

Transforming SEND Newsletter

Autumn term 2024



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Autumn Edition

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Autumn Newsletter



Introduction

Welcome to the TSEND Autumn Newsletter! This term we have included articles on some of our most promising projects, including;

- Our SEND Support Line, launched in 2023 as a resource for SENCo's and teaching staff across Hampshire.
- Progress on our Transition to School pilot in Havant which is making strong progress in supporting smooth transitions to school for children with SEND.
- An update on our Access to Therapy pilot, along with a

case study on the power of visuals used in South Wonston Primary School.

- The upcoming launch of our year 9 annual review checklist, supporting preparation for adulthood.
- The creation of additional places at Heathfield Special School.

We hope you enjoy this edition and look forward to working with you more this academic year.

Our Key Aims

NEW		
Inclusion and Educational Engagement	Right Support, Right Time	Improve Outcomes, Control Costs
<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>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>

SEND Support Line



Progress Update

Key Facts about Hampshire

- Hampshire has higher than average growth in applications for an EHC needs assessment.
- When compared to the national average, in Hampshire we have less children receiving SEN Support and more children with an EHCP.

Improving SEN Support

Intervening early can help to reduce escalation in need and the Local Authority is always looking at ways to enhance our offer of support for children and young people with SEND.

In 2023 we launched the SEND Support Line, which any school professional can use to access advice and support on tricky cases.

SEND Support line usage

- We have received 294 calls.
- 62% of callers are SENCOs.
- 155 different schools have used the service.
- 100% said they would use it again.
- 90% were given advice which they hadn't already considered.
- SEMH is the most frequent area of focus.

Guide to best practice

The SEND support line has been used frequently by schools over the past year for individual cases and feedback has been excellent, however it can be used in a more strategic way to support schools to meet need in the classroom.

Advice provided to SENCOs can include tools to help support a class teacher meet the needs of all pupils, through adaptations to ordinarily available provision. It can help SENCOs to be strategic about meeting more complex needs and in coordinating plans.

[If you need to contact the SEND Support line, click here to access the enquiry form.](#)

SEND Support Line



Caller feedback

Best resource that Hampshire has ever created!

Fab team of people that offer support!

So helpful and speedy response. All my questions answered which I was able to use in the meeting with parents.

I just wanted to say the most enormous thank you for everything you're doing to support us with [child].
The social stories and lanyard cards you sent through, especially, are brilliant! It made such a huge difference to be able to just print everything out and it was ready to go!

[call handler].... was amazingly helpful but also realistic with her advice. She is extremely approachable and I will definitely call again with any queries. Would highly recommend.

Transition to School pilot

Services for Young Children

The SFYC Inclusion Transition Pilot has made significant strides in supporting the seamless transition of children from early years to school. Utilising the Portage approach, the pilot has focused on equipping schools with the necessary knowledge, skills, and confidence to support children effectively at the SEN Support level, thereby preventing the escalation of needs to an Education, Health, and Care (EHC) plan. To date there have been no EHC assessments for the cohort identified, but rather needs have been met within ordinarily available provision.

Building School and Parental Confidence

One of the key successes of the pilot has been its emphasis on building both school and parental confidence. By fostering a collaborative environment, the pilot has ensured that parents feel

supported and involved in their child's educational journey. This has been achieved through:

- **Supported Transition Meetings:** Instrumental in ensuring that all pupils have a smooth transition, meetings provide a platform for discussing individual needs and planning appropriate support strategies.
- **Collaboration with Early Years Providers:** Crucial in preparing children for school, collaboration has helped in identifying and addressing any potential challenges early on.

Preparing Schools for Success

The pilot has also focused on preparing schools to create an inclusive and supportive environment for new starters. Key initiatives include:



- **Environment Preparation:** Schools have been guided on how to prepare their environments to be welcoming and conducive to learning for all children. This includes making physical adjustments and ensuring that resources are accessible.
- **Staff Training and Meetings:** Transition practitioners are attending staff meetings where possible to share knowledge and expertise across the whole staff team. This has helped in building a cohesive approach to supporting children with special educational needs (SEN).

Transition to School pilot

Services for Young Children



Holistic Approach to Inclusion

A standout feature of the pilot has been its holistic approach to inclusion. By viewing children as part of the whole class cohort, rather than in isolation, the pilot has promoted a more inclusive and supportive learning environment. This approach has been beneficial in:

- **Reducing the Need for EHC Plans:** By providing effective support at the SEN Support level, the pilot has successfully reduced the need for more intensive interventions, such as EHC plans.
- **Enhancing Staff Skills and Confidence:** Through ongoing training and support, plans are to continue to support staff in becoming more confident in their ability to support children with SEN, leading to better outcomes for the children.

Expanding Impact

Originally planned to support 40 children, the pilot is currently supporting 66 children across 22 schools in Havant, by adopting a cohort-style approach. This expansion highlights the pilot's flexibility and effectiveness in meeting the growing needs of the community.

Future Plans

Looking ahead, the pilot plans to continue its support through the Autumn and Spring terms in school. This includes:

Encouraging Partnerships: Schools will be encouraged to partner with feeder preschools to ensure a cohesive transition process, hosting Autism Education Trust transition training which is being offered for free to all schools taking part in the pilot to further enhance their capabilities.

- **Early Planning for Year 1 Transition:** Early planning for the next transition to Year 1 will begin before the pilot's support concludes, ensuring continuity and sustained support for the children.

Tailored Support

A key aspect of the pilot's success has been its responsiveness to the unique needs of each school and cohort of children. By speaking to schools about their current concerns, worries, barriers, and needs, the pilot has been able to adapt its advice, support, and guidance. This tailored approach ensures that each school receives the specific support it requires to effectively support its students.

Transition to School pilot

Services for Young Children



Conclusion

To date the SFYC Inclusion Transition Pilot has demonstrated that with the right support and collaboration, schools can effectively support children at SEN Support level, ensuring a smooth transition from early years to school. By building confidence among parents and staff, and by preparing the school environment, the pilot has set a strong foundation for supporting the culture change of improved inclusive education in mainstream schools.

Example Feedback

'I just wanted to email to say a huge thank you. The transition support you have put in place has hugely supported our relationship with the pre-school, but also has helped us better prepare for children with additional needs prior to them starting school. You could see today that the support you have already put in place has helped us and parents and because of this the class appear settled and familiar with those routines. Those relationships with key parents have already been formed because of the meetings we had prior to the summer holidays and they feel listened to and supported.'

We really appreciate the ongoing support too - as you know the needs of the children will change as they settle into their first school year and we really appreciate the continued advice and on the spot guidance with situations. This is my first year as a

SENCo and I honestly don't know how the transition would have worked without you supporting pre-school so closely and bringing those links into our school.

The transition pilot has been invaluable - we need it to continue!'

Access to Therapies pilot

September 2023 - March 2025



As part of the Transforming SEND (TSEND) workstream, 7 primary schools in the Winchester and Eastleigh have taken part in a pilot project from September 2023-March 2025. The project provides access to Speech and Language Therapy without charge to the schools or an EHC Plan to meet the needs of children with SLCN at SEN Support (predominantly in Year 1-3).

The objectives of the project are:

1. To meet the needs of more children effectively at SEN support without escalation to a statutory assessment
2. To build parental confidence in the 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

A menu of options is offered to pilot schools:

- Whole staff training

- Specific staff modelling and coaching of strategies to support children with Speech, Language and Communication Needs (SLCN) in the classroom
- Direct assessment and therapy
- Supporting support staff to run specific programmes (individual or group)
- Sensory and/or communication environment auditing
- Parent drop-ins
- Teacher drop-ins

There has been a specific focus on supporting staff to provide High-Quality Teaching (HQT) to all Children and Young People (CYP) with SEND. 'Universal, high-quality teaching is the first step in responding to CYP who have or may have SEND. All teachers are teachers of CYP with SEND'⁽¹⁾

Feedback from SENCos indicates;

- The Access to Therapies has improved staff

confidence and the quality of SEN Support for children with SLCN needs across the whole school.

- SENCos report they feel more able to fulfil their role in supporting HQT for children with SEND.
- SENCos have observed SLCN support strategies being used more consistently across their schools.
- Teachers are better able to support new children coming in to the school.

The data from the staff and specific children supported in the 7 pilot schools will be analysed in March 2025, and the effectiveness and impact of this early access to therapies will be summarised in a final report.

If you have any questions about this pilot project, please contact: heather.marshall@hants.gov.uk or nicola.kelly2@hants.gov.uk

Access to Therapies pilot

Case Study



We are nearing the end of the project and wanted to highlight how successful the project has been from the perspective of one school.

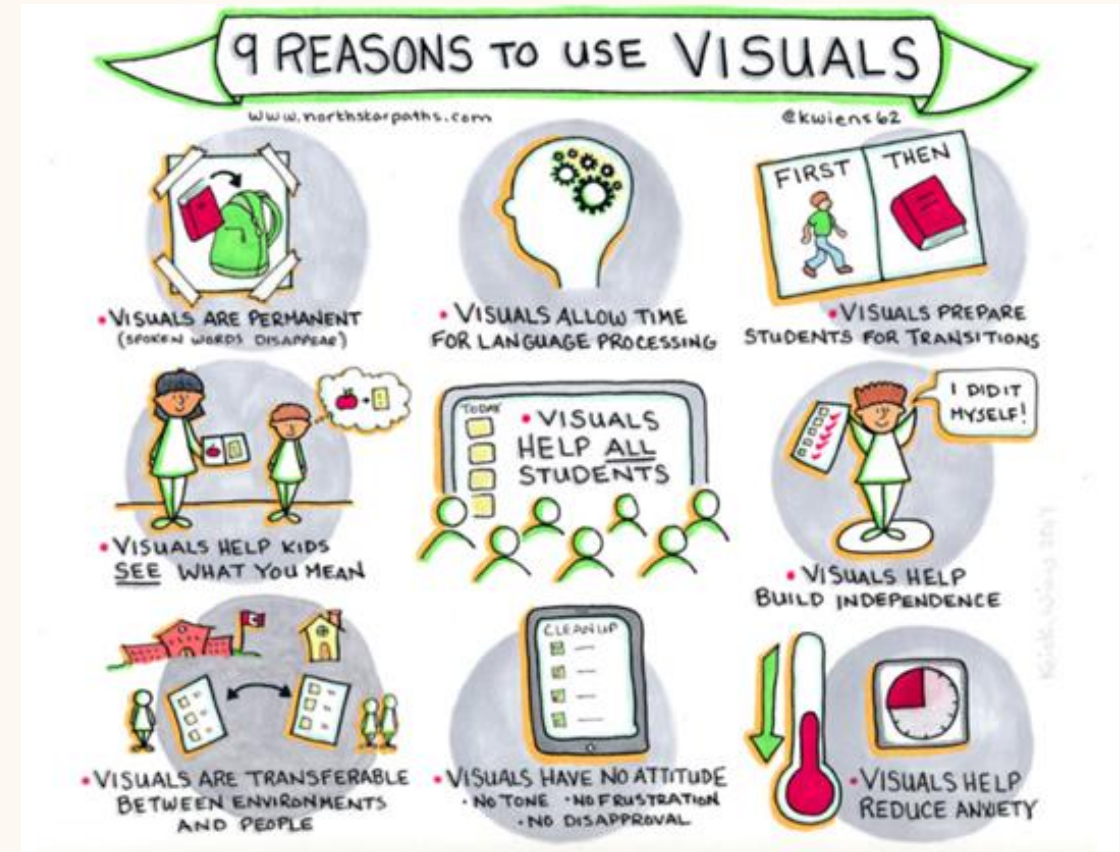
‘Having the expertise of the Communication & Interaction team has greatly improved staff’s knowledge and understanding of how to support all learners across the school with strategies for vocabulary development, visuals and scaffolds to aid communication and tools to support attention and focus, amongst other things!

This, teamed with the focused work that has been completed with individuals, including the recommendations of interventions and subsequent staff training, has targeted and benefitted children at a SEN Support level and given us a toolkit to use for the future.’ (SENCo, South

Wonston Primary School)

Widget (a symbol system⁽²⁾) has been introduced to staff, bought in by the school and training provided and support to implement it through the project. Consistent use of visuals is a key strategy to support children with different needs in the classroom.

<https://northstarpaths.com/>

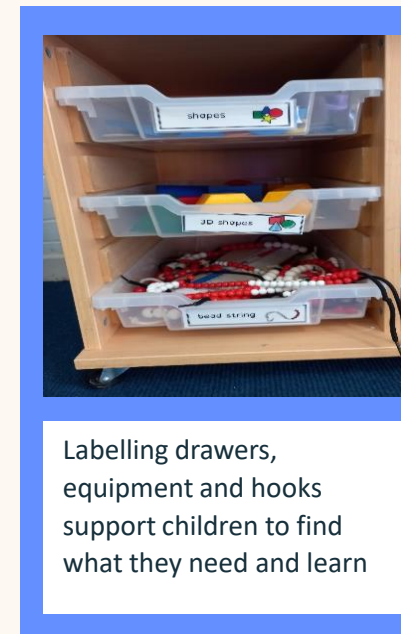


Case Study

There has been a focus on visual resources that are used across the school. One area of focus has been to support emotional regulation and restorative conversations.



Another focus has been labelling equipment and resources alongside consistent use of visual timetables and ensuring these are the same across the school.



Preparing for Adulthood

Year 9 Annual Review checklist



Key Features

We are excited to announce the upcoming launch of the **Year 9 Annual Review Checklist**, designed to support education providers in guiding learners with special educational needs and disabilities (SEND) through their transition into adulthood. This comprehensive checklist brings together local and national resources to ensure that the annual reviews from Year 9 onwards are thorough, person-centred, and aligned with statutory requirements.

The transition into adulthood is a critical phase for young people with SEND. This checklist is designed to ensure that their journey is

supported with high aspirations and tailored plans. By focusing on their strengths and involving them actively in the process, we can help them achieve greater independence, employability, and overall well-being.

We will send a copy of the checklist to all school when it is launched. For more information please contact

SEND.Emp@hants.gov.uk

Let's work together to make this transition as smooth and successful as possible for our young people!

Young Person's Voice

- Emphasizes the importance of capturing the young person's aspirations, interests, and needs.
- Ensures their voice is central to the review process.

Parent/Carer and Professional Input

- Collects valuable insights from parents, carers, and other professionals involved in the young person's life.
- Promotes a collaborative approach to support the young person's development.

Career Development and Vocational Profile

- Includes career interviews and vocational profiling to identify skills, interests, and potential career paths.
- Helps in setting realistic and ambitious career goals.

Exploration of Post-16 Options

- Encourages early exploration of post-16 educational and vocational opportunities.
- Provides information on post-16 transport and other provisions.

PfA EHCP Outcomes

- Aligns Education, Health, and Care Plan (EHCP) outcomes with the Preparing for Adulthood (PfA) pathways.
- Focuses on employment, independent living, health, and community inclusion.

Additional Provisions and Referrals

- Identifies any additional support required to achieve the PfA outcomes.
- Includes referrals to the Independent Futures Team if needed.

Specialist Provision

Building Extra Places at Heathfield Special School



An additional 164 specialist school places in special schools and resourced provisions opened in Hampshire in September 2024. Heathfield is one example of the projects we have been working on.

We are excited to be working with over 20 mainstream primary and secondary schools on new Resourced Provisions to open in 2025 and 2026.

If your school is interested in an informal discussion, please contact Helen Ley at helen.ley@hants.gov.uk.

Heathfield Special School is a primary school in Fareham for children with moderate to severe learning difficulties. Over the summer break 2024 building works were completed to accommodate 10 extra pupils from this term, and up to 10 more by September 2025, bringing its total capacity to 150 children.

From a standing start in February 24, the School worked closely with Hampshire through the Strategic Planning Team, SEN colleagues and Property Services to reconfigure existing spaces in the school.

- Interior design colleagues helped to better utilise spaces.
- A new PPA area was created in an underused room.
- A reprographics area was created in the main hub

of the school, releasing a whole classroom to be available for pupils.

- A meeting room and adjoining therapy space were combined to create another classroom.
- An ELSA/Thrive space was transformed to be much more welcoming and usable.

The School Business Manager, Vanessa, expertly project managed the scheme, obtaining appropriate quotes for the minor building works and any approvals required. HCC colleagues assisted in furniture and other design support.

The whole scheme was completed during Easter and Summer holidays for under £100,000 - incredible value for money in creating 20 much needed SEN places.

Specialist Provision

Heathfields transformation in photographs



Before and after – Meeting Room and work room to Classroom



Thrive classroom



Classroom brought back to life



New PPA room



Entrance concourse

Any questions?

If you have any questions about the content of this newsletter or the TSEND programme, email TSEND@hants.gov.uk