



Hampshire  
County Council

Improvement and  
Advisory Service

SUMMER 2025

# SEN Matters

## In this issue:

The focus of this edition will be on  
ordinarily available provision



Inclusive  
Education

# Contents

Editorial	1
Local authority support for SENCos	2
Portchester Community School – towards a transition framework	4
Breaking barriers: a celebration of inclusion and independence	6
Expanded provision to support inclusion at Vigo Primary School	8
Proactive intervention at secondary to avoid unnecessary escalation to EHCP	10
Our commitment to excellence: SEND inclusion at Barksbury Federation	13
Early Years Year R initiative	15
Education and Inclusion Occupational Therapy Service Ordinarily Available Provision	18
Early adopter sounds bites	27
Early adopter contacts	28
Hart Plain Junior School – implementing ordinarily available provision	29
The Cowplain School – inclusion spaces – creating inclusion through defined spaces	33
Transforming SEND Summer Update – Summer 2025	34
Spotlight on Hampshire’s local offer: new resources, guidance, and Youth Voice initiatives	38
Useful links	40
Courses	41

# Editorial



Welcome to the summer edition of *SEN Matters*. I am so pleased to be able to share this edition with you, as every edition from this point on will be fully funded and available to all education settings, as part of our commitment to early intervention, sharing best practice and support. This edition has a focus on ordinarily available provision to coincide with the launch of the revised guidance materials and associated videos:

<https://hants.sharepoint.com/sites/CSCommunications/SitePages/Ordinarily-Available-Provision-and-SEND-Support-Guidance-Launch-Videos-and-Resources.aspx>.

Initial feedback to the revised guidance has been very positive and it has been great to see how many are embracing the concept of providing a universal provision which aims to proactively support every individual in our education spaces.

We have tried to include information which directly correlates to the guidance as well as more broadly as to what should be, and is, ordinarily available to children and young people in Hampshire settings.

As mentioned previously, the local area partnership work is focused on standards of excellence for children and young people with special educational needs and disabilities (SEND). This involves all partners across Hampshire who are involved in these services in any way. The revised guidance and its subsequent roll out has been a focus of the board and this means that all partners have an understanding of the principles and provision, and are keen to know the impact of the implementation programme.

I hope you find this edition wide ranging and useful. There is a real focus on information and experiences of some of our early adopter settings to try and provide practical implementation suggestions and problem-solving approaches to potential challenges.

If you have an article that you would like included in a future edition, then please do send me an email.

## **Laura Hamson**

School Improvement Manager (SEND and Inclusion), HIAS

Email: [laura.hamson@hants.gov.uk](mailto:laura.hamson@hants.gov.uk)

# Local authority support for SENCos

## TSEND support line

Free guidance on all issues related to supporting SEND in your school. SEN Support Line Enquiry Form: <https://forms.office.com/e/mrX19kBP82>.

## TSEND e-learning modules

Includes a new implementation and summary plan.

## TSEND toolkit

Includes a newly developed transition to Year R page.

## SENCo toolkit

Coming soon – addition to the SEN toolkit with practical guides and resources for SENCos developed by SENCos.

## Bookable time

Book in person support with our specialist SEND teaching and learning advisers.

Email: [senadvisersbooking@hants.gov.uk](mailto:senadvisersbooking@hants.gov.uk).

SLA can be used for this.

## TSEND summer update 2025

This [update](#) focusses on some of our key successes to date and what they mean for your education setting.

We are at a crucial time in Transforming SEND. The pilots that were established in 2023/24 have now been running for over a year and are providing valuable evidence of good practice.

All of this evidence is being fed into our Local Area Partnership Board. The Local Area Partnership Strategy and Action Plan was recently published on the Local Offer, so please do take a look.

[Family Information and Services Hub | Local Area Partnership - Hampshire](#)

It's important that everyone who works with children and young people with SEND in Hampshire is aware of the strategy so please do all you can to spread the word!

## Coming soon

**Annual SEND Conference** – an opportunity for SENCos to come together and hear about current practice and take part in practical, solution-focused workshops.

**SENCo development programme** – programme for SENCos in Hampshire to ensure they are supported in implementing their role and how the services in Hampshire work.

**Inclusion pledge** – opportunity for education settings to make their commitment to creating inclusive environments for all.

It is really important to access the right support at the right times when you are a SEN co-ordinator (SENCo). To assist in this there are a number of local authority (LA) offers available from September 2025.


Details about our upcoming courses can also be found in the Courses section of this publication.

## Phase specific SENCo Briefing

Understanding local and national issues, as well as legislation and guidance changes. There will be officers from different authority teams to update you on key elements to support in your role as a SENCo.

Virtual meetings to update on key issues pertinent to the SENDCo in schools. These also provide updates on the authority's development of plans and signpost things to be looking out for and events which are happening.

### Primary

-  6 October 2025
- 3 February 2026
- 23 April 2026
-  *SENDCo Autumn*
- SENDCo Spring*
- SENDCo Summer*

### Secondary

-  10 November 2025
- 3 March 2026
- 7 May 2026
-  *Secondary Autumn SENDCo*
- Secondary Spring SENDCo*
- Secondary Summer SENDCo*

This briefing can be booked via the Learning Zone. To search for a specific course, type the keywords provided in the *Find Learning* box, then click *See Classes* for details of available dates and times.


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

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

For all staff.


### Cohort 1

-  9 September 2025
- 30 September 2025
- 12 November 2025
- 2 December 2025
- 13 January 2026
- 11 February 2026
- 25 March 2026

 OAP

### Cohort 2

-  14 January 2026
- 2 February 2026
- 3 March 2026
- 25 March 2026
- 22 April 2026
- 19 May 2026
- 1 July 2026

 OAP

This briefing can be booked via the Learning Zone. To search for a specific course, type the keywords provided in the *Find Learning* box, then click *See Classes* for details of available dates and times.

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

### Laura Hamson

School Improvement Manager (SEND and Inclusion), HIAS



# Portchester Community School – towards a transition framework



**PORTCHESTER**  
*Community School*

As a fairly new SENCo undertaking my NASENCo qualification, I was tasked with a research project: finding something small scale and practice-based to research further into. With the primary to secondary transition on my mind, my reflections led me to further explore the differences in transition processes for those with educational, health and care plan (EHCPs) and those on the SEN register but without statutory plans. It was clear through my own practice that these two categories of students experienced very different transition pathways with SEN/D data showing a rise in EHCP applications around the transition stage.

My research therefore started with small scale case studies, exploring the transition experiences of pupils with Asperger's Syndrome (AS) – one with an EHCP, the other without – to attempt to identify parental and student perceptions on what was meant by a successful transition.

Literature goes some way to provide definitions of transition success, however these definitions are not specific to pupils with SEN/D. The research was carried out using semi-structured interviews with both the students and their parents. Thematic analysis was then used to draw out key themes across all four responses. This analysis found three key themes that led to a successful transition.

## Stakeholder engagement and communication

Engagement with parents was discussed by three participants with them referencing the need to acknowledge that parents know their children's needs the best.

There was a greater emphasis on this from the participant identified as being a K (SEN support) student at the time of transition. It is possible the lack of statutory paperwork documenting the student's needs meant there was greater need for parents to be viewed as the experts.

## Relationship building

Relationships are another key theme identified throughout the analysis, being as important to parents as they are to students.

Robbins and Dempster (2021) discuss relationships as evolving from building trust, which in turn is developed from consistent experiences. While there is a valid discussion around practices that need to be considered to support the adjustment for students, it is worth considering adjustments parents may also need to ensure strong relationships between the school and parents. One barrier to this is the range of needs parents may have, and whether these parental needs are deemed a priority to professionals.

Furthermore, an aspect linking relationship building and communication was the feeling of being let down due to promises not being kept, discussed by both a parent and child participant. This common discussion point was cited repeatedly in this case as being a reason for the whole transition process not being a success for the student.

## A sense of mattering and belonging

Three participants discussed the importance of mattering, belonging, and feeling safe in the school environments. They were able to accept there would be structural changes between the two schools, such as changes to the structure of the school day, to the environment, and to routines.

However, the feeling of safety and belonging was a theme that was important to transition success. Research participants wanted the students to feel understood and to see their identities being represented in their new schools.

Having identified three key themes, I was keen to translate these into practical ways for the research to impact my practice. It became clear that the themes raised through my research also aligned closely with the segments used in Maslow’s hierarchy of needs and could be used as a basis for considerations during the transition process. This work provides the foundation for a wider piece of research being undertaken at the University of Portsmouth into the transition process for pupils with SEN/D.

It aims to develop a research-informed best practice framework to support the transition process, ensuring pupil need is identified and therefore met at an early intervention level, resulting in greater outcomes and smoother transition experiences for pupils in Key Stage 3.

**Kate Howell**

SENCo and Resourced Provision Manager,  
Portchester Community School

Figure 1: Howell’s Hierarchy of transition needs



# Breaking barriers: a celebration of inclusion and independence

The Specialist Teacher Advisory Service (STAS) for Physical Disabilities and Assistive Technology (PD and AT) has successfully supported a student with complex physical needs in transitioning to college to study A-Levels. Here is a summary of his journey.

When James, an extremely able and determined young man with complex physical needs, transitioned to Havant and South Downs College (HSDC – Havant Campus) it marked more than just the next step in his education – it was a powerful statement about inclusion, ambition and the strength of collaborative support.

James is a full-time power chair user who requires regular physiotherapy, a range of specialist equipment and hoisting for all transfers. He uses complex assistive technology, including eye-gaze, to access his educational and recreational activities. He is eager to have his voice heard, but the physical effort of verbal communication is difficult, requiring additional time, a communication device, and support from familiar staff.

The STAS for PD and AT have worked together with James and his family, health professionals, school and college staff to ensure that the transition to post-16 education has been successful. They played a pivotal role in ensuring college staff had appropriate training and that the environment was fully accessible for his needs.

Early transition planning was essential and began at the beginning of Year 10. The STAs for PD and AT visited several colleges with James and his parents. He needed a college with the potential to be accessible for his specific needs, as well as offering suitable A-Level courses and an open-minded, inclusive approach.

Once James decided on HSDC, STAS visited the Havant site with Hampshire County Council's Senior Access Officer who helped plan a purpose-built workroom, complete with a ceiling hoist, physiotherapy plinth and wall-mounted screen funded by Hampshire County Council to



meet James' needs. James worked alongside professionals to plan his AT equipment, with STAS supporting the process through some funding, setup and training.

STAS were involved throughout transition. They ensured that James and his family felt confident and supported, and that college staff had the skills to meet his physical, medical, technological and academic needs. HSDC were outstanding in embracing these new challenges and, to date, James has had an exceptional first year with them.

Comments from James' parents:

*"We are really happy with the transition for James to college. Everyone has put a lot of time and effort in for him, thank you."*

James has formed meaningful friendships with both staff and peers, and his calm determination and sense of humour have made him a role model within the college community.



Comments from James' support staff:

*"James is a pleasure to work with. Every day is a journey, we are constantly learning from him and with him. He leads his team. He's very self-aware. James brightens the room up, whatever the situation!"*

James has enjoyed socialising around the college campus and his strategic thinking and patience mean that he is renowned as a formidable chess player amongst his college friends.

James is fully included in all aspects of college life including off-site trips. Earlier this year he visited Bletchley Park to explore real-world applications of maths in code breaking, cryptography and World War II history. James has become a powerful advocate for his own independence and has requested to go off site to explore the local area.

Today, James is thriving. He recently achieved a Silver Award in a Maths Olympiad and a Bronze Award in the British Physics Olympiad Senior Physics Challenge. He is aiming for gold next year! He is on track to fulfil his ambition of securing a university place to study physics.

James' story is a powerful reminder of what's possible when inclusion works. With the right support, high expectations, and a belief in every student's potential, barriers can be broken; and futures can be built.

Comment from James:

*"Their (STAS) help was crucial for a smooth transition. It's going really well; the team have time for me – the teachers and support staff. Teachers are very supportive; they always look past my wheelchair. Everyone here is very accommodating. My time at college is incredibly busy but everyone here helps me."*

Whilst James' needs are unique, his success is just one example of the successful inclusion of young people with physical disabilities across Hampshire. The STAS for PD and AT continues to support young people with a wide range of academic abilities and physical needs to access mainstream education from two years through to 25 years old.

[www.hants.gov.uk/educationandlearning/send/specialist-advisory/stas](http://www.hants.gov.uk/educationandlearning/send/specialist-advisory/stas)

### **Eliza Swain**

Specialist Teacher Adviser Physical Disabilities (PD), Specialist Teacher Advisory Service

### **Angie Smith**

Specialist Teacher Adviser Assistive Technology, Specialist Teacher Advisory Service

**with contributions from James and his support team.**

# Expanded provision to support inclusion at Vigo Primary School

Vigo Primary School is a large, three form entry school which has always had a high proportion of pupils with special educational needs. We currently have 30% of children identified as having SEN needs with 76 EHCPs across the school. We have worked hard to develop an inclusive practice both within our classrooms and our general school environment. We have developed an environment where pupils with a wide range of needs are able to thrive, receiving a balance of inclusive practice within their mainstream classrooms, alongside access to specific provisions which provide targeted and sustained support to develop the specific skills needed to increasingly manage their classroom environment successfully. As a school, we constantly evaluate and adapt our provisions to drive our practice forward.

Over the years, we have developed four specific provisions at Vigo Primary School.

## Rainforest

The Rainforest is a resourced provision to meet the special educational needs of currently 12 children with EHCPs for speech, language and communication needs (SLCN). The Rainforest is led by our resourced provision manager. The children access targeted literacy lessons within the provision base and then receive a speech and language programme during part of their afternoon which is specific to their individual needs. The remainder of the day is spent within their mainstream class.

## Ready to learn (R2L)

Children with social, emotional and mental health (SEMH) needs can be supported through the inhouse R2L classroom where children work with a higher staff to children ratio. This support offers children the opportunity to develop their resilience and understanding of themselves, their impact on others and their impact on the world around them.



Regular reflection and conversation are used in each lesson and is monitored through a points system which awards points based on behaviour, learning and individual targets. The provision is led by one of our assistant headteachers and is supported by three learning support assistants (LSAs). The pupils spend their mornings in their mainstream classroom and then attend the R2L provision from 11.45am every day.

## The Maldives

The school has a nurture group provision which is managed and overseen by our SENCo and lead thrive practitioner. There are three LSAs (all trained as emotional literacy support assistants (ELSAs)/therapeutic active listening assistants (TALAs)) who lead and support the different groups. We have a Year R, a Year 1/2, a Year 3/4 and a Year 5/6 group which runs with every group receiving two sessions a week. Sessions are approximately two hours each. Pupils who access the nurture group have gaps in their emotional and social development due to experiences of trauma or have attachment needs.

# Stepping stones

Stepping stones is our newest inhouse provision which opened in September 2024. This is a provision for pupils within Year R/1/2 who have significant needs related to Autism and communication/interaction. This provision is led by a teacher and supported by two LSAs. The aim of the provision is to provide a safe space where these pupils can receive individualised and small group targeted intervention to develop their ability to manage the mainstream classroom environment.

At Vigo Primary School we embrace the fact that every child is different and therefore the educational needs of all children will be different. We aim for our pupils with SEN to feel happy, safe and nurtured within our school. We endeavour to create provisions which overcome specific barriers to learning and ensure pupils with SEN can be independent and successful within our mainstream classrooms.

**Suzanna Wright**

SENCo, Vigo Primary School

# Proactive intervention at secondary to avoid unnecessary escalation to EHCP

We are all well versed in the escalation of SEND in our schools and the pressure that this puts on us as frontline practitioners, as well as on the local authority who are responsible for the management and funding requirements of all EHCPs.

Since Covid we have seen a dramatic increase in the number of requests for EHCPs, including those from parents. This is causing a significant issue within the system and often creates delays for SEN EHC co-ordinators as they have to spend time dealing with applications whether appropriate or not.

Parental requests for EHCPs can come from any number of directions. I have had quite a few that have come as a result of social worker intervention, not always appropriately recommended but seen as a positive action in doing something to find a solution. Other parental requests have sometimes come from parents who are misinformed about the process and what an EHCP provides.

In my own school there was a situation where a parent was requesting an EHCP, because their child got multiple detentions and was sent out of the classroom. Communication had broken down between the school and parent, creating a situation where a desperate parent had felt making an EHCP request, without any supporting evidence, was the only solution. However, according to legislation, the application needs to be read and heard at panel. It needs to be discussed. The school needs to be contacted for their input. A resolution meeting has to be organised, and an action plan put in place. All of this takes significant time and resource, and this is time and resource that could have been spent on trying to solve the initial challenge.

It is incumbent upon all of us working within Hampshire to try and ease that bottleneck at the start of the EHCP process, so that appropriate cases can go through the system within the correct timescales and then support can be allocated swiftly to those who need it most. This is without doubt in everybody's best interests.



## How can we do this?

I believe there are three stages which if followed thoroughly will help this bottleneck significantly. I will briefly describe what could be in each stage below.

### Stage 1: first steps

#### Ordinarily available provision (OAP)

- SEN friendly classroom (*well resourced; effective learning walls; free from clutter, pod seating, effective deployment of TAs*).
- Teacher strategies (*awareness of student profiles; connection with student; pedagogy*).
- Staff buy in (*investment in the TSEND training – completed at an appropriate pace to allow for absorption and practice; time in training for teachers to go through student profiles in the classes they teach; training on how to interpret teacher strategies listed on a student profile; TA structure within the school and creation of specialist TAs*).



- Initial proactive contact with parents (*this should start at transition; if at complaint stage then a swift meeting with relevant staff including a SLT member; a recognition at leadership level that SEN support (K) is everybody's business and the SENCO does not need to be at all meetings. If the above steps are in place, then any member of the SLT team should feel confident in taking a proactive role in this meeting; strong communication methods between senior leadership and middle leadership to enable the successful enactment of any action plan*).
- Person centred planning (PCP) meeting (training for PCP is available through the Hampshire Educational Psychology (HEP) Service. An EP can be requested to come and support for the first one or two that the school holds, so the process is tight. The student is allowed to invite a member of staff who they feel can advocate for them successfully; the outcome of the PCP will be short term actions and long-term goals. Everyone involved in the meeting will have an action).
- Second review meeting with parents to go through the outcomes of the individual information and investigation stage including the PCP action plan.

## Stage 2: individual information and investigation stage

### Information gathering

- Review meeting with parent to go through what is working and what is not and to agree the next steps to support their child – which all make up part of stage 2 (parents need to know there is action happening).
- Round Robin/sweep to class teachers.
- Analysis of all available standardised data on the student (including CATs, reading and spelling scores).
- Pupil pursuit (to observe the student in different contexts and can be used to check which teachers are successfully using which particular strategies from the student profile and why they are effective. I use a member of the SEN team to conduct this pursuit).
- Team around the child (TAC) meeting (this should involve the teachers, head of year, tutor and any support staff who work with the student. The purpose of the meeting should be to share observations about the students and share effective strategies. Action plan can result from meeting).
- Meeting/phone call with parents to explain what happens at stage 3 and the types of specialist support that will be sought to support their child.
- Use inhouse screeners (*Further reading and spelling tests; dyslexia and dyscalculia screens*).
- Call SENCo helpline and refer to SENCo toolkit and Inclusion Best Practice Library (*note any additional strategies suggested onto the student profile*).
- Engage an EP consultation for the student (*this will help if the student does eventually need to go through the EHCP process as an EP report is part of the assessment stage, so this will assist in the process*).

## Stage 3: specialist support stage

### Extending the support

- Identify interventions that are already running that you can piggyback the student onto, that supports their area of need.
- Seek additional advice from specialist teacher advisers, or other specialists.

With these stages in place and common practice across secondary schools in Hampshire, it is my view that we might have a real chance of stemming the tide of inappropriate EHCP requests and as a result build some capacity in our SEND system.

**Sarah Bennett**

Headteacher, Crookhorn College

# Our commitment to excellence: SEND inclusion at Barksbury Federation

At Barksbury Federation, we pride ourselves on fostering a culture and ethos of high expectations for all children, including those with SEND. Our approach to SEND inclusion is built on a foundation of consistent boundaries, strategic planning, and dedicated staff, ensuring that every child receives the support they need to thrive academically and socially.

In order to achieve, our children with SEND need to be thriving academically and socially. There are five core areas that are forefront in everything we do:

- 1 expectations
- 2 consistency
- 3 support
- 4 strategic planning
- 5 dedicated staff.

## High expectations for all

Our commitment to high expectations is evident in every aspect of our educational practice. We believe that every child, regardless of their needs, has the potential to achieve great things. This belief drives the federated team to set ambitious goals for all children and to provide the necessary support to help them reach these goals. By maintaining high standards, we encourage our children to strive for excellence and to develop a strong sense of self-worth, and confidence.

## Consistent boundaries and routines

We believe that consistency is key to creating a stable and supportive learning environment both in and out of the classroom. We establish clear boundaries and routines for behaviour and attitudes towards learning and playing. These consistent practices are critical to enable children with SEND to feel secure and understand what is expected of them.



By providing a predictable environment, we reduce anxiety and create an environment where children can focus on their learning and personal development.

## High-quality scaffolding

To support children with SEND across the curriculum, we design high-quality scaffolding tailored to meet the needs of the individual. Scaffolding involves breaking down learning tasks into manageable steps and providing the necessary support at each stage. This approach ensures that all children can access the curriculum and engage with the material in a meaningful way. Our teachers are skilled in differentiating instruction and using various strategies to support diverse learning needs, making sure that every child can succeed.

## Strategic planning for sensory needs

Understanding and accommodating sensory needs is a vital aspect of our SEND inclusion strategy.

The physical space in our environment is thoughtfully planned to address the sensory requirements of our children. We create sensory-friendly areas that provide a calming and supportive atmosphere, helping children with sensory sensitivities to feel comfortable and focused. By considering sensory needs in our planning, we ensure that all children can learn in an environment that is conducive to their well-being.

## **Dedicated and trained staff**

Our staff are the mainstay of our SEND inclusion efforts. All members of our team receive frequent training and are committed to our SEND policy and practice. This ongoing professional development ensures that our staff are equipped with the knowledge and skills to support all children effectively. Their dedication to SEND inclusion is reflected in their daily interactions with children, where they demonstrate empathy, patience, and a deep understanding of each child's unique needs.

In this article, we have highlighted how our approach enables all children, with and without SEND, to thrive into confident, capable individuals. Through the five core areas, and embracing SEND inclusion, Barksbury Federation enriches the entire community, creating a diverse, supportive learning environment that benefits every child.

**Sarah Bodinham**

SENCO and DSL, Barksbury School Federation



# Early Years Year R initiative

In the autumn term, the Early Years Advisory Team (EYAT) launched a Year R SEN support initiative, to provide guidance and advice for children starting school on the Portage waiting list. Schools involved in this initiative were offered a visit from members of the EYAT SEN strategic group and a SEN teaching and learning adviser. Over the course of these visits there were some key strategies discussed with schools, many of which would be included as part of ordinarily available provision (OAP). These included providing children with an inclusive enabling environment, clear and consistent visuals and all practitioners having an understanding of child development. These will be discussed below, along with some photos from some of our leading foundation stage practitioners (LFSPs) at Wickham Church of England Primary School and Manor Field Infant School.

## Inclusive enabling environments

Ensuring that your environment, both inside and outside, can be used as a *third teacher* is vital in building an inclusive enabling environment, where all children feel that they belong. Ensuring our environments are not overwhelming, with all resources clearly labelled and independently accessible is crucial.

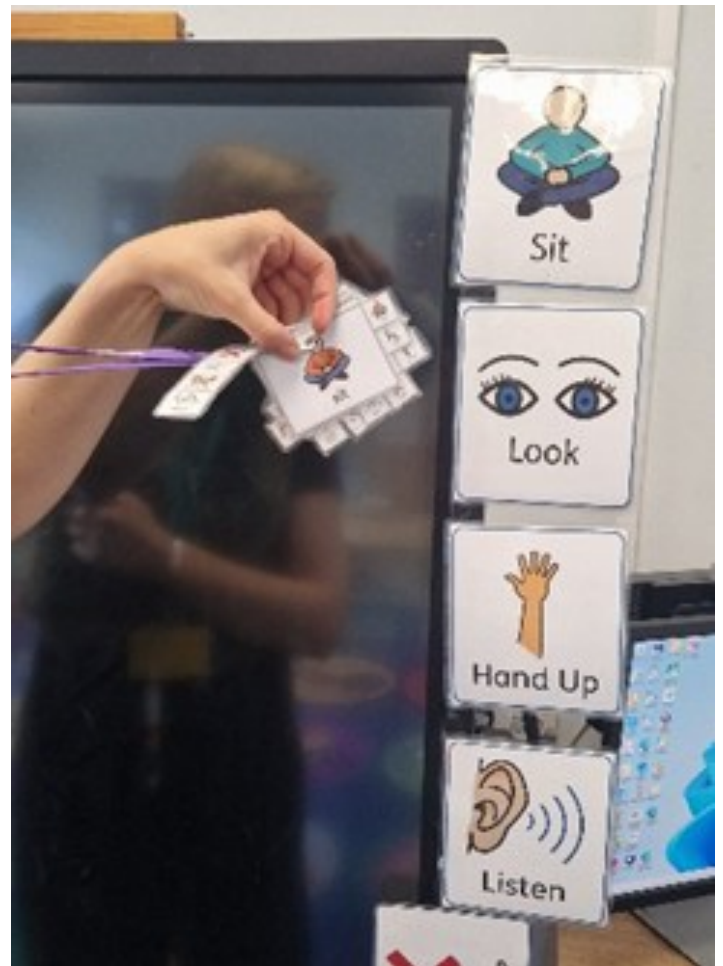
Environments, such as the ones pictured, allow children to easily see the resources on offer, lessening overwhelm and providing a sense of security and consistency. The blue pencils will always be in the blue pencil pot, the spades will always be hung by the sandpit, the Sellotape will always be by the scissors. Environments organised in this way, where children know what to expect and where to find the resources they need, help lessen cognitive overload and encourage and build independence skills.



## Visuals

Within a predictable and independently accessible environment, further support can be provided with clear and consistent visuals. You will see in the creative area pictured on the left hand side of this page; visuals are used on the shelving to aid children in where resources should be returned once they are finished with. On the following page are some images of visuals used to support children in further navigating the environment, highlighting areas of the provision that are currently open and which are closed. Alongside supporting children within the environment, visuals can be used to support children with navigating their day, supporting with transitions and providing predictability in routine. There should be consistency within the visuals used, for example images used on daily timetables should be consistent across classes and be the same as images used outside or on lanyards. This consistency will support children in understanding what is happening throughout the day.





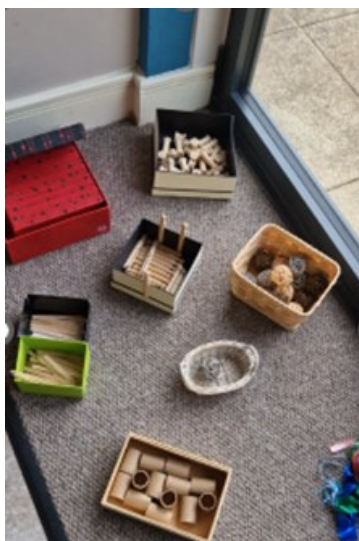
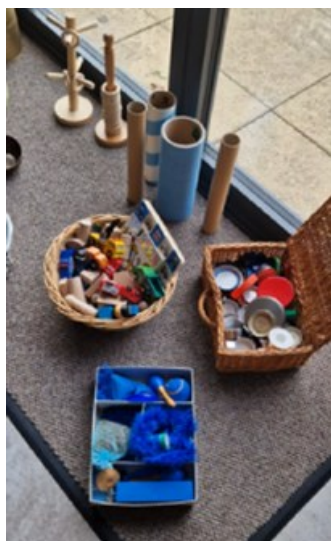
## Child development

Children's stage of development is important to reflect upon when considering your environment and the resources you provide. If all children within your cohort are not yet able to use abstract thought, making connections and using their prior knowledge and experience should be considered when identifying the kinds of play experiences you provide. Children may still be using all their senses to explore objects and investigating what objects can do. For children at these stages of play, they should be provided with experiences such as treasure baskets and heuristic play, allowing them to experience different textures and engage with everyday objects in a free and unstructured manner, encouraging them to experiment and learn through trial and error. Further information about child development, linked to each area of learning, can be found on the Services for Young Children Moodle:

<https://sfyctraining.hants.gov.uk/course/index.php?categoryid=72>.







## Support for OAP in Year R

To complement the recently published *Ordinarily available provision and special educational needs and disabilities support guidance* and the *SEN support guidance for early years providers*, the Early Years Advisory Team will be publishing a *how to guide* for OAP in Year R. This guide will provide practical hints, tips, photos, videos and articles that will support you in providing effective OAP from birth through to the end of Year R. It will cover strategies such as the use of visuals, how to create an inclusive enabling environment and the vital role of the adult in providing consistency and security.

SEN Support Guidance  
for Early Years Providers  
September 2024



New for the academic year 2025/2026 we have developed an Inclusion in Year R training offer. There are three separate whole day training courses, one each term. Day one focuses on OAP, day two on schemas for schools and day three on transitions and assessment. Each day can be brought as a stand-alone training package, however if you buy a space onto two of the days, we are currently offering the third day for free.

### Inclusion in Year R – Ordinarily Available Provision

2 October 2025

**Also available:**  
Inclusion in Year R – Schemas for Schools (12.03.2026)  
Inclusion in Year R – Lets Talk Transition and Assessment (14.05.2026)

**Buy two days – get one free**

## For Schools

All days are currently bookable via the Learning Zone. If you have any questions about the course, please email: [joanne.maylen@hants.gov.uk](mailto:joanne.maylen@hants.gov.uk).

We also have a *Help for Year R teachers – supporting vulnerable children in Year R* section on the Services for Young Children Moodle. Here you will find short presentations on subjects such as environments, co-regulation, using visual supports and supporting sensory needs. In addition to these resources, we also run a free of charge termly network after school, focusing on a range of different subjects to support inclusive practice.

<https://sfyctraining.hants.gov.uk/course/index.php?categoryid=66>.

### Jo Maylen

Early Years District Advisory Teacher, Early Years Advisory Team

# Education and Inclusion Occupational Therapy Service Ordinarily Available Provision

Sensory processing is the way our brains process and make sense of information received through our senses (sight, sound, touch, smell, taste, balance, (vestibular), body position (proprioception and interoception). Being able to process these sensory stimuli enables us to interact effectively with the environment.

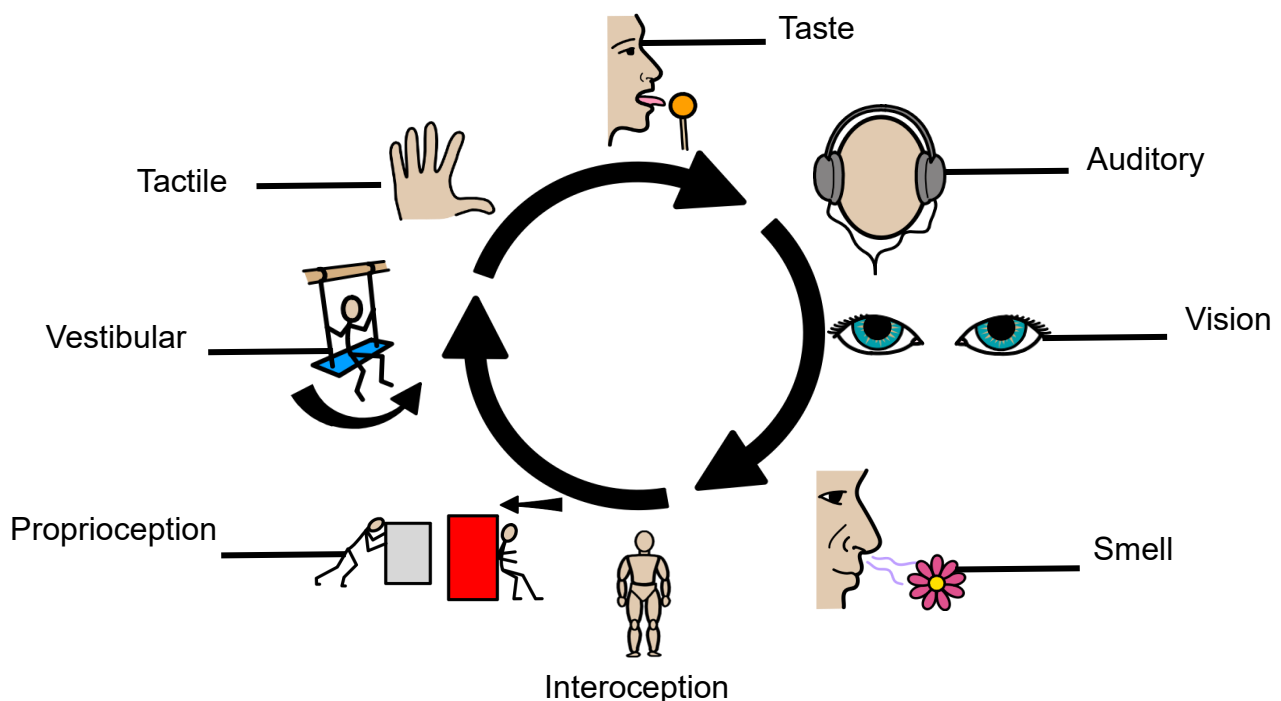
Some children can present with sensory processing differences, and these can impact on their engagement and participation in education. We work alongside our health colleagues at NHS Solent Children's Therapy Team, who offer support to children and young people's sensory needs when they are impacting their activities on daily living. They offer advice and programmes on their website to support sensory needs, fine and gross motor development, handwriting skills, visual perceptual skills, attention, listening and organisational skills, PE adaptations, and self-care skills.



Hampshire  
County Council

Education and Inclusion  
Therapy Service










We at the Education and Inclusion Occupational Therapy Team specialise in assessing children who are experiencing sensory processing differences, supporting schools and other educational environments with sensory strategies as well as delivering intervention where needed. We work primarily with Hampshire's SEN service in support of your child's EHCP provision. Our team also offer a sold service to provide schools, families and other professionals with training.



**This summary is to provide schools and parents with universal strategies and information to use prior to referring to our team.**



# Summary of the senses

 <p><b>Vestibular - The Movement Sense</b></p> <p>This is our sense of movement, allowing us to stay upright and adjust our position, to balance and detect motion. It helps us to develop a sense of direction and understand how space influences our movements. Understanding our movement sense allows us to adjust our muscle tension in relation to different forces and speed.</p>		 <p><b>Visual - The Vision Sense</b></p> <p>The visual sense provides visual information to see where we are going and supports us to plan our movements.</p>
 <p><b>Proprioception - The Body Awareness</b></p> <p>This is our internal sense of our position, from information from our muscles and joints. We gain this information without the need to use our vision. It allows us to make precise movement accurately in the space we are using whilst judging the speed and force of movements.</p>		 <p><b>Auditory – The Hearing Sense</b></p> <p>Our auditory sense includes hearing, listening, localising sounds, interpreting noise and the ability to filter and selectively attend to auditory information.</p>
 <p><b>Tactile - The Touch Sense</b></p> <p>The skin has different receptors for receiving sensations through touch, pressure, texture, cold, heat, pain and movement of our hairs. This information supports us to interact with our environment and is the largest sensory system.</p>		 <p><b>Interoception - The Internal Sense</b></p> <p>The interoception sense is our ability to understand what our body is trying to tell us. This includes knowing if we are hungry, thirsty, full up, tired, in pain, unwell, if we need the bathroom or if we feel hot or cold. It also helps us to recognise if our emotions are changing and how they make us feel.</p>
 <p><b>Olfactory - The Smell Sense</b></p> <p>When we eat, we smell the food first and this will influence our food choices and protect us from eating something that might be dangerous.</p>		 <p><b>Gustatory - The Taste Sense</b></p> <p>The gustatory sense is how we taste different flavours and is closely related to the olfactory system. We can taste five different flavours: sweet, salty, bitter, sour and savoury. Texture and temperature are related to the tactile receptors in our mouths and can influence our tolerance.</p>

## Sensory modulation

Sometimes individuals may appear over-responsive to sensory stimuli which others can usually filter and tolerate, eg noises, lights, the feeling of clothing, particular tastes and smells. This can impact on attention, and participation and regulation in the classroom.


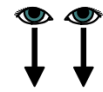
Other individuals may seem under-responsive to sensory input and appear to under-react, eg appear not to hear their name when called, clothing in disarray, food left on their face after

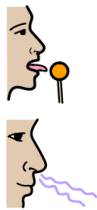


meals, unaware of bruises or cuts on their skin. These individuals may appear *switched off* or as though they are not paying attention.

## Sensory strategies


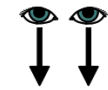
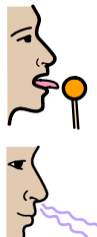
A range of strategies can be used to help individuals to respond appropriately to sensory input in the school environment. Please see Appendix 1a for further strategies with visuals.




### Over-responsiveness

Sense	What you might see	Strategies to support
Hearing 	Noise levels may feel magnified, dislike of noises, may be easily startled, anxious before expected noises, eg school bell, may talk loudly to drown out background noise.	Consider where the child is sat within the classroom, eg not near the door/busy areas. Be aware of lower-level background noise, eg smart boards, fluorescent lighting – turn them off if not needed. Warn the child before imminent loud noises, eg fire alarm, music. Use social stories to help explain the need for fire alarms etc. Demonstrate to the child how to regulate their volume. Create a quiet zone that the child can access if feeling overwhelmed by noise.
Vision 	Dislikes bright lighting, prefers darker environments, prefers curtains closed, can be easily distracted by too much visual information around them.	Consider where the child is seated within the classroom, eg away from windows/busy areas. Provide clear, bold worksheets without too much information. Minimise clutter and visual distractions in the environment.

Sense	What you might see	Strategies to support
Taste and smell 	Dislikes strong taste, prefers bland foods, prefers specific temperature of food, may over-react to new smells, gags easily.	Present new foods gradually. Never force the child to try something if anxious or uncomfortable. Encourage the child to be involved in food activities, eg baking, preparing food without the pressure of tasting; touching, seeing and smelling food can help with tolerance.
Touch 	May dislike unexpected touch from others, such as someone brushing past them. May avoid hugs. Prefers certain textures and can be picky with clothing. Dislikes messy play activities and can react aggressively to another's touch. Can be overly sensitive to pain and temperature.	Give the child plenty of space. Be mindful of where they sit/stand in proximity to others. Continue to gently offer opportunities for new tactile experiences. Let them explore at their own pace. Always approach the child from the front and explain what is happening so they know what to expect. Avoid unnecessary touch. Use flat palms of hands and provide firm pressure touch as this is easier to process. Allow the child to be at the front or at the back of queue.
Movement 	Hates spinning and jumping and becomes dizzy. Hates a busy place full of movement. Avoids feet off the ground.	Respect the child's anxiety to dislike of movement. However, continue to offer movement opportunities. Unstructured times, eg at playtime/lunchtime ensure the child has a quiet area or a safe place to play. Offer alternative suggestions of games to play for children who fear feet off the ground, practise on low level apparatus. They may need more physical and verbal support.

## Under responsiveness

Sense	What it looks like	Strategies
Hearing 	Enjoys loud noise, makes loud noises or hums to self often, seeks noisy toys/play activities.	Model appropriate volume. Use the child's name prior to giving an instruction. Repeat back instructions to reinforce what has been said. Provide time for exploring different sounds.
Vision 	Needs more visual information to get the input needed. Likes bright environments, light up toys, visually stimulating displays. May like looking at visual aspects of the environment, eg people moving around, looking out of the window.	Use bold colours, clear visual worksheets to help focus. Provide opportunities for exploring visual toys/activities.
Taste and smell 	Eats/tastes non-food items. Craves strong tastes and smells. Underreacts to strong smells.	Provide safe alternatives for the child to chew. Be vigilant of children presenting with pica <i>"craving or consumption of objects that are not normally intended to be consumed."</i> Continue to allow the child to eat crunchy hard snacks, eg raw fruit and vegetables.

Sense	What it looks like	Strategies
Touch 	Needs and seeks firm touch to get the feedback needed. May have difficulty registering pain/temperature. May touch objects and people.	Be vigilant to injuries as the child may not register this input. Ensure safe temperature of water/radiators as the child may not detect too hot/cold. Model appropriate distance. Provide regular opportunities for messy/tactile play sessions.
Movement 	Is always on the go. Difficulty sitting still. Often fidgeting and moving in the chair. May take excessive risk, eg climbing high, moving fast. May appear uncoordinated.	Allow frequent movement breaks. Try using a <i>move 'n' sit</i> cushion to provide some movement in sitting. Provide extra supervision with the school environment to ensure safety.
Body awareness 	Child may bump or trip over things/people. May seek/squeeze themselves into small, enclosed spaces. Look at feet when going downstairs. May chew on non-food items, may like crunchy/chewy foods which provide strong input in the mouth.	Model boundaries and personal space. Provide opportunities for soft play/obstacle courses. The child may need to use vision to monitor what their body is doing. Encourage these children to move classes before others so that they are safe on the stairs and do not feel hurried.

## Before referring for a sensory assessment schools should complete the steps below
















- **Have you completed an environmental audit?** Making changes to the environment can help to reduce sensory over responsiveness for children who experience sensory modulation difficulties and can support children to regulate. Sensory Audit for Schools and Classrooms: <https://education.gov.scot/media/i3nm5bkt/sensory-audit-tool-for-environments.pdf>.
- **Have you tried implementing sensory strategies as found in the NHS Solent pack (SENSORY: <https://hiowhealthcare.nhs.uk/application/files/4117/2735/8694/section-6-and-6a-sensory-difference-and-challenges.pdf>) and in this OAP document?** Using sensory strategies in the classroom are a great way in meeting the child's sensory processing needs and supporting attention for learning.
- **Have you tried implementing movement breaks, brain breaks, positive pauses and sensory circuits?** These strategies are helpful in meeting a child's sensory processing needs. Sensory movement breaks tips for success at school and home: [www.griffinot.com/sensory-movement-breaks-tips-for-success/](http://www.griffinot.com/sensory-movement-breaks-tips-for-success/).
- Regulation spaces for classroom toolkit (Appendix 1b).
- **Have you tried to create a quiet sensory space to support with regulation?** When a child is experiencing sensory overload, they can become very upset and find it hard to engage in learning, a quiet space can help to support a child to regulate. NCSE – Sensory Spaces in Schools: <https://ncse.ie/wp-content/uploads/2025/03/Sensory-Spaces-in-Schools.pdf>.



























We require schools to have tried all of these strategies and have them documented on the additional information form submitted with your referral to Hampshire SEN for them to progress. If these strategies have not been implemented, then we will not accept the child's referral until these have been completed.



# Appendix 1a: (sensory strategies)

## SENSORY INTERGRATION – SUMMARY OF STRATEGIES



















 <b>HEARING</b>		
	Speak clearly and slowly, repeating instructions to ensure the information has been understood.	 [NAME] to have access to listen to music to reduce auditory distraction in the classroom when completing tasks.
	Offer the use of headphones or earplugs if appropriate to use when needing to focus due to noisy environments. Alternatively offer a quiet space to work in.	 [NAME] to be allowed to arrive to class a minimum of five minutes late and leave a minimum of five minutes early to avoid busy crowded corridors.
	Prepare the person for any predictable loud noises, for example the school bell.	 Allow the information to be processed and wait for a response; additional time will be supportive to allow independent responses.
	Provide one instruction at a time.	 To give the child access to a quiet space to complete work.
	Be aware of background noises such as white boards and fluorescent lighting, turn them off if not needed.	 As well giving auditory instruction, give visuals. Get the child to repeat back to you what the instruction/task is to ensure they have understood.
	When giving verbal information, make sure the child or young person doesn't move away until the instruction has been given.	
	To try reducing auditory distractions from both inside and outside the classroom.	
	Use the child or young person's name to gain their attention before speaking to them. Eye contact can be uncomfortable so you may want to find what is best for the individual.	
	To have access to listening to music during long car/taxi journeys to support with self-regulation.	

 <b>VISION</b>		
	Wear sunglasses in bright weather conditions.	 Teach [NAME] to scan their work from left to right, top to bottom. Use a marker initially to support their starting point if needed when reading, writing, or following a game.
	Use visuals or photos to back up instructions and key information to support them to complete the activity.	 Use colour coding to organise work, activities, and space.
	Provide a workstation/privacy board to allow work to be done in an area without visual distractions.	 Use motivating movement activities to support development of spatial and increased body awareness. For example, learning a new dance or a game of Simon says.
	Try to avoid placing the child under fluorescent or bright lights for working and completing class or home activities.	 Define seating areas through use of contrasting colours, eg using a carpet mat in a different colour for them to sit on.
	Be mindful of visual distractions, such as wall displays, teacher jewellery/accessories and interactive whiteboards.	 Define work areas through use of desk mats, colour tape or alternative methods to support spatial and body awareness.
	Use different colours for different lines on white boards or interactive white boards to support visual attention.	 For activities that incorporate drawing tasks, trial using square paper and supporting with breaking down the formation of the shape with Dot-to-Dot activities to allow for processing and visual motor planning.
	Ensure the working or activity area is uncluttered.	 Present [NAME] with games that require [HIM/HER/THEM] to match objects, numbers and shapes.
	To be mindful of light in a room and to give the child a opportunity to adjust to suit their needs.	 Incorporate activities that use a slow-moving object to catch or hit, this can include balloon tennis or popping bubbles to support with visual motor/spatial skills.
	Visual Schedules to be used.	 To be offered several orientation days to give the child a better understanding of their surroundings and aid with transitions to a new environment.
	Access to a laptop/computer to support with recording of work.	 To have access to interactive learning through using a tablet or smartboard.
	Provide opportunities for [NAME] to explore visual items such as colourful books and light up toys.	 To make sure displays are not cluttered or overly colourful, try to keep displays specific.
	[NAME] to be presented with activities that requires [HIM/HER/THEM] to use visual motor and depth perception to play games such as Jenga, marble runs, kerplunk, etc.	 Seat [NAME] at the front of class to reduce visual distractions from others.
	Sorting activity with tweezers	










































## BODY POSITION AND MOVEMENT







	Incorporate movement opportunities throughout the child/young person's day, eg trampolining, swings, play/climbing frames, outdoor/indoor gyms and opportunities to take part in physical activity.		Provide [NAME] with a pass card so that they can request a movement break if needed.
	Allow individual movement breaks to be incorporated throughout the day.		Use an angled surface to complete written work.
	Trial use of different types of seating; a rocking style chair can be helpful to meet some individual's movement needs, a therapy ball or a move and sit cushion can all be supportive.		Offer different positions to work in, allowing regular changes in positions (floor sitting, sitting on a chair, laying on their stomach, standing or kneeling).
	Tie a therapy band around the legs of the chair, get the child to put their legs behind the band and push against it to give increase proprioception feedback.		Provide activities that work against resistance or additional pressure to make the individual more aware of their body position, eg rolling, and squashing putty in their hands whilst standing.
	Allow [NAME] to spin and roll on a chair with wheels to allow them to seek vestibular stimuli as required.		Encourage the young person or child to wear a backpack to and from their school or on day trips. The additional weight will support sensory and body awareness.
	Seating – Provide supportive seating for [NAME] to help support posture and help [HIM/HER/THEM] to feel secure, such as a chair with arms for extra support or a bean bag when required to sit on the floor.		Provide opportunities for the child or young person to support with jobs, for example to get out equipment for the lesson or stack chairs at lunch time. At home ask them to peg out washing or put the rubbish out.
	Give the child opportunity to complete work standing to give them increased movement.		Heavy muscle activities or work against resistance support the sensory system to calm and allow the body to organise itself through proprioceptive input. These involve pulling or pushing items that take muscle effort.
	Schedule movement breaks as part of a class approach throughout the day, supporting the children/young people to feel their senses are regulated.		Log rolling.
	Increase sensory awareness through use of sensory aids such as a move and sit cushion or wedge.		Provide the child with deep pressure to support with calming and regulation.
















## TOUCH















	Use a mirror to allow recognition of appearance and ensure residue is not left on their face.		Consider the different textures the individual encounters when completing school and homework/activities, eg table surfaces, paper, pencils, chalks etc. Try different covering those items that are uncomfortable with tape or similar.
	Allow the individual to stand at the back of lines when needing to queue.		Offer deep tactile massage prior to cutting nails to support to manage this sensation.
	Allow the individual to stand at the front of lines when needing to queue.		Offer deep tactile massage prior to hair cutting or clipping to support managing this tactile sensation
	Make considerations regarding tolerances for clothing. Parents and school could discuss the individual's needs, for example remove labels or agree for different textures to be worn.		Provide opportunity for [NAME] to try and find/identify objects without looking at them.
	Ensure the individual is positioned away from the main thoroughfare so they are not accidentally knocked or touched.		Allow [NAME] to have access to tactile fidgets to help with [HIS/HER/THEIR] regulation and attention.
	Use fidget tools and toys to support touch sensation needs and aid attention in the school and home environments.		Always approach [NAME] from the front and talk through what you are doing so [HE/SHE/THEY] knows what to expect.
	To give tactile exploratory opportunities through a multi-sensory environment to allow the child to explore their tactile and other systems through play.		Avoid light touch, use the flat palms of your hands firmly rather than tickly fingertips when applying touch to [NAME] as this is easier for [HIM/HER/THEM] to process.
	When having to touch the child ensure that you give deep pressure instead of light to reduce triggering a heightened response.		Be aware of clothing labels and seams as these can be uncomfortable. Look for seamless clothing where possible and remove labels to make clothing more comfortable for [NAME].
	Allow opportunities for [NAME] to explore different textures with [HIS/HER/THEIR] hands but provide wipes/water so [HE/SHE/THEY] can clean them when needed.		Make [NAME] aware you are going to touch them and ask if it is ok first.
	Ensure that [NAME] has space around [HIM/HER/THEM] when working, in assembly or when standing in line, to avoid unexpected touch from others.		

TASTE AND SMELL			
	Allow lunch and snack times to be offered in a smaller and quieter environment. Offer a lunchtime buddy, to have their lunch with them.		Provide opportunities for tasting strong flavours such as spicy, sweet, sour and bitter.
	Try to reduce odours in the school environment. If strong odours are not avoidable, give the individual a warning and offer to go to a different area.		Experiment with different flavoured or flavourless toothpastes, and trial different toothbrushes to see if [NAME] prefers one over another.
	Provide warnings to known noises in the environment. Allow the pupil to sit away from known noisy areas in the class and other social areas of the school.		Oral gym – blow the feather. Gently blow the feather and watch it ripple by your breath.
	To be offered small tasters to help explore foods in a safe environment, these tasters should be provided alongside foods the child likes.		Oral Gym – complete a sensory circuit based on oral activities.
	Encourage [NAME] to take part in cooking activities – the aim is not to eat but explore! Just looking at, smelling, and touching different foods will all help [HIM/HER/THEM] work towards trying new foods in the future.		Oral gym – octagonal, calming breath work.
	Provide activities that encourage [NAME] to explore different foods with [HIS/HER/THEIR] hands or with utensils – start with dried foods such as uncooked pasta and move on to wetter foods like cooked pasta or yoghurt. Encourage [HE/HER/THEM] to find toys hidden in the food.		Oral gym – suck, crunch, or chew on ice.
	Model eating foods [NAME] may not like so can see what your reaction to these foods is and know they are safe.		Oral gym – suck, crunch, or chew cereal.
	Use chew toys or jewellery to provide oral feedback (mouth fidgets).		Oral gym – assisted or self-use of z-vibe.
	Crunchy foods such as pretzels, crackers and breadsticks are good for satisfying oral input.		Oral motor chews can help to provide calming sensory input in the mouth.

TASTE AND SMELL			
	Oral gym - balloon games. Organising the body, and mouth. keep the balloon in the air with just the power of your breath. With a buddy play air balloon tennis with just the power of your breath.		Blow up balloons and let go of them, see how far [NAME's] balloon can go.
	Oral gym - chewellery or chew sticks, to support calming oral stimulation.		Play a game of blow football. Use a straw to blow the ping pong ball into a goal, this can also be done in prone (lying on tummy) on a scooter board or on a peanut ball.
	<p>If your child likes looking in a mirror, trying to sit next to him in front of the mirror and making funny faces – changing your lip shapes. See if he can copy!</p> <ul style="list-style-type: none"> <li>• Pushing lips out.</li> <li>• Make a kissing shape.</li> <li>• Opening the lips wide (O shape).</li> <li>• Blowing a kiss.</li> <li>• Look in the mirror and practice pulling funny faces..</li> </ul> <p>Try and make happy/sad/angry face.</p>		Be aware of individual odours such as perfume, deodorant, coffee or strong food smells.



 <b>INTEROCEPTION AND SELF REGULATION</b>			
	Encourage [NAME] at various points to check in with a trusted adult to see how [HE/SHE/THEY] are feeling. Use pictures and symbols to help aid understanding.		Create a safe space (Den) in the school or classroom to help with self-regulation. The child could make this when needed and add fiddle toys or weighted items. Try with lights off and soothing music to create a low arousing environment.
	For [NAME] to try apps to support with self-regulation and transitions. Apps <ul style="list-style-type: none"> <li>• Head space (self-regulation).</li> <li>• Breathe, Think, Do with Sesame.</li> <li>• Super Stretch Yoga.</li> <li>• Moshi bedtime app.</li> </ul>		Interoception - [NAME] requires adult support to guide [HIM/HER/THEM] to activities to help [HIM/HER/THEM] stay regulated e.g. heavy work activities to calm if he is feeling anxious or alerting activities if he is feeling lethargic.
	Schedule regular toilet breaks throughout the day.		Popping bubbles.
	For [NAME] to wear a smart watch to give visual indication of heart rate.		Offer regular crunchy/chewy snacks throughout the day as this provides regulating sensory input in the mouth.
	For [NAME] to trial follow mindfulness videos with deep breathing and yoga exercises.		<b>Zones of Regulation:</b> This pre-written programme will support [NAME] to learn about [HIS/HER/THEIR] emotions and the emotions of others. It will teach [NAME] how they feel, and what they can do to support themselves to work with their emotions when they feel like they need some help.
	To provide [NAME] with side to side movement such as that found on a swing or hammock to support with self-regulation.		<b>Breath work</b> - [NAME] to control [HIS/HER/THEIR] breath and breathing. Blow on a feather.

 <b>INTEROCEPTION AND SELF REGULATION</b>			
	Model your feelings to [NAME] so they can make links between feelings to emotions and expressing them for example, making a brrrr sound and crossing our arms to show you are cold or yawning to show you are tired or sleepy and talking through how your body may feel when you are sad, anxious or angry. Make sure to validate the child's language around their feelings and emotions.		<b>Blowing Bubbles</b> – [NAME] to control [HIS/HER/THEIR] breath to support a calming activity.
	No Phone at bedtimes.		Breath work - [NAME] to control [HIS/HER/THEIR] breath to support a calming activity. Complete the rainbow breathing technique.
	Breath work – [NAME] to control [HIS/HER/THEIR] breath to support a calming activity. Blow bubbles using a straw into a cup of juice or water.		Breath work - [NAME] to control [HIS/HER/THEIR] breath to support a calming activity. Complete belly breathing technique.
	Breath work - [NAME] to control [HIS/HER/THEIR] breath to support a calming activity. Complete the four-square breathing technique.		Breath work - [NAME] to control [HIS/HER/THEIR] breath to support a calming activity. Complete figure of 8 breathing technique.
	Breath work - [NAME] to control [HIS/HER/THEIR] breath to support a calming activity. Complete the 5 finger breathing technique.		Schedule regular snack breaks.
	Breath work - [NAME] to control [HIS/HER/THEIR] breath to support a calming activity. Holding hands together out in front of you, blow into your hands, feel the breath upon your hands.		Think about the environment and how it can meet the person's needs, decrease, or increase the number of items required and tolerated.
	Breath work - [NAME] to control [HIS/HER/THEIR] breath to support a calming activity. Complete the hexagon breathing technique		

# Appendix 1b

## Regulation Spaces

- A regulation space is a designated area that is used by an individual who is feeling overwhelmed by their emotions and/or environment.
- A regulation space creates a low stimulation environment which can help with feelings of safety and containment and emotional regulation.
- A regulation space should be easily accessible to a young person, and they should be able to access it with minimal disruption to others. It should also be designed to ensure that it meets an individual's physical and sensory needs.
- A regulation space should support a young person to integrate back into an activity, lesson or debrief discussion.
- Children and young people should be involved in the development of a regulation space to ensure it meets their needs.
- It is important to remember that a regulation space does not need to be costly. It can be as simple as a designated chair located to the side of the classroom.



## When to use it?

Before implementing a regulation space for a young person, it is important to ensure that a clear behaviour management plan is in place that understands potential triggers and details a range of strategies that can support the young person when they are heightened or dysregulated.

To support a child/young person's regulation needs, a hierarchy of strategies has been placed into a triangle (see next page). Each level represents the recommended interventions to be practiced at each stage of need.

1. The first step is where the child/young person can self-identify a change in their emotions and use independently employ strategies to help regulate themselves.
2. The second step is when the child/ young person may not be able to self-identify a change in their emotions or may not be able to independently use a strategy. Prompting from an adult is needed to support the child/ young person to employ a suitable strategy.
3. The third step is when the child/young person requires the support of a trusted adult to recognise changes in their emotions and use strategies together to support regulation.
4. The fourth step is when the child/young person has already become dysregulated and would benefit from access to a space that enables them to feel secure and supports them to regulate.



## Designing the space(s):

If you are considering developing a regulation space for a young person, it is important to consider the following questions:

- Who is it for?
- Who will oversee / manage / monitor it?
- When will the young person use it?
- What problems could arise?
- Why does the young person need it?
- Where will it be?
- What resources need to be in there?
- What are the exit strategies? How do we know when the young person is ready to leave?

For regulation spaces to be a useful and successful tool, it is important that the adults and young person have a shared understanding of what it is and how it is to be used.

It is important to provide information and guidance to the young people on the benefits of the safe space. It is crucial that they know:

- Where it is
- When they can use it
- How they communicate that they need to use it
- The rules/parameters on reintegrating back into an activity

It is important to ensure those involved know what a regulation space is and isn't.

For example, a regulation space is not:

- A reward for good behaviour
- A punishment for challenging behaviour
- A behaviour management tool
- An avoiding strategy
- A resource used for free play.

## Examples of Regulation Spaces



OSI Office & Educational Furniture



Brown Clare C.E Primary



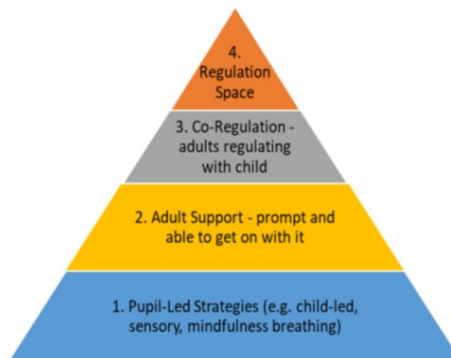
Education Gateshead



Sensory Toy Warehouse

## Resources you may include in a regulation space:

- Sensory tools
- Blankets / Pillows
- White noise machine
- Mindfulness colouring
- Visuals (for YP) to aid communication and/or an appropriate communication aid.
- Textured materials
- Soft lighting
- Some children and young people prefer an empty space.



Regulation Space Hierarchy of Needs Triangle

## Links to useful websites:

[3535f-JH-How-to-create-and-use-a-Safe-Space-in-schools.pdf](https://www.educationgateshead.org/3535f-JH-How-to-create-and-use-a-Safe-Space-in-schools.pdf)  
(educationgateshead.org)

[NAIT-Safe-Space-Guidance-for-Schools-2020.pdf](https://thirdspace.scot.nairntrust.org.uk/NAIT-Safe-Space-Guidance-for-Schools-2020.pdf) (thirdspace.Scot)

[HSK-Safe-Space-Guidance-2019.pdf](https://kentresiliencehub.org.uk/HSK-Safe-Space-Guidance-2019.pdf)  
(kentresiliencehub.org.uk)

**Elsbeth Ringrose**

STA Occupational Therapist, Education and Inclusion Therapy Service

# Early adopter sounds bites

Some of the things that our ordinarily available provision early adopters have said.

## Weeke Primary School

*"I used to always need an adult to help me get started or to remind me what to do in lessons. Since I've had a task plan to help me stay on track with my work, I'm much more independent and I don't panic if I lose my place because I can use the task plan to get me back on track."*

Pupil.

*"The OAP document has really helped me refine my teaching practice to make sure I'm removing as many barriers as possible for the children with SEN in my class. One of the main changes I've made is the use of widgeits for visuals on scaffolding but also on lesson flipcharts. This has had a positive impact on everyone in the class and now I can't imagine teaching lessons without it."*

Teacher.

## Vigo Primary School

*"Going to The Maldives (Nurture Group) has helped me to learn how to be kind to people which makes me feel proud of myself. The adults in there help me learn and they listen to how I feel and let me express my emotions. They let me work on targets I set for myself and help me with them."*

Pupil.

*"At Vigo School, we are continually looking to develop and improve our support for children with SEND. We have a new provisional-based classroom, that looks at supporting and strengthening our children's individual needs and offers a crucial link to support those children who find accessing a mainstream classroom tricky. The classroom is called Stepping Stones, because the children make fundamental steps and learn skills, that allow them to access their mainstream setting and engage with their peers and adults."*

Teacher.

## Talavera Junior School

*"True inclusion takes a culture – a team dedicated to understanding and reflecting without ego on its areas of strength and weakness. For us, subject knowledge is fundamental – an ocean of knowledge to teach a drop is never more apt than for learners who may find that difficult. Deep understanding of subjects allows focused and timely adaptations, expertly woven in to ensure all children have access to the same richness of curriculum. A seamless relationship between teacher and LSA is key; the layers of scaffolding which support learning can be slowly removed, promoting independence for each learner."*

*We all know that children with poor communication skills can struggle to access the curriculum. Not only may they find receptive language difficult, they may have a strong internal understanding but be unable to express this. The Elklan approach to support these learners is an integral part of the planning and adaptations created to support pupils to be independent and successful. Other additions (such as communication boards, Makaton and visual prompts) are invaluable for pupils with significant communication and interaction needs."*

*Similarly, children with a reduced working memory benefit from ordinarily available provision that supports pupils ensuring that there is a reduced cognitive load. This can be in the form of chunked instructions, adapted questioning with the use of resources such as task boards, adapted tasks with the use of visual clues or strong peer partners. These things come together to drive high expectations for every single learner."*

Headteacher.

## Balksbury Federation

<https://balksbury-inf-hants.primarysite.media/media/teacher-answer>.

<https://balksbury-inf-hants.primarysite.media/media/lsa-answer>.

<https://balksbury-inf-hants.primarysite.media/media/sna-answer>.



# Early adopter contacts

## Primary

District	School and contact
Havant	Springwood Federation: <a href="mailto:adminoffice@springwood.hants.sch.uk">adminoffice@springwood.hants.sch.uk</a> Warren Park Primary School: <a href="mailto:adminoffice@warrenpark.hants.sch.uk">adminoffice@warrenpark.hants.sch.uk</a> Hart Plain Infant School: <a href="mailto:adminoffice@hartplain-inf.hants.sch.uk">adminoffice@hartplain-inf.hants.sch.uk</a> Hart Plain Junior School: <a href="mailto:adminoffice@hartplain-jun.hants.sch.uk">adminoffice@hartplain-jun.hants.sch.uk</a> Purbrook Junior School: <a href="mailto:adminoffice@purbrook-jun.hants.sch.uk">adminoffice@purbrook-jun.hants.sch.uk</a> Berewood Primary School: <a href="mailto:office@berewoodprimary.co.uk">office@berewoodprimary.co.uk</a> St Mary's Bentworth C of E Primary School: <a href="mailto:adminoffice@bentworth.hants.sch.uk">adminoffice@bentworth.hants.sch.uk</a>
Test Valley	Vigo Primary School: <a href="mailto:adminoffice@vigo.hants.sch.uk">adminoffice@vigo.hants.sch.uk</a> Balksbury Federation: <a href="mailto:adminoffice@balks-inf.hants.sch.uk">adminoffice@balks-inf.hants.sch.uk</a> , <a href="mailto:adminoffice@balksbury-jun.hants.sch.uk">adminoffice@balksbury-jun.hants.sch.uk</a>
Winchester	Stanmore Primary School: <a href="mailto:adminoffice@stanmore.hants.sch.uk">adminoffice@stanmore.hants.sch.uk</a> Weeke Primary School: <a href="mailto:adminoffice@weeke.hants.sch.uk">adminoffice@weeke.hants.sch.uk</a> St Bede C of E Primary School: <a href="mailto:stbedeoffice@st-bede.hants.sch.uk">stbedeoffice@st-bede.hants.sch.uk</a>
Fareham	Cornerstone C of E Primary School: <a href="mailto:adminoffice@cornerstoneprimary.hants.sch.uk">adminoffice@cornerstoneprimary.hants.sch.uk</a> Crofton Hammond Infant School: <a href="mailto:adminoffice@croftonhammond-inf.hants.sch.uk">adminoffice@croftonhammond-inf.hants.sch.uk</a>
Hart and Rushmoor	Talavera Infant School: <a href="mailto:adminoffice@talavera-inf.hants.sch.uk">adminoffice@talavera-inf.hants.sch.uk</a> Talavera Junior School: <a href="mailto:office@talaverajunior.co.uk">office@talaverajunior.co.uk</a>
Eastleigh	Nightingale Primary School: <a href="mailto:adminoffice@nightingale.hants.sch.uk">adminoffice@nightingale.hants.sch.uk</a>

## Secondary

District	School and contact
Havant	Park Community School <a href="mailto:info@pcs.hants.sch.uk">info@pcs.hants.sch.uk</a> Crookhorn College <a href="mailto:admin@crookhorn.hants.sch.uk">admin@crookhorn.hants.sch.uk</a>
Basingstoke and Deane	The Hurst School <a href="mailto:info@thehurst.school">info@thehurst.school</a>
Hart and Rushmoor	Calthorpe Park School <a href="mailto:contactus@cps.hants.sch.uk">contactus@cps.hants.sch.uk</a>
Eastleigh	The Hamble School <a href="mailto:general@thehambleschool.co.uk">general@thehambleschool.co.uk</a>
New Forest	Hounsdown School <a href="mailto:admin@hounsdown.hants.sch.uk">admin@hounsdown.hants.sch.uk</a>
Basingstoke	Bishop Challoner Catholic Secondary School: <a href="mailto:adminoffice@bcs.hants.sch.uk">adminoffice@bcs.hants.sch.uk</a>

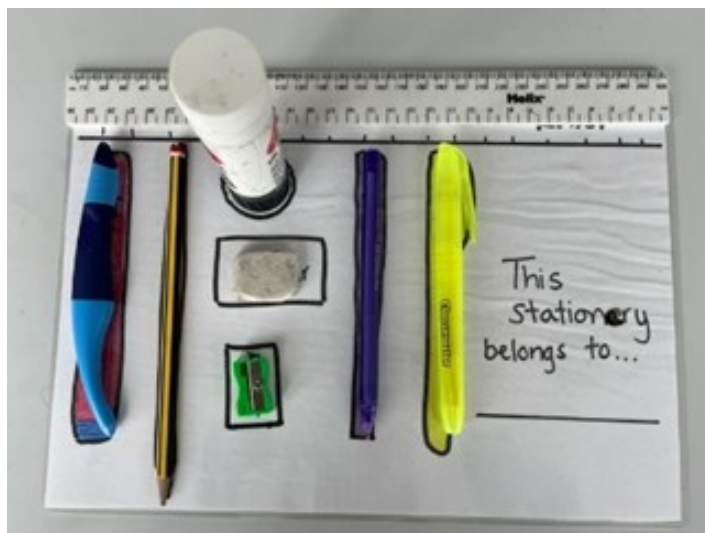
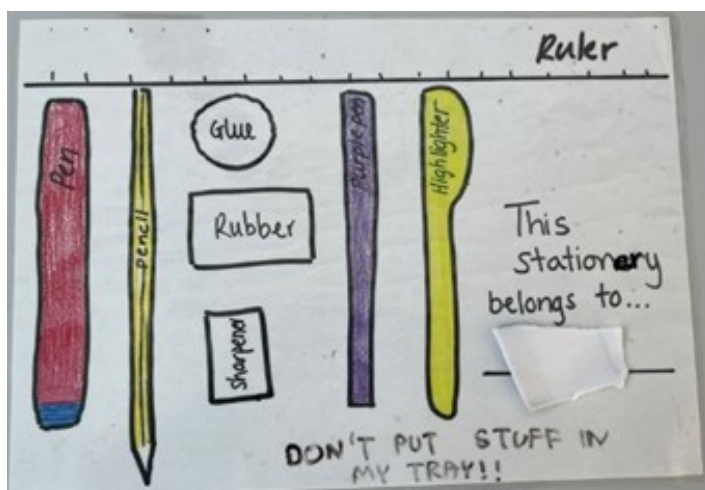
# Hart Plain Junior School – implementing ordinarily available provision

## Implementation in a Year 5 classroom – a staff member's view

Implementing ordinarily available provision in a Year 5 classroom for neurodivergent pupils using a 5C needs approach (connection, capability, comfort, count and control)

<https://online.flipbuilder.com/ChangingChances/wink/index.html#p=11>

Meeting their **connection** needs – consideration of the location of desks, being close to teacher, so able to check-in regularly without disturbing others. This also enables independent working whilst still having a connection need met.



Meeting their **capability** needs – improving organisational skills with a placemat means that the child is less adult reliant in being ready to start a task. This is the case for each task and lesson as they develop independent checking of equipment. This also results in fewer lost belongings.

Meeting their **comfort** needs – ensuring the room environment is less distracting to their sensory needs and more comfortable following pupil conferencing. This was done by having displays which only show what is being practically used in lessons, having the blinds down, lights off and windows open. These changes mean children are happier and more comfortable in the classroom and more able to focus and concentrate because the room is meeting their comfort needs.

## Teaching staff interview

**Can you tell me how you meet the needs of the neurodivergent learners in your classroom?**

*"OK, so if I start by talking about the children who have a need for connection. I've adapted the seating plan so that the children who need to feel most connected, their tables are wrapped around the teacher desk or are in a position where they're working in a teacher group."*

### How do you feel that helps them?

*“So they feel connected to me because I’m able to touch base with them and then move away. It means that they have a constant check in so they can complete the work independently and are academically able to access the learning independently, but they just know that I’m present where they’re sat.”*

### OK, thank you. What about the sensory environment in your classroom?

*“So we’ve spoken a lot about the feeling of being comfortable within our class. We keep our windows open most of the time and we spend most of the day with our lights off and our blinds open. Sometimes we have lights off and blinds down, but as a class we’ve recognised that we don’t work as well with the lights on.”*

### What about neurodivergent learners that find organisation really difficult?

*“I’ve got a few children who particularly find it challenging to organise their stationary, so we’ve created stationary mats. They’re a little bit like a cutlery tray in that they have sections for each piece of equipment. So in the morning they’ll lay out their pen, pencil, highlighter, etc and they will put them back into place before transition so that they’re ready for the next part of the learning.”*

### How do they feel about this?

*“So the children really enjoy it and they feel like they have some control over their equipment and that they know that it’s theirs and they know that they need to take that responsibility; they enjoy that.”*

### And then I’m guessing the impact of that is that they lose things less?

*“Yes. And they’re already always ready to learn now. So just as simple as saying, get your purple pen ready, means they are ready to go. Previously this was taking quite a long time or it was actually needing an adult support to get a glue ready or to have their pen ready or the right pen or pencil. Whereas now they’re independently ready at all times. It’s empowered them to be able to organise themselves.”*

### Anything else you have been doing?

*“So in terms of our working walls within this class, we keep them into sort of zones. So we have all of the maths within one area, all of our English and our reading into separate areas. The children know that it’s there, they use it and they refer to it. We only have up things that are purposeful and are from the half term of learning.*

*After the half term it comes down and we sort of build that journey again in the next term. The children enjoy building it as they like to see the whole learning journey captured within the class.”*

## Enabling pupils to feel more included

Child was finding lunch time difficult as a result of control needs.

Meeting their **control** needs – providing the pupil with a voice and empowering him to have a say in provision to support challenges faced at lunch time. Prior to this, the pupil would experience daily dysregulation with high incidents of verbal and physical demonstrations, as a result of not feeling listened to. By providing the pupil with a voice a codeveloped plan was generated which adapted over the course of a term, involving both the pupil and their parents.

As a result of this the pupil is more successful during lunch times and has had no reported incidents across a term as he feels that he has a voice now when dysregulated and so can communicate this in a helpful way.

## Pupil interview

### Can you tell me about lunch times at the beginning of Year 5?

*“So, it wasn’t great. It was a bit all over the place.”*

### It wasn’t really going that well?

*“I wouldn’t say it was going bad, but I wouldn’t say it was going good.”*

### **It was very mixed?**

*"So like one day it could be very good, one day it could be a total disaster."*

### **And how did you feel?**

*"Oh, I would go home feeling just generally not great. It was on the days it was bad, it was proper bad."*

### **And on days it had been bad, we got together and we talked about it. And how did you find that?**

*"It was a bit strange at first, but after a while I ended up getting used to it."*

### **So we had some coaching conversations and we decided we needed to change lunchtime a little bit.**

*"Yeah."*

### **Did I decide on all the changes?**

*"Not all of them. I think I chose a few of them."*

### **It was a group effort, super. And then what happened next?**

*"So I started going out on the front playground with a few other children."*

### **And how did that go?**

*"It was good. But after, I think, I can't remember the exact time, it just ended up getting a bit boring."*

### **Did you have to continue with that?**

*"No because we ended up taking a ball out, a few balls out, so everyone was able to play. And you were given the responsibility to come up with something different that you liked doing in a suitable space."*

### **Now how are lunch times different from how they were right at the beginning of the year?**

*"So I don't go out to the front anymore. I'm going to a different lunch area where it's like a different theme every day."*

### **I think today is Thursday.**

*"I think we've got football today."*

### **And how are you feeling about lunch times now?**

*"It's a lot nicer."*

### **So for you, do you think that the changes that have happened would have been good changes if you hadn't had a voice and you hadn't been able to share your thoughts?**

*"Probably they wouldn't be the best. It might not have been as good as it is now."*

### **I think all those little meetings we had, all those little chats and those little ideas, they've worked up to this.**

*"And now it's going alright."*

### **You sound really good, really positive. And that's a big turn around.**

## **Fine motor skills intervention**

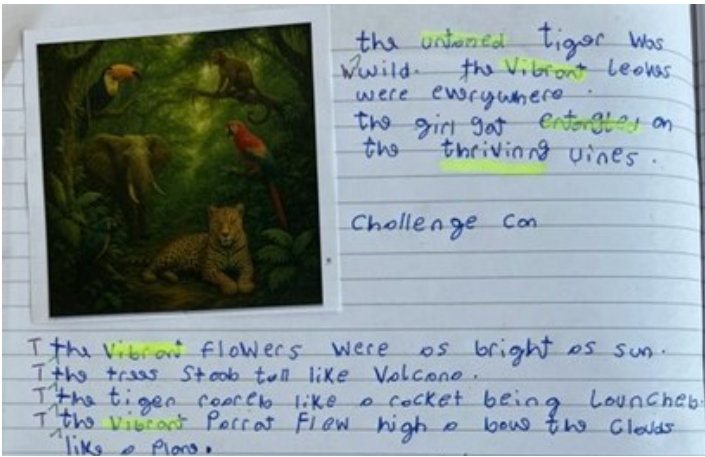
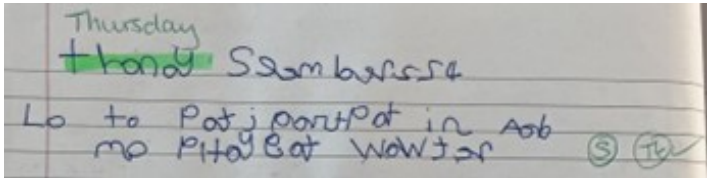
A teaching assistant (TA) who has had some previous occupational therapy experience has started running an intervention using resources from Solent therapy packs and her own research. Now the TA has a bank of resources and activities including: putty, threading, hand gym exercises, tracing and different writing implements.

Pupils who are in receipt of the intervention are engaged and want to develop their skills. They enjoy the variety of exercises and are now building up their fine motor skills.



Recent funding has been used to provide some specialist training for the TA and to purchase further resources and activities.

As part of the intervention, the TA takes responsibility for checking progress by going through the books and commenting on progress in learning plans.



Monday 7 <sup>th</sup> October 2024		
Domain: Give/explain the meaning of words in context.		
Strategy: Use context clues		
New vocabulary	Definition	Picture
Ponderously Write it:	Link dkt	
Weaving drunkenly Write it:	Stog	
Thrashing Write it:	minebin in address	
Squint Write it:	Egg or not clot	

Heidi Connolly

SENDCo, Hart Plain Junior School



# The Cowplain School – inclusion spaces – creating inclusion through defined spaces

Schools throughout the country are increasingly investing in *inclusion spaces*, which can broadly be described as children completing a curriculum different to that offered to their peers, or accessing a space for their learning which is different to the traditional mainstream environment. These provisions are commonly used to address areas of attendance, school engagement and dysregulation.

In Hampshire, 15 schools from the *Inclusion Spaces Task and Finish Group* offered a visit to their inclusion spaces to peers, the aim of which was to understand the rationale and efficacy of that school's provision. The schools included one primary school; a number of mainstream secondary schools; two education centres and an alternative provision free school.

This is a non-exhaustive summary of some of the best practice seen when visiting the different spaces already in use.

- Staff can be from a variety of backgrounds, but need to be highly skilled.
- Capacity can be increased by utilising expertise elsewhere *in* the school and drawing on expertise from *outside* the school.
- Successful provisions are likely to meet the needs of a diverse range of students.
- Numbers are likely to be relatively small to cater for diverse needs.
- A strategy needs to be developed to ensure the students accessing the intervention are those who fit the profile identified.
- Transition should be central to the intervention. Careful thought should be given as to how to ensure it is an intervention and that the student is able to replicate success outside of it.
- Children supported should have an equal quality of provision and teaching as everyone else in the school.



- How success is defined should form the vision for the provision.
- Reintegration back in to mainstream lessons is seen as a key indicator of success.

**Ian Gates**

Principal, The Cowplain School

# Transforming SEND Summer Update – Summer 2025

## Summer Update

### Introduction

Welcome to the TSEND Summer Update!

This focusses on some of our key successes to date and what they mean for your education setting.

We are at a crucial time in Transforming SEND. The pilots that were established in 2023/4 have now been running for over a year and are providing valuable evidence of good practice.

All of this evidence is being fed into our Local Area Partnership Board. The Local Area Partnership Strategy and Action Plan was recently published on the Local Offer, so please do take a look.

[Family Information and Services Hub](#) | [Local Area Partnership - Hampshire](#)

It's important that everyone who works with children and young people with SEND in Hampshire is aware of the strategy so please do all you can you spread the word!



### Our Key Aims

NEW			
Right Support, Right Time	Improve Outcomes, Control Costs	Inclusion and Educational Engagement	Quality, Timeliness and Confidence
<p>The right support is provided at the right time and meets need effectively.</p> <p>Scope: Early identification and intervention to meet need at the earlier stages of the SEND pathway.</p>	<p>Strength's based, person-centred approaches are maximised to achieve improved outcomes for children and young people with an EHCP and control high needs costs.</p> <p>Scope: When an EHCP is in place.</p>	<p>The Hampshire system engages all children in education, keeps children safe, develops positive relationships, identifies and builds on strengths, and grows and strengthens support networks</p> <p>Scope: Overarching.</p>	<p>LA performance against SEND statutory obligations, timeliness and quality is continuously improving. Participation and co-production is central to what we do, and parental confidence is growing.</p> <p>Scope: performance and improvement activity.</p>

## Hampshire's Local Area Partnership Strategy

### Our vision



### Our action plan



### Our success criteria

We will know we have succeeded when....

1. The views of children, young people and their families informs all our work.
2. Children, young people and their families can access the information and services they need when they need it.
3. Data is routinely shared, and we all work towards the same goals.
4. Children and young people with SEND are happy and have positive social relationships.
5. Young people with SEND increasingly live independently and gain meaningful employment.
6. There is a culture of support to families and carers.
7. Children and young people with SEND and their families can access services and support that meet their needs at the earliest point, without barriers.
8. The mental and physical health of children and young people with SEND compares positively with their peers.
9. Children and young people with SEND are engaged in their education within an inclusive environment.
10. Everyone in the system, works together to improve educational engagement.
11. A robust, resilient and skilled education workforce can meet SEND needs.
12. Children and young people with SEND and their parents are appropriately prepared for adult life from a young age.
13. There is sufficient provision to meet the needs of all Children and young people with SEND in Hampshire.

### Our approach

We will achieve our vision through strong multi agency and parental partnerships, having a shared understanding of challenges and working together on solutions.

We will measure progress by...

1. Bringing together Health, Education and Social Care dashboards.
2. Tracking and reducing the gap between outcomes for children and young people with SEND and their peers.
3. Annually canvassing parents about their confidence in the system.
4. Annually canvassing professionals about system improvements.
5. Listening to children and young people about what matters to them and acting on their views.

We will work together well by...

1. Collectively owning the issues.
2. Securing cross-partnership agreement to progress all actions.
3. Spreading the word, creating a system-wide understanding of our ambition.
4. Routinely seeking the voice of all children and young people with SEND.
5. Holding ourselves and each other to account on delivery of our action plan.
6. Monitoring our progress through our Local Area Partnership board.
7. Supporting and be honest with each other.
8. Asking for help to solve systemic problems.
9. Being critical friends for each other.
10. Reducing inequalities.



# Access to Therapies

## Case Study: Weeke Primary School



As part of a Transforming SEND (TSEND) initiative, we were lucky enough to be one of seven primary schools in Winchester and Eastleigh to take part in a pilot project from September 2023-March 2025. The project provided access to Speech and Language Therapy (without charge) to support schools in meeting the needs of children with SLCN at SEN Support (predominantly in Year 1-3).

The objectives of the project were:

1. To meet the needs of more children effectively at SEN support without unnecessary escalation to a statutory assessment
2. To build parental confidence in HCC and school systems to support their child
3. To build capacity in mainstream schools to better meet the needs of all pupils without the need for external support

Having a therapist from the Communication and Interaction Team in school fortnightly gave us an invaluable opportunity to not only provide enhanced support for individual children but also improve the universal provision in classrooms. Not only did we

receive direct support for some children and teaching staff, but we were also able to access training for all staff.

To maximise the opportunity for continuing professional development (CPD), we ensured that both teaching and support staff had access to the same training. In the first year, the training focused on developing a shared understanding of how to support all learners across the school. Key areas included strategies for vocabulary development, the use of visuals and scaffolds to support communication, and tools to enhance attention and focus.

A key area that we wanted to work on was to promote greater independence — particularly for children with attention and listening difficulties, which has become increasingly prevalent in recent years. Introducing task plans has had a considerable impact on the independence and focus of some children. The task plans are co-constructed with an LSA during lesson input and children use them to stay focussed on their learning without the need for regular prompting from an LSA. The impact of this has been considerable: children feel more confident that they can complete learning independently as they have the task plan to guide them through steps; LSAs are able to support

more children during lessons and teachers have reported that LSA deployment during lesson inputs is more effective.

Although the project has enabled access to additional support for many individual children, the biggest impact has been the improvement in universal strategies to support attention and listening for all pupils across the school. Teachers and support staff now have a wealth of strategies to draw on to support, not just pupils with SEN, but all learners in their class.



Task plans, which are co-created with the learning during lesson input, help the child stay on track when working independently

# Access to Therapy

## Evaluation and next steps

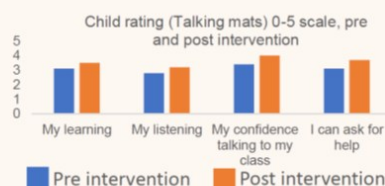
### Evaluation

100% of children in the pilot have the same or an increased score in [Therapy Outcome Measure](#) 'Well being' and 'Participation in learning'.

100% of children in the pilot have the same or an increased score in the self evaluation of their learning and participation in class.

Pilot results also showed an overall increase in parental confidence levels in how their child's teacher can support their SLCN needs.

10% increase in confidence levels of teachers/SENcos (higher rating) between start and end of pilot.



### Next Steps

A roll-out model of a two-year cycle has been agreed to provide 28 schools with a modified 'Access to Therapies' model. This will involve seven visits in the first term, reducing to one visit every half term/term thereafter to monitor and review. This will enable SaLT input to be provided over the two-year period to a larger number of schools.



### Feedback from school staff

'Universal provision has improved massively'

'Children in the future will be better supported from a younger age'

'Working with the individual children has had a whole school impact'

# Transition to School



## Pilot summary and next steps

In 2024 Hampshire launched a pilot project in Havant, supporting the effective transition of children with SEND from early years into mainstream schools.

Eligibility was focused on children with SEND needs who were identified as at risk of an escalation, at the point of transition.

Sixty-six children were supported by transition practitioners across 23 schools.

Support was provided in the early years

setting for one term and in the school setting for a further 2 terms, through to Spring 25.

### High level findings

At the end of the spring term sixty-four (or 97%) of the children in the pilot cohort had been successfully supported to transition to school and remained supported through SEN support. The two remaining children were supported following a no-to-assess decision.

### Next Steps

An extension of the service to Basingstoke and Deane, and Gosport was approved and began in April 2025, based on early positive feedback from the pilot.

Now that the pilot evaluation has been completed and has evidenced positive outcomes for children with SEND, the next steps are to explore the possibility of a county-wide rollout.



# Transition to School



## Summary evaluation findings

### Confidence in practice

Staff reported increased levels of confidence across practical areas such as:

- Applying strategies to support children with SEN
- Supporting children without EHCPs during transition
- Implementing a graduated approach

### Upskilling and team sharing

A large proportion of respondents felt increased confidence in sharing

strategies with colleagues — showing the support extended beyond individual classrooms and contributed to whole-school practice.

Whilst the project focused on those without an EHCP, respondents reported that overall, their confidence had significantly increased when implementing a graduated approach to support children with SEN and those with an EHCP to transition into their classrooms.

### Year R transitions

Almost all respondents said that the transition experience improved for the

wider Year R cohort following the Transition Team's involvement.

### Transition to Year 1

Respondents were more confident about the children transitioning to year 1.

### Positive perception of impact

Both Transition Practitioners were credited for their personal and impactful contributions.

'Went above and beyond'

'Invaluable'

'Exceeded expectations'





# Feedback

## Evaluation findings and parent comments

### Parent communication

Following transition team support, most respondents felt extremely confident to share ideas and progress with parents.

### Parental confidence

Parents fed back a 64% increase in how confident they felt about their child starting school. All parents who responded expressed satisfaction with the pilot, and over a third are interested in attending future workshops.

"I believe this programme really is needed within schools. It's an amazing idea and I'm so glad we got the chance to use it."  
— Parent at Purbrook Infant School

"The additional help and guidance to the teachers at the school has made them aware of [child's] struggles and how best to help him through that. Making him enjoy school, building his confidence and therefore his ability and willingness to learn."  
Parent at St Peter's Catholic Primary School

"It has been invaluable to [child] and us as a family. [Child] has been enjoying school, all the barriers that were identified were dealt with head on and [child] has flourished."  
Parent at Horndean Infant School

"[child] has exceeded expectations with his transition to school. Thanks to the service put in place he has transitioned into an environment where they have a fantastic understanding of his needs and how to reassure and comfort him."  
Parent at Padnell Infant School

"[Transition Practitioner] has been incredible, going above and beyond making sure [child's] needs are met in school and thinking of new ways to encourage his busy brain."  
Parent at Trosnant Infants

"[Transition Practitioner] & the transition scheme have been an absolute life saver. I couldn't have gotten through September or even the lead up without this support. It is invaluable."  
Parent at Petersgate Infant School

# Spotlight on Hampshire's local offer: new resources, guidance, and Youth Voice initiatives

Hampshire's local offer continues to evolve to best meet the needs of families and professionals. We have recently updated key sections, particularly within the Education and Childcare pages, to better support families, professionals, and young people navigating the sections linked to SEND.

These updates reflect a commitment to inclusive education, clearer guidance, and amplifying the voices of young people across the county.

## New animation videos: making support more accessible

Two new animation videos have been launched to help demystify SEND support in education settings:

- Ordinarily Available Provision and SEND Support: <https://fish.hants.gov.uk/kb5/hampshire/directory/family.page?familychannel=6-1-1>. This video explains the baseline support that all schools and colleges in Hampshire are expected to provide for children and young people with SEND. It highlights inclusive teaching practices and the importance of early intervention and complements the recently released *Ordinarily Available Provision and SEN Support* guidance: [https://search3.openobjects.com/mediamanager/hampshire/directory/files/oap\\_and\\_send\\_support\\_-\\_march\\_2025.pdf](https://search3.openobjects.com/mediamanager/hampshire/directory/files/oap_and_send_support_-_march_2025.pdf).
- Preparing for Adulthood: options at Post 16: <https://fish.hants.gov.uk/kb5/hampshire/directory/family.page?familychannel=6-1-4>. Transitioning to adulthood is a major milestone.

A new animation has been created to help young people and their families understand the options available after age 16 including education and pathways to employment, encouraging young people to explore their aspirations with confidence.

## Youth Voice: empowering young people in Hampshire

A brand-new section on Youth Voice (<https://fish.hants.gov.uk/kb5/hampshire/directory/family.page?familychannel=6-1-8>) has been introduced, showcasing how young people with SEND can shape the services that affect them. Central to this is the Hampshire SEND Youth Forum, a dynamic group of young people who:

- share their lived experiences
- advise on service improvements
- co-produce resources and events.

In addition to the forum, the local offer highlights other opportunities for young people to get involved, including surveys, focus groups, and creative projects.

## Local area partnership: a unified approach to SEND support

A significant addition to Hampshire's Local Offer is the new section on the Local Area Partnership ([https://fish.hants.gov.uk/kb5/hampshire/directory/advice.page?id=kwcC\\_qo0KN0](https://fish.hants.gov.uk/kb5/hampshire/directory/advice.page?id=kwcC_qo0KN0)), which brings together all the key organisations working with children and young people with SEND across the county.

This includes professionals from Education, Health, Social Care, and the voluntary sector, as well as representatives of children, young people, and families.

The Local Area Partnership Board is co-chaired by senior leaders from Children's Services and Health and is responsible for ensuring that services are joined-up, inclusive, and focused on achieving the best possible outcomes for children and young people with SEND.

Key highlights from the new section:

- vision and values: a shared commitment to ensuring children and young people are heard, safe, included, and supported to reach their full potential
- strategic planning: the board has completed a review of Hampshire's self-evaluation framework (SEF) and developed a new 3-5 year strategy and action plan
- partnership in action: emphasis on collaboration, accountability, and transparency across all services.

This section reflects Hampshire's dedication to working with families, not just for them, and ensuring that every child and young person with SEND has access to the right support at the right time.

## Explore the updates

Visit the Hampshire Local Offer website to view the new animations, read the updated guidance, and learn more about how Hampshire is supporting children and young people with SEND.

<https://fish.hants.gov.uk/kb5/hampshire/directory/advice.page?id=WXsvBiZG8DU>.

**Toni-Marie Leaf**

SEND and AP Local Area Delivery Manager

# Useful links

## Transforming SEND

<https://sen.hias.hants.gov.uk/course/index.php?categoryid=31>.

## Support line request

<https://forms.office.com/pages/responsepage.aspx?id=tdiBPwfuF0yGnB20OQG-Nm3Xsgr4M8cdCjyOb7q3YWpJUN1dQN1INTThKSTVOVVJKTFpNSEhNWUJLOS4u>.

## E-Learning

<https://sen.hias.hants.gov.uk/course/index.php?categoryid=33>.

## Toolkit

Including new Year R transition page:

<https://sen.hias.hants.gov.uk/course/index.php?categoryid=25>.

## Booking training

[www.hants.gov.uk/educationandlearning/htlc](http://www.hants.gov.uk/educationandlearning/htlc).

## Special SEND Teaching and Learning Advisor booking

Email: [senadvisorsbooking@hants.gov.uk](mailto:senadvisorsbooking@hants.gov.uk).

## Parent's guide to SEND

<https://sen.hias.hants.gov.uk/course/view.php?id=69>.

## Moodle

<https://sen.hias.hants.gov.uk/>.



# Courses

Details of our upcoming SEN courses and networks are provided below. Visit our [SEN courses Moodle page](#) or scan the QR code for our full catalogue of SEN professional learning opportunities.

## How to book

All training can be booked via the Learning Zone. To search for a specific course, type the keywords provided in the *Find Learning* box, then click *See Classes* for details of available dates and times.

## Learning Zone guidance

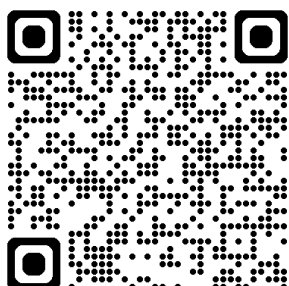
Visit our Learning Zone Moodle information page for Guidance on accessing the Learning Zone and managing bookings.

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

## Need help?

To speak to a member of the HTLC bookings team, please contact:

Email: [htlc.courses@hants.gov.uk](mailto:htlc.courses@hants.gov.uk).



## Primary

### 25-26 Primary SENDCo Briefing (Webinar)

Virtual meeting to update on key issues pertinent to the SENDCo in schools, including updates both nationally and on a county level, and information from local authority officers.

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



Autumn – 6 October 2025

Spring – 3 February 2026

Summer – 23 April 2026



Autumn – *SENDCo Autumn*

Spring – *SENDCo Spring*

Summer – *SENDCo Summer*



Sub £40 / SLA £25 / Full £48 (for each webinar)

## Secondary


### 25-26 Secondary SENDCo Briefing (Webinar)


The primary aims of the subject network meetings are to:


- ensure a clear understanding of the national picture and its application in local and school contexts
- support effective subject leadership as appropriate to each school's individual context
- develop skills, expertise and capacity within school subject leaders and their teams through quality strategic CPD and the sharing of good practice
- deepen understanding of subject specific pedagogy and knowledge that underpins good progress and attainment for **all** pupils
- facilitate school to school networking and develop strength across the system.

#### Common agenda items for these meetings:

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

 Autumn – 10 November 2025  
Spring – 3 March 2026  
Summer – 7 May 2026

 Autumn – Secondary Autumn SENDCo  
Spring – Secondary Spring SENDCo  
Summer – Secondary Summer SENDCo

 Sub £35 / SLA £25 / Full £42  
(for each webinar)

## Cross-phase


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

This programme aims to ensure best practice of high-quality inclusive teaching in all classrooms, all of the time. Exploration of the recently published HIAS guidance: *Ordinarily available provision and special educational needs and disabilities support*, will be a key thread of this programme as we explore approaches to implementation across different settings.

Sessions will provide opportunities to reflect on current practice, identifying strengths and next steps for your school to ensure effective implementation of high-quality inclusive teaching and ordinarily available provision. Throughout the programme, there will be opportunities to hear from experts from across educational services in Hampshire related to the specific needs of your school.

The launch webinar is aimed at headteachers, please ensure that you share details of the webinar and meeting link with them.

The course price entitles a school to two places on this training. Only the leader of teaching and learning should be booked via the Learning Zone.

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

 OAP

 Sub £355 / SLA £245 / Full £426

## Embedding Ordinarily Available Provision (OAP) within High Quality Inclusive Teaching (Part 1 and Part 2)

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Sessions will provide opportunities to reflect on current practice, identifying strengths and next steps for your school to ensure effective implementation of high-quality inclusive teaching and ordinarily available provision. Throughout the programme, there will be opportunities to hear from experts from across educational services in Hampshire related to the specific needs of your school.

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The course price entitles a school to two places on this training. Only the leader of teaching and learning should be booked via the Learning Zone.



### Part 1

14 Jan 2026 Webinar launch (to include headteachers)

2 Feb 2026

3 March 2026

25 March 2026

### Part 2

22 April 2026

19 May 2026

1 July 2026



### OAP



Sub £355 / SLA £245 / Full £426

\*split over two financial years\*

# Contact details

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Moodle: <https://sen.hias.hants.gov.uk/>

## Also from HIAS!

**Publications:** If you enjoyed reading this edition why not take a look to see what other publications are produced by the Hampshire Inspection and Advisory Service. You will find a list of publications on our website at:

[www.hants.gov.uk/educationandlearning/hias/curriculum-support](http://www.hants.gov.uk/educationandlearning/hias/curriculum-support).

**Moodles:** Have you visited the HIAS Moodles? The Moodle sites include top-quality resources, training and course materials – see: <https://hias-moodle.mylearningapp.com/>. Do not forget to sign up to our site news pages so we can keep you up to date with the latest news and training opportunities from the HIAS subject teams.

**Moodle+** offers access to a wide range of high-quality resources for subject leads and teachers for all key stages in primary and secondary and is available by subscription. For more information email HIAS Publications: [hias.publications@hants.gov.uk](mailto:hias.publications@hants.gov.uk).