

# Transforming Special Educational Needs and Disabilities (SEND)

Conference programme  
November 2023







## Foreword

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

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

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

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

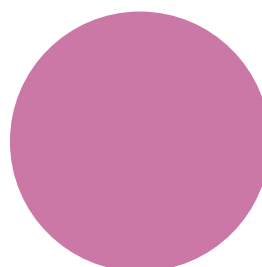
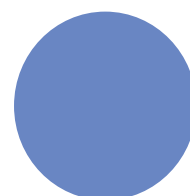
At the heart of this are vulnerable children and young people, with SEND, who need to

feel safe, happy, recognised, and accepted for their strengths. It is for us to remove the barriers to learning that they face and make them feel welcome and valued in their classrooms and schools.

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

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

**Natalie Smith**  
**Assistant Director - Education and Inclusion**  
**Children's Services Directorate**  
**Isle of Wight Council**



# Transforming SEND on the Isle of Wight

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

## The vision

The programme has an overarching vision for:

*'All children and young people on the Isle of Wight to be empowered to achieve outstanding outcomes' by:*

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

The programme has several workstreams sitting under three areas:




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

For questions about the *Transforming SEND* programme, contact: [TSENDIOW@hants.gov.uk](mailto:TSENDIOW@hants.gov.uk)



# New services for schools

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

- The **SEN Support Toolkit** was launched in September 2023, offering online resources and signposting to advice, guidance and best practice information to support pupils with SEN needs. The focus is on the graduated approach which underpins practice for all children with SEN. The toolkit is hosted on the SEN Moodle site. 
- The **SEN Support Line** was also introduced in September 2023, which is a service offering tailored email or video call responses from experienced LA SEN Advisers. The service is free at the point of use, and it aims to address specific challenges or concerns school staff may still need support with after accessing the toolkit and speaking with colleagues. 
- The **SWAN (School-Wide Advocate for Neuro-Diversity) project** was launched as a pilot to Isle of Wight schools in September 2023. The project is designed to deliver increased confidence to school staff in supporting neuro-divergent children and young people and promote educational inclusivity. For more information, contact: [ephavant@hants.gov.uk](mailto:ephavant@hants.gov.uk)
- The **Primary Behaviour Service** launched on the on the Isle of Wight in September 2023, providing in-reach and outreach services to primary schools. <https://pbs.hants.gov.uk/> 
- A fully funded **eLearning package on 'Supporting children and young people with complex needs'** will be launched to all Isle of Wight schools. The eLearning will consist of the following five modules and made available in a phased approach during the autumn and spring terms:

**Module 1:** Neurodevelopmental approaches to learning.

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

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

**Module 4:** Inclusive learning environments.

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



# Introducing our keynote speakers

## Jenny Turner and Tamzin Hall – NurturED Consultants

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

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

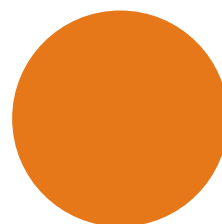
With twenty plus years in leadership, learning & development, training, and coaching, Tamzin holds a BSc in Social Psychology. A qualified coach and active committee member at the British Psychology Society, she's also an approved Mentor for the Association of Business Mentors. Tamzin's passion for well-being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

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

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



[www.nurturedconsultants.co.uk](http://www.nurturedconsultants.co.uk)



## Kit Messenger – Changing Chances

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

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

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

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

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

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



[www.changingchances.co.uk](http://www.changingchances.co.uk)

# Services available to support your school

## Hampshire Inspection and Advisory Service (HIAS)

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

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



Wider resources:



How to subscribe:



HIAS Moodle:



SEND Training offer:

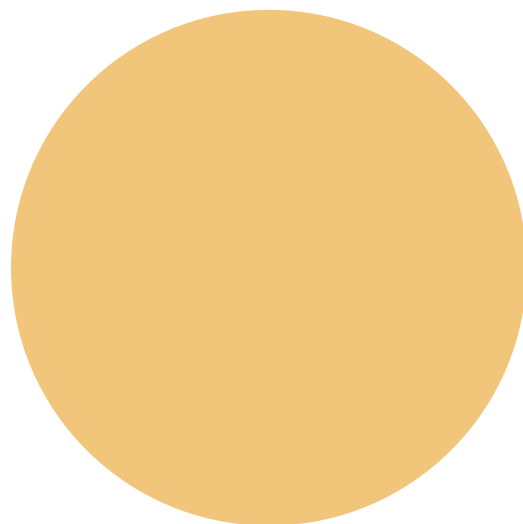
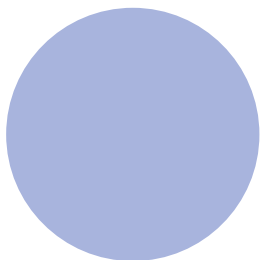




## SEN Support Guidance

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

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



## The Virtual School

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

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

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

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

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

[www.hants.gov.uk/educationandlearning/virtual-school](http://www.hants.gov.uk/educationandlearning/virtual-school)



Website:



Moodle:



## Hampshire and Isle of Wight Educational Psychology (HIEP)

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

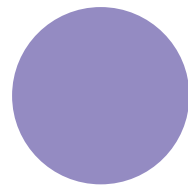
Psychology helps us understand how people think, feel, learn, and develop. Through applying psychology, our EPs work in collaboration with parents/carers and school staff to promote learning, positive relationships, wellbeing, and educational achievement. The work of EPs is often concerned with identifying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

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

For more information about HIEP, please visit our website:

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





## Education and Inclusion Service (EIS)

The EIS covers areas related to school attendance, Children Missing Education (CME), Inclusion (permanent exclusions and suspensions), Elective Home Education (EHE) and Reduced Hours Provision (RHP) for compulsory school aged children. The key aim of the EIS is to ensure that children have access to suitable education appropriate to them as an individual. We work with schools, parents, carers, and other agencies to secure the best possible education for our Isle of Wight children. Multi-agency working is key to successfully achieving this and the EIS works proactively and collaboratively with other agencies.

The EIS offers additional support through a SLA which includes early intervention work with schools and families where attendance and behaviour is a concern, carrying out all processes prior to enforcement. This can include meeting with parents to provide advice and intervention, home visits, early

help assessments. Where legal action is required, the EIS will prepare court statements, provide evidence and attend court hearings on behalf of the school.

Child missing in education referral form



Children not in full time education form



Fixed term suspension form



## Primary Behaviour Service (PBS)

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

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

Our referral-based support service will:

- Help your school develop an increased understanding of children with social, emotional, and mental health development needs.

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

Visit our website to find out more:

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





## Early Years Education Advice and Guidance.

The Early Years Advisory Team (EYAT) and Early Years SEN Advisory Team offer a wide range of training for teachers and practitioners working across the Early Years Foundation Stage (EYFS).

Our support offer includes:

- Inclusion advice and support for mainstream settings and schools.
- Transition support and advice.
- Portage and Early Years SEN advisory service.
- Bespoke and targeted training.
- SENCO Networks.
- Elklan Training.
- Attention Autism Training (including Bucket).

- Autism awareness (AET accredited).
- Early Years Headteacher Briefings.
- Early Years Advisory Service resources are available via the Resource Centre.

Contact us:

Early Years SEN -

[pupil.services@iow.gov.uk](mailto:pupil.services@iow.gov.uk)

Early Years quality and improvement -

[EYAT@iow.gov.uk](mailto:EYAT@iow.gov.uk)

Visit our website to find out more:

[www.iow.gov.uk/schools-and-education/early-years-service/](http://www.iow.gov.uk/schools-and-education/early-years-service/)





# Ethnic Minority and Traveller Achievement Service (EMTAS)

EMTAS offers a range of services to schools for the following three pupil cohorts:

- Children and young people for whom English is an Additional Language (EAL).
- Children and young people from Black and Ethnic Minority backgrounds.
- Children and young people of Traveller heritage (GTRSB).

EMTAS services available to Isle of Wight schools include:

- Network meetings.
- Pupil profiling.
- Generic training for staff – online or in person.
- Pupil Conferencing (bespoke training option).
- EAL/SEND assessment work.
- Access to the EMTAS language phone lines.
- EAL and Traveller e-learning.
- EAL and Traveller Excellence Awards.

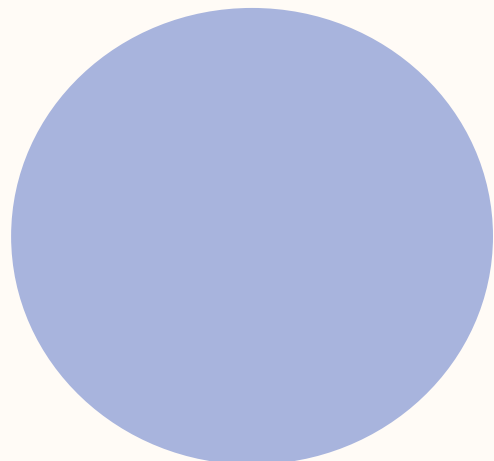
Primary and Secondary brochures for Isle of Wight schools can be viewed online: [www.hants.gov.uk/educationandlearning/emas/training](http://www.hants.gov.uk/educationandlearning/emas/training)



General advice and guidance can be found on the EMTAS website: [www.hants.gov.uk/emas](http://www.hants.gov.uk/emas)



Visit the EMTAS Moodle for open access courses: <https://emas.hias.hants.gov.uk/>





## Specialist Teacher Advisory Service

The Specialist Teacher Advisory Service works with children and young people who are deaf and those who have a visual impairment. They provide specialist support and training to families, schools, and professionals. The service works with children and young people at SEN Support and those with an Education Health Care Plan (EHCP)

The service works hard to support children and young people in their local community to have high aspirations and achieve positive outcomes in life.

All team members are available during term time and have collated several resources and activities for children who have hearing or visual needs, to support their inclusion into educational settings and their community.

Visit the local offer for more information on resources:

**Specialist Teacher  
Advisory Service (STA)**  
([iow.gov.uk](http://iow.gov.uk))



## Education Speech and Language Support Team

The Schools Speech and Language Support Team (SSLST) is a service employed by the Council to support students with speech, language and communication needs. It helps students to access learning, develop confidence and take part in wider education.

The team consists of:

- Speech and Language Therapists.
- Specialist Speech and Language Therapy Assistants.
- Specialist Teacher Advisor.

The team provides support to:

- All mainstream primary schools (from year 1 upwards).
- All mainstream secondary schools.
- Specialist provisions.
- Post 16 settings (statutory support only).

### Statutory support

The SSLST work with students who have speech and language therapy support specified in their EHCPs. This includes training and support to school staff to put in place recommendations in the EHCP. When a student is going through an EHC needs assessment, professional advice will be provided by SSLST.

### Non statutory support

The team also has a strong focus on working with education settings. A primary aim for the service is to support schools and settings to make sure that the communication needs of all students are identified, supported and developed.

You can find out more information on the local offer:

**Schools speech  
and language  
support team (iow.gov.uk)**





## Next steps to take back to school:

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

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

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

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

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

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

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## Isle of Wight Transforming SEND Conference evaluation form



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