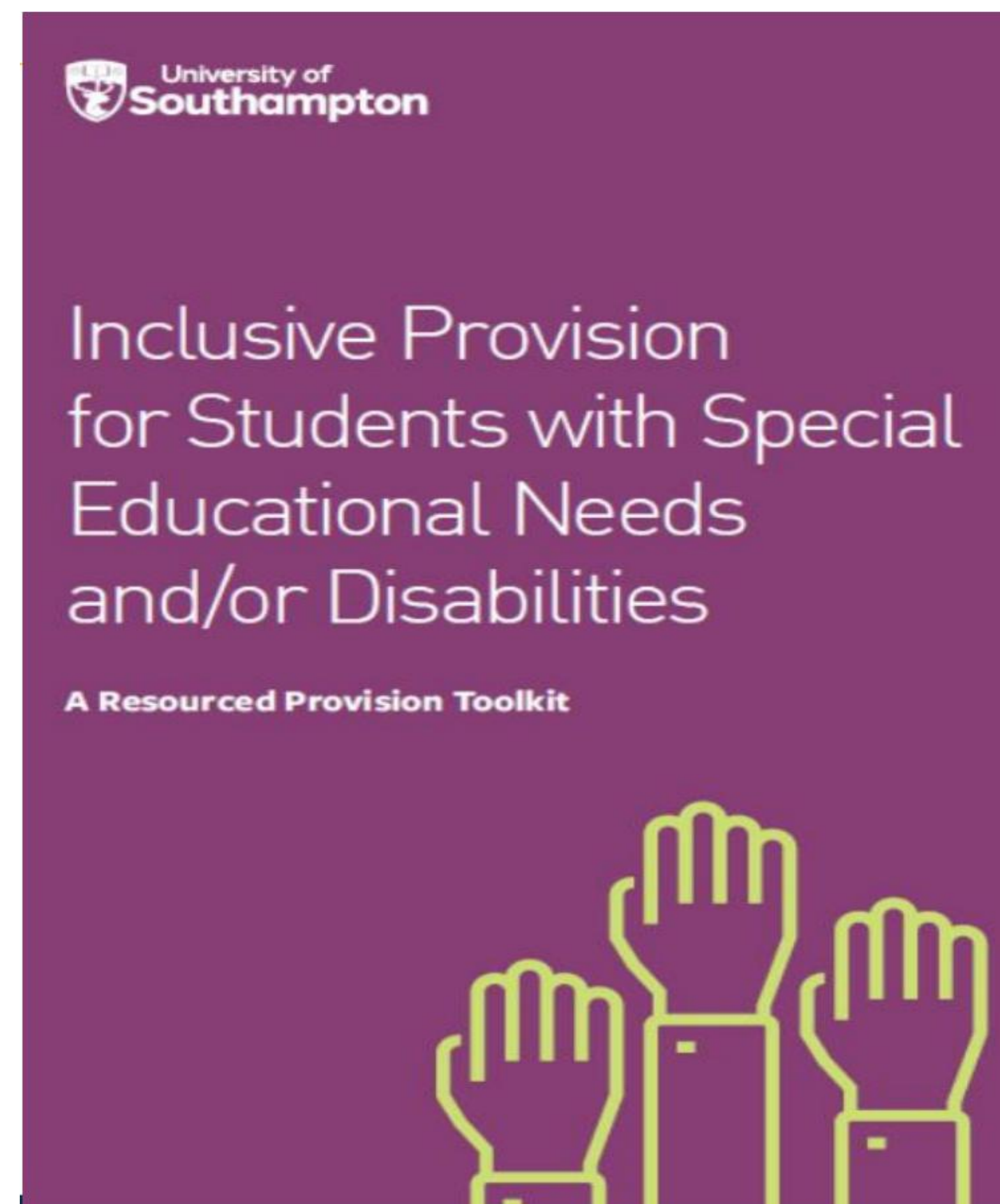
Welcome and Agenda

- Welcome and agenda
- RP Toolkit
- Solihull for parents
- Sharing Professional Expertise – Jodie Boscombe
- E modules, phone line and resources
- Exploring Henry Beaufort School

Resourced provision Toolkit

Working together to look at a section of the toolkit.

We are looking at the section on:
Area 2 Co-planning and transition to mainstream classroom





1.

Whole school approach:

What can the leadership team do to support mixed provision?



2.

Co-planning/transition to mainstream classroom:

How can we co-plan for students' education and transitions from RP to mainstream classrooms?



3.

Students' education in the mainstream classroom:

What can we do to educate students from RP in mainstream classrooms?



4.

Students' education in the RP classrooms:

What can we do to educate students in RP classrooms?



5.

Collaboration with parents:

How can school staff and external professionals collaborate with parents?



6.

Collaboration with external professionals:

How can school staff collaborate with external professionals?



7.

Student relationships and friendships:

How can school staff support student relationships and friendships?



8.

Seek support from the Local Authority:

What support can schools expect from Local Authorities?

AREA 2

Co-Planning/Transition to mainstream class

	ACHIEVED	WORKING TOWARDS	NEED TO INITIATE
2a. RP and mainstream teachers work together to write targets to reduce barriers to learning for the child from the RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b. Resolve confusion in planning. Mainstream teachers lead the planning for all students including those from RP with support provided by RP staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c. RP staff help mainstream teachers build confidence in planning for children from RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d. LSAs from the RP to go to the lesson in the mainstream classrooms knowing the lesson plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e. Create common online spaces to share planning, so the RP staff can prepare resources and materials in advance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2f. Develop effective strategies to help each child transition from RP to mainstream class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2g. Students from RP go to mainstream class with a peer or group from RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

RP and mainstream teachers work together to write targets that reduce barriers to learning for the child from the RP

2A. RP and mainstream teachers work together to write targets that reduce barriers to learning for the child from the RP

As mainstream teachers focus on academic progress, RP teachers can create targets for RP students' non-academic progress and wider developmental needs, including physical, social, and emotional development. These targets should be reviewed regularly. A child's Educational, Health and Care Plan (EHCP) should inform the targets.

Non-academic targets need to be shared between RP and mainstream teachers so that complementary targets can be provided for individual students for when they are in both the RP and mainstream classrooms. Once a target is written by the RP teacher, often in consultation with external professionals such as Speech and Language Therapists (SaLTs), the stages of teaching the skill are identified. The bespoke teaching of the skills takes place mostly in the RP classroom but as the child begins to master the skill, it can be generalised into the mainstream classroom.

George is a child with a speech disorder who is frustrated because peers or adults cannot understand him. To teach the skills in the RP, a core vocabulary approach is used. He learns to say words in a functionally recognisable way, even if they are not necessarily accurate. He builds a bank of words that he can use. To generalise this skill, his target is to use those words in the mainstream classroom. The mainstream teacher knows George's targets and is able to listen out for the words he uses, supports him to use them and gives praise when he does.

Paul is a child in a RP whose target is to be able to sit on the carpet and to focus for up to ten minutes. In the mainstream classroom, his teacher is able to support this target with visual strategies, verbal reminders and praise when it is achieved. Similar steps are followed where the stages of learning the skills are identified and carried out in the RP classroom, and then Paul is encouraged to use the skills in the mainstream classroom. The mainstream staff know the targets and can support Paul as they seek to generalise his developing skills.



- Nonacademic targets need to be shared.
- Bespoke teaching of skills needs to be taught in the RP and then generalised and transferred to mainstream classroom.
- Communication is key and a common language used.
- Clear targets and strategies shared.
- Everyone has an opportunity to share the progress made and any tips, wins and key messages are communicated.

Resolve confusion in planning

- Planning should be collaborative.
- Feedback is essential to ensure a successful inclusion.
- Lesson plans are shared, and the RP manager considers whether adapted activities will be accessible.

2B. Resolve confusion in planning: Mainstream teachers lead the planning for all students including those from RP with support provided by RP staff

The mainstream teacher is responsible for the academic learning and the RP teacher is responsible for reducing the learning barriers and ensuring EHCP targets are met.

This planning should be done collaboratively. Firstly, the mainstream teacher considers the academic targets for the child from the RP and focuses on academic progress, ensuring differentiation is sufficient for the child to access the learning. The lesson plan detailing the differentiation is shared with the teacher from the RP. The RP teacher then thinks through the additional needs of the child, for example speech and language, and considers whether the differentiated activities will be accessible. The RP teacher provides feedback to the mainstream teacher on the planning and makes any alternative suggestions that

may facilitate successful inclusion. When a lesson is taking place inside a RP classroom then the RP teacher takes responsibility for the planning of those lessons.

River Valley school designates the mainstream teachers or subject leads to be responsible for creating a lesson plan. Mainstream teachers differentiate the lesson plan for all the learners in their classroom, including the students from the RP and the RP staff role is to advise on the level of differentiation (see also 3a). David is a child from the RP who needs support with writing. His RP teacher has suggested alternative tried and tested methods from the RP to enable David to demonstrate his learning. These include taking photos of their activity or allowing David to draw a picture/ series of pictures rather than write a paragraph.

Confidence in planning

- Open dialogue is key sharing strategies and provide opportunities for support.
- Mainstream teachers take ownership of their planning, but RP staff are on hand to support.
- Ensure advice and resources is given. RP team to share the pupils' strengths and needs so that relational approach can be developed focusing on their strengths.

2C. RP staff help mainstream teachers build confidence in planning for students from RP

Open communication is important. If teachers are less confident with differentiating their planning for the students from the RP, support can be gained from the teaching leads from the RP. As well as making the role very clear, this allows mainstream teachers to take ownership of their planning to support the learning of the students from the RP. RP staff remain available to provide guidance and support throughout the planning process.

A constant and open dialogue between RP and mainstream teachers is essential in order to share strategies, give opportunities to ask for help if needed and provide informal ad-hoc support. Initially, the mainstream teacher may ask the RP staff for advice each time they plan a scheme of work or as they get to know the student. Advice should also be sought if a period of inclusion has not been successful in order to understand why and develop supportive strategies. Over time, the mainstream teacher

will be able to differentiate learning or adjust the physical space and resources more confidently, as they know the student better and understand ways in which they are able to access the learning. However, RP staff will still be available to offer ongoing advice and support.

In Redbrick School, before a student from the RP is placed in a mainstream class, the RP staff meet with the mainstream teacher to discuss the student's additional needs and strengths. This may include advice on resources or materials that will support the student to access the learning. Information can be shared about the student's previous progress, strategies that have been successful in supporting the student, where particular academic or non-academic strengths of the student can be incorporated and cultivated or possible areas of the curriculum that may be particularly challenging. Specific actions to make the classroom accessible for the student can be discussed. For example, the staff might propose an individual workstation which provides a quiet space for the student to complete a task if the classroom environment becomes overwhelming.

Learning support assistants (LSA) from the RP attend lessons in the mainstream class knowing the lesson plan

- LSA's have access to the lesson plan in advance.
- LSA's can provide additional resources and suggest any changes that may support the pupil.
- LSA can support any barriers to learning and help to develop task to make them more engaging to the pupil.

2D. LSAs from the RP to go to the lesson in the mainstream classrooms knowing the lesson plan

When a child from the RP is including in the mainstream classroom, the mainstream teacher ensures that any RP staff supporting this child know the lesson plan in advance.

In Rosemary school, the mainstream teacher prepares and differentiates all the lesson planning. It is imperative that the differentiation is done by a teacher and is not the role of the LSA. However, the LSA, having accessed the lesson plan in advance, can provide additional resources in order to support learning. These lesson plans can also allow other RP staff members to stay up to date with what lessons the RP students are accessing in mainstream. Shared lesson plans on an online space (see also 2e) can aid this as the LSA can access the lesson plans when it is convenient for them. This allows them time to prepare any additional resources that they may need to reduce the barriers for the child's learning in that lesson.



Create a common online space to share planning, so that resources can be prepared in advance

- Staff have access to lessons online in a shared document.
- Changes are clearly communicated.
- Resources in the RP are made available to all so that they can be used to support RP students and students with special educational needs and disabilities (SEND).

2E. Create common online spaces to share planning, so the RP staff can prepare resources/materials in advance

Creating a common online space for planning ensures that all staff can communicate and share ideas for supporting students from the RP in the mainstream class. The online sharing of planning should not replace valuable face to face discussion and dialogue but rather enhance it.

Oak Park school uses shared online folders for each subject area and each year group on their school intranet system. All staff know where planning for a specific subject, year group, class or activity is stored and have access to it. Any changes to the storage system are clearly communicated to all staff. Mainstream staff ensure lesson plans are uploaded into the relevant folder. This enables greater efficiency and minimises requests to see planning and printing of lesson plans. RP staff can access the planning when they have time to think through

any additional supports that RP students may need and discuss these with the mainstream teacher. Additionally, if the mainstream teacher is not aware of recent changes in the way a child from the RP is able to access mainstream lessons (e.g. recent and relevant advances or challenges and setbacks), the RP staff can discuss the planned differentiation to enable inclusion of the child. Furthermore, resources from the RP are made accessible for all teachers and can be used to support students from the RP in their mainstream classes as well as students with SEND who are in the mainstream setting and not attached the RP. This space can become an online platform through which mainstream teachers can access ideas for future students and so increasing teacher knowledge and expertise. Resources from external professionals can also be shared this way.

Develop effective strategies to help child transition from RP to mainstream class

- Visual or written support can be used, and a timetable is key.
- Visuals lessen the memory overload, and a social story can help prepare them for the transition.
- A script with common language in or key phrases that support and calm a pupil can help in the same way a social story does.

2F. Develop effective strategies to help each child transition from RP to mainstream class

Preparing each student for a transition into mainstream classes may be important to increase their confidence, aid understanding of what is happening that day and alleviate anxiety. To develop effective strategies to aid transitions, staff need to identify the particular challenges that students face and work with each student to build personalised approaches. Any transition tools that are used should be used across both classrooms.

Visual and/or written support can be used to help the student from the RP to think through a range of scenarios that might happen when they go to their mainstream class (see also 3e). Kgomsie is a girl from the RP. Her school uses a visual timetable that enables Kgomsie to know what to expect. It can help Kgomsie prepare herself for inclusion into mainstream and to understand what to expect from other students or adults in the mainstream classroom. The visual timetable includes photos of the classroom, students and staff members as a visual cue for

Kgomsie. For example, it will have a photo or symbol with the written word of the three places that Kgomsie will be that morning, for example Oak class (RP classroom) 'Maple class' (Mainstream classroom) 'Dinner hall'. The visuals lessen the language and working memory load for Kgomsie which are of particular importance when she is emotionally dysregulated. In addition, Kgomsie's teachers or LSA will describe or rehearse a situation or event or read a story or account of it (personalised or otherwise) as emotional coaching to support Kgomsie through an event that might be unexpected or challenging, for example a school trip. The visuals are also shared with Kgomsie's parents and read and re-read at home. Staff from the RP identify how much information is needed for Kgomsie and use a rehearsal or talk through to include some unpredictability to show Kgomsie how she might cope or what she could do in that situation.

Solihull training free for parents and staff



- Online courses for parents - Solihull Approach | Parenting



Preteen to teenager 9 Modules

Understanding your teenager's brain

English Voiceover



Preteen to teenager 2 Modules

Moving up to secondary school for children with additional needs

English Voiceover



6 months to 19+ years 2 Modules

Understanding your child's mental health and wellbeing



6 months to 19+ years 14 Modules

Understanding your child with additional needs

English Voiceover

Parent advice line

What to expect

When you call, a member of our friendly support team will take your details and then ask an educational psychologist to call you back.

Our psychologists are there to listen and to support with the issues that might be concerning you regarding the emotional wellbeing of a child or young person. Some people call us knowing what issues they need help with, whilst other people find it helpful to just talk through what is happening for a child or young person.

How to contact us - Please phone the number for your local area

Isle of Wight	02392 441497
North (Basingstoke & North Test Valley)	01252 814835
South (Fareham, Gosport & Havant)	02392 441497
East (East Hants, Rushmoor & Hart)	01252 814729
West (Winchester, Eastleigh, New Forest & South Test Valley)	01962 876239

Free resources

HIEP have put together a collection of resources which are available to support our communities in managing worries and anxieties. Further information is available by phone and on our website.



www.hants.gov.uk/educational-psychology



Sharing professional expertise

Floor books by Jodie Boscombe and Vicky Randall



SEND Inclusive Physical Education



Hampshire
County Council

Hampshire Outdoors

Jodie Bascombe

Jodie.Bascombe@hants.gov.uk

Hampshire PE Outdoors

Vicky Randall

VRandallEdu@gmail.com



Why does it matter?

75%

Of disabled children are not taking part in physical activity/sport in school (Activity Alliance, 2020)

- We know that a positive experience in PE and school sport is essential to shape every child's life-long participation in physical activity.

1 in 3

Disabled children take part in less than 30 minutes of sport and physical activity per day during term time.

- This is in comparison to 21% of non-disabled children

15%

Of the school populations is disabled.

- Teachers explain 'they struggle to deliver inclusive PE without the training, funding and the confidence to do so.'

Aims of the physical education (PE) SEND inclusion project

1. Empower teachers with the right tools, understanding and resources to deliver a truly inclusive physical education curriculum.

2. Provide access to introductory resources and training that develop teachers' skills and confidence to deliver truly inclusive physical education.

3. Redefine how physical education is seen within the school curriculum, ensuring it becomes a priority for all children.

Online workshop (Spring/Summer 2025)

- *Curriculum Principles*
- *Curriculum Principles Framework*
- *Glossary*

Example learning activities/units to exemplify principles into practice (to follow summer term 2025)

Workshop/ webinar dates

Join us, in person, on either

24 March 2025, from 1.30pm to 3pm

or

2 April 2025, from 1.30pm to 3pm

at Elizabeth II Court, Winchester, SO23
8BH

If you cannot attend, please can you
complete the form, and we will be in touch
with alternative dates and times.



<https://shorturl.at/cWUd9>

Annual return

We can celebrate the good practice.

Data is collected on a school level and therefore doesn't tell the whole story of the RP, so the annual report is an opportunity to share successes and equally any challenges you would like us to know about

Key performance indicators (KPI) and annual return

Hampshire RPs expected KPIs

- 🕒 Ofsted grade is good or above.
- 🕒 Section F of the EHC plan is delivered both inside and outside of the RP.
- 🕒 Evidence of an inclusive culture and high-quality curriculum both in the RP and across the mainstream school, demonstrated through a strategy to promote integration and common strategies used consistently across both components.
- 🕒 Quality assurance visits demonstrate an inclusive culture and high-quality curriculum for children both in the RP and across the mainstream setting.
- 🕒 Regular engagement in RP networks and events.
- 🕒 Evidence of ongoing CPD for staff in both the RP and across the school, that directly relates to the provision designation.
- 🕒 Attendance is in line with national averages, within a term of joining the RP.
- 🕒 Reasonable adjustments are in place to ensure the behaviour policy meets the needs of children supported by the RP.
- 🕒 Evidence of increasing time spent reintegrating into the mainstream part of the school.

Sample annual return

Hampshire Children's Services SEN Monitoring



Resourced Provision Annual Return

School Name:		Type of RP:	Date RP established:
Headteacher:		Manager of RP:	
Staffing of the RP:	Such as number and grades of support staff, hours provided, any 1:1, additional professional input.		
Number of pupils in RP:		APN of RP:	NOR and APN of school:
Number and % of pupils on school roll:		a. with an EHCP (include those in RP):	b. identified as requiring SEND Support (K):
No. and % of pupils in each SEND category/main area of need (include those in RP)			
Cognition and Learning:	Physical/sensory:	SEMH:	Communication and Interaction:
Attendance data for whole school:	From the start of the academic year to the date of completion of the form (specify date)		
Attendance data for those in Resourced Provision:	As above		
Contextual information regarding the attendance of individual pupils accessing the RP here.			
Suspensions involving RP pupils this academic year:		How many days lost in total?	
Please break these figures down per pupil and outline the reason for suspension or PEX.			

Key Performance Indicator Summary

Key Performance Indicator	Commentary
Ofsted grade is good or above	
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Evidence of ongoing CPD for staff in both the RP and across the school, that directly relates to the provision designation	
Attendance is in line with national averages, within a term of joining the RP	

Resourced Provision Annual Return

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Attendance data for those in Resourced Provision:		As above	
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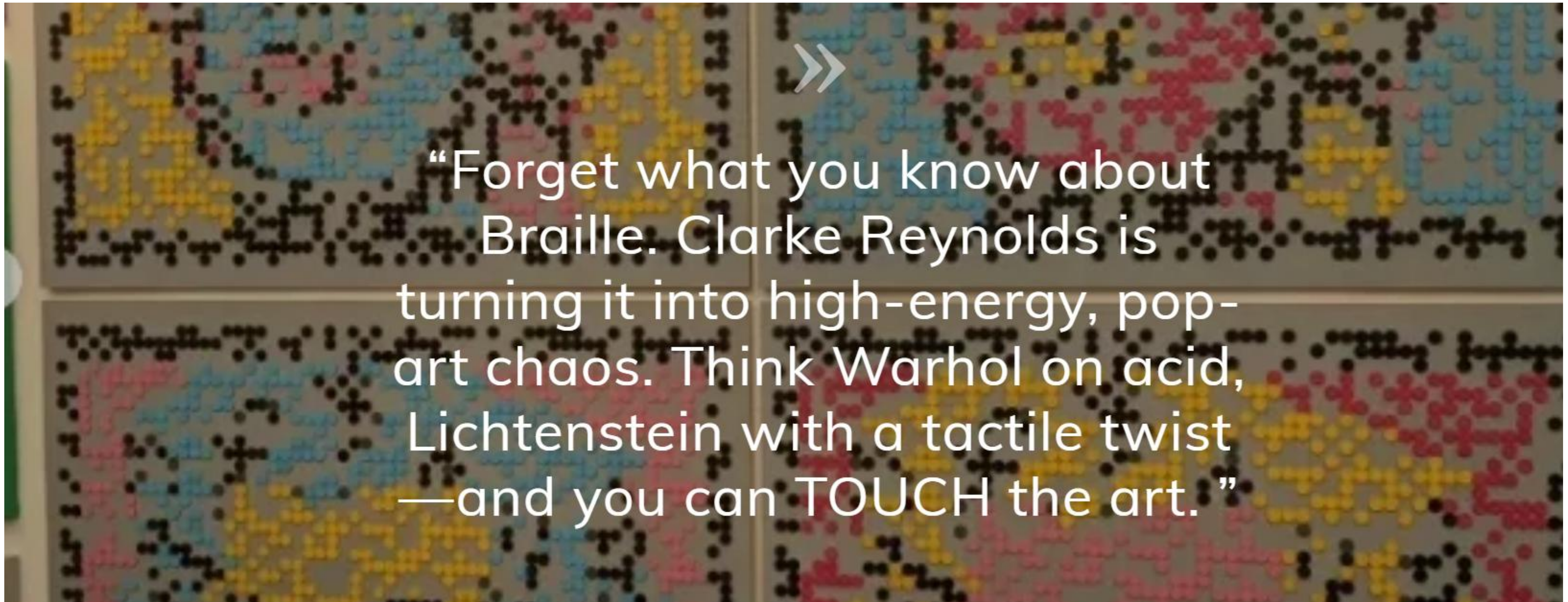
Excerpt from email to headteachers

Annual Return

In order to maintain ongoing dialogue with our RP, an annual return will be requested at the end of each academic year. It will provide headteachers and RP leaders an opportunity to share successes against the KPI as well as an opportunity to make any requests regarding training or support known to the LA.

Mr Dot exhibition

Mr Dot Day



Updates and free training

Sensory Processing with GriffinOT – Level 1

Sensory Processing with GriffinOT – Level 1: The Basics Key Information

🕒 1 Hour Long £ Free! ✓ Certificate Included [START NOW](#)



- [Free online sensory processing course for teachers, assistants and parents](#)
- [Free Online Special Needs Course with Certificate](#)

https://treecoursesinengland.co.uk/special-education-needs-and-disability/

HM Government Department for Education

Free Online Special Needs Course with Certificate

Gain important knowledge & discover the support available

This free online course is aimed at anyone seeking to improve their knowledge of Special Educational Needs and Disability (SEND), either for personal or professional reasons. An accredited level 2 certificate is awarded on successful completion.

Level 2 Certificate in Special Education Needs and Disability (SEND)

★★★★★ 4.5 (8,000+ reviews)

- + 6-12 weeks (5-10 hours per week)
- + 100% government funded
- + Unfunded cost £299
- + Accredited qualification
- + Certificate included
- + Fast-track online enrolment

[Start the Free Course](#)

Ofsted updates

[Search - GOV.UK \(www.gov.uk\)](https://www.gov.uk) a *one stop shop* page for all Ofsted updates and [Ofstednews – YouTube](#) for videos and webinars.

News story

Curriculum quality improved in schools since education inspection framework introduced

Ofsted has today published an evaluation assessing the role that the current education inspection framework (EIF) has played in improving curriculum quality in schools.

NASEN Resources

[nasen Connect magazine Spring Term edition 2025 | Nasen](#)

FEATURE / 17
→ TEACHING & LEARNING

Physical education: inclusivity and inspiration

Kelly Fellows talks about the importance of inclusive physical education, and discusses creating opportunities for all young people, inspired by the success of the Paralympics

The 2024 Paralympic Games in Paris saw athletes from around the world compete at the highest level, showcasing their incredible talent and perseverance in front of packed-out crowds. The games not only captivated millions with breathtaking performances but also inspired people of all ages and abilities to push their own limits. Our hope is that the games will inspire more young people to take part in sport and become more active, but while inspiration might spark the journey, it's action that drives the transformation.

It is a sad fact that young people with disabilities are currently not given the same access to PE and sport at school as other children. Just one in four disabled children say they take part regularly in sport at school. As there are over 1.5 million disabled children in England, this means hundreds of thousands of young people are not doing enough sport or physical activity. There is no argument that participating in sport and physical activity is good for your health and wellbeing, but the benefits are far broader than just increasing your heart rate. With participation comes the opportunity for young people to connect with others through team-based activities and gain release from the pressures of society. It can be a motivator to attend school to be a part of a community, helping to create an important sense of belonging.



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→ TEACHING & LEARNING



Equal Play

After the success of the Games, with Team GB's 124 medals placing them second in the medal table, the athletes in Paralympics GB called on the Government to provide teachers with the right tools and resources to deliver inclusive PE, alongside adopting teacher training and increasing the number of disabled people entering the teaching profession.

All too often, people think that issues around disability sport and PE are only a concern for special schools, but with 82 per cent of children with SEND attending mainstream schools, this is something all schools need to be focusing on. A Paralympics GB open letter highlighted the need for better tools and support, a concern reflected by teachers themselves. Almost one-fifth of primary teachers say they lack the help they need to support students with SEND and only 14 per cent of secondary school teachers report receiving autism training, despite 73 per cent of autistic pupils attending mainstream schools.

Resources and tools
Inclusion 2024 is a programme funded by the Department for Education (DfE) that aims to improve the quality of schools' physical education and school sport provision for pupils with SEND. The **Youth Sport Trust** works alongside **Activity Alliance**, the **British Paralympic Association**, **Nasen** and **Swim England** to help pupils with SEND to achieve the Civil Medical Officer's guidelines of a minimum of 20 active minutes a day, and to ensure that strength and balance activities are included.

One recent resource, created by the Activity Alliance and funded by Inclusion 2024, is the **Inclusive Physical Education e-learning course**, which is available for free using the discount code **Inclusion2024**. This new resource aims to provide teachers, teaching assistants, sports coaches and the wider school workforce with the knowledge and confidence to deliver inclusive physical education and school sport. The content has been designed with the support of Leeds Beckett University and the Youth Sport Trust's lead inclusion schools to ensure content is relevant and supportive to practitioners.

The course is broken down into 10 short modules, with each one taking approximately 10 minutes to complete. Modules cover topics such as: why inclusion is important, effective communication, youth voice and inclusivity in the classroom and offering practical tools to develop inclusive practice.

Each section contains an introduction, key facts, space for self-reflection on current practice, tips for how to improve your practice and a helpful resource page following completion of each module and the full course, a certificate will be awarded to evidence the CPD undertaken. For those wishing to gain a deeper understanding of issues around inclusion and hear from colleagues and partners across the network, the Youth Sport Trust hosted **Inclusion Live** in the last week of January. This was a series of online webinars covering a range of topics designed to increase knowledge and understanding. While Paris 2024 is still relatively fresh in the memory, it won't be long until the world turns its gaze to the west coast of America for the 2028 Paralympic Games in Los Angeles. The **Equal Play campaign** asks the Government to act today to ensure every child has the same access to PE at school so that, by 2028, no disabled child faces this discrimination.

Kate Ager, Paralympic swimmer, comments:
"The Paralympic movement continues to have a positive impact on the disabled community. We have seen that since London 2012, but that spark was 12 years ago and following the Paris Paralympics it needs to be more than just inspiration. "Young people with disabilities deserve to have equal opportunities to play and take part in sport. So, by equipping educators with the right support, they will become more comfortable and confident, delivering inclusive physical activity for all. "And that is what the Youth Sport Trust – along with its many partners – does best, through their endless supply of resources and networks."
To contribute towards achieving Equal Play for All in 2028, the Youth Sport Trust has produced a suite of **free resources** to guide and support teachers, teaching assistants, SENDCos and the wider school workforce in delivering inclusive physical activity. These resources include **'All About Autism training'**, **'Move like me'** and an **inclusive festival start-up guide**.

KELLY FELLOWS
Kelly is the development manager for inclusion at the Youth Sport Trust. She leads on the Inclusion 2024 programme, which aims to improve the quality of schools' PE and school sport provision for pupils with SEND. Over the last three years, the programme has delivered 763 CPD events, providing 4,043 schools with advice, training and guidance on inclusive physical education and school sport to improve the confidence and competence of the network in inclusion for pupils with SEND.



www.nasen.org.uk

Creating tailored learning pathways with ASDAN's flexible and inclusive courses

At ASDAN, we understand that no two learners are the same - especially within the SEND community. That's why we're committed to empowering educators and unlocking the potential of every learner, no matter their starting point or unique needs. As a pioneering provider in SEND education, our flexible and inclusive courses are designed to make a lasting impact - both in the classroom and beyond.

Supporting every learners' journey

ASDAN offers a range of short courses, curriculum programmes and regulated qualifications for learners with a diverse range of special educational needs and disabilities (SEND), including profound and multiple learning difficulties (PMLD), severe learning difficulties (SLD), and moderate learning difficulties (MLD). Our adaptable courses can be tailored to each learner's individual needs, offering meaningful, person-centred experiences that empower learners and prepare them for adult life.

From pre-Entry Level to higher qualifications, our broad offer caters to learners of all abilities, including those with spiky profiles, where strengths in one area may contrast with challenges in others. This flexibility ensures learners can progress at their own pace, building on their unique strengths without being boxed in.

Experience and expertise

ASDAN stands out in the provision of SEND education through our accessible and quality course design, with the needs of learners at its heart. Programmes like **Towards Independence** are carefully mapped to the Preparing for Adulthood (PFA) pathways, and the **My Independence** suite is designed to support young people achieve their personal goals within their Education, Health, and Care Plans (EHCPs). Our courses are built on evidence-based best practices and developed through close collaboration with SEND professionals, families, and learners. This ensures they can be tailored to meet the unique needs of every learner.

We stay ahead of the curve by regularly reviewing language, policy and government guidelines to keep our content relevant and impactful. When educators choose ASDAN, they're choosing a partner that evolves alongside the ever-changing needs of the SEND community.

Broad pathways, limitless possibilities

ASDAN creates pathways to independence for all learners. Whether it's through essential life skills like budgeting, cooking and travel, or fostering workplace readiness through communication and problem-solving modules, our programmes are designed to prepare learners for life beyond the classroom.

A shining example of ASDAN's commitment to innovation and relevance is our recently refreshed **Towards Independence** programme. Designed to meet the contemporary needs of learners with SEND, this course offers a wide range of modules that empower them to develop skills for independent living, meaningful employment and personal growth.

The 'World of work' modules within **Towards Independence** are particularly impactful, equipping learners with the confidence and practical abilities to navigate the workplace. From exploring career pathways to developing communication and teamwork skills, these modules prepare learners with SEND to

take their first steps into employment with confidence. By bridging the gap between education and work, ASDAN helps them to build a future filled with opportunity.

Shaping the future of SEND learning together

ASDAN's impact is built on collaboration with our members, with leading experts and with the learners themselves. When you join ASDAN, you're not just accessing high-quality SEND programmes and qualifications - you become part of a professional learning community dedicated to you and your learners' success.

Together we can engage, elevate and empower learners with diverse needs.



We can help you build the right pathway for your learners.

Scan the QR code or find us at asdan.org.uk



Online CPD Units | Whole School SEND



Specialist Spotlight: Supporting sensory differences in the learning environment (Primary)

Online

19 Mar 2025

FREE

Live Discussion

Online Units

Universal SEND Services

Join us for a FREE discussion exploring how to support sensory differences in the learning environment in primary settings.

 Book now



Girls and Autism: Flying under the radar

Mini Guides | 30 Mar 2016

Free

Miniguide

This guide aims to: Introduce the debate around autism and gender Identify key issues for girls with autism spectrum conditions and more

View resource

SEN Support Toolkit, SEN Support Line & SEN Advisers



A SEN Support Toolkit, 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 and as such this toolkit may be useful for all colleagues supporting children with SEN needs.

Access to the online SEN Support Toolkit is free and unhindered by paywalls or passwords. Simply select the link to access

[Course: Hampshire SEN Support Toolkit](#)



A SEN Support Line, offering tailored email or telephone / Teams' responses from highly qualified SEN professionals about specific challenges or concerns practitioners in school may still need support with after liaison with colleagues including their SENCo, and having accessed the SEN Support toolkit.

Please save the SEN Support Line enquiry form link to your favourites. If you don't want to use them immediately it will help make it easy to find them when you do want them!

<https://forms.office.com/e/mrX19kBP82>



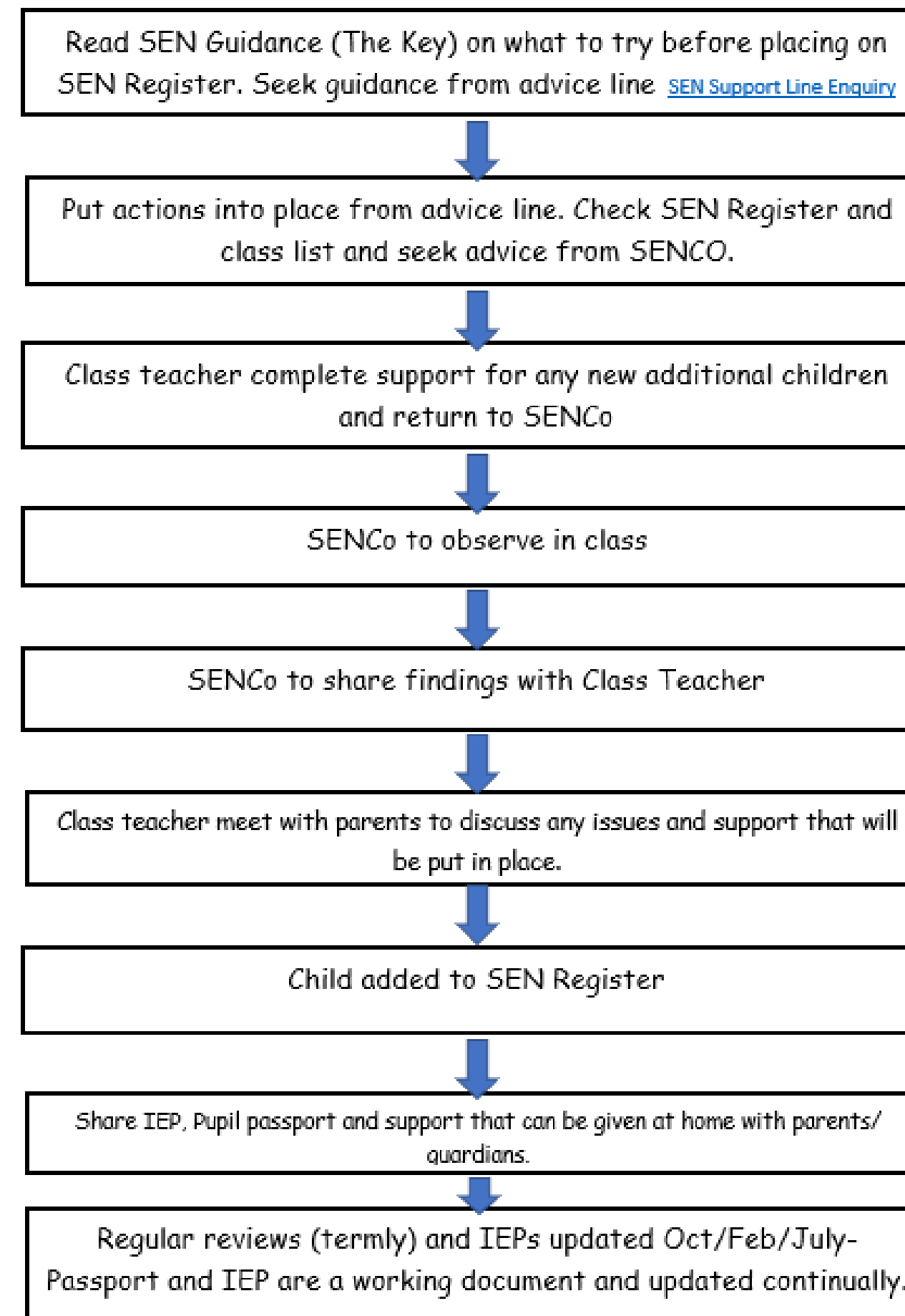
Three new SEN Advisers, who will operate our new SEN Support phone line and manage our new SEN Support Toolkit.

- They can be commissioned by school to support teachers in the classroom, using the 'plan, do, review' approach to better meet the needs of children and young people in the classroom(s).
- The SEN Advisers can also be commissioned to provide support, guidance and problem solving with teachers and SENCo's on classroom-based support.

They join our already established team of Special Educational Needs Inspectors and are all available to support our schools.

SEN Flow chart

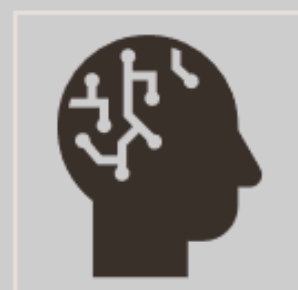
SEN Register Flow Chart



A reminder, 5 training Modules

SEN Moodle:
All courses
(hants.gov.uk)

**Centrally
Funded**



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.

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

Next network meetings

- **19 June 2025 from 4pm to 5.30pm**
- **Chaired by Marie Mullins**