



Hampshire
County Council

Improvement and
Advisory Service

SPRING 2026

SEN Matters

In this issue:

The focus of this edition will be on supporting staff wellbeing



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Editorial

Welcome to the spring edition of *SEN Matters*. There is never a moment in education that is not fast paced and none more so than in the world of special educational needs. The spring term can appear to disappear and finish as quickly as it starts! The first half of the spring term has been filled with preparation for the annual conference and the usual rounds of school improvement work. Alongside waiting for the much anticipated white paper release.



The conference is featured in the first article and it was a roaring success.

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

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This issue, we decided to have a slightly different shift in focus to include some reflections on staff wellbeing and utilising the time available, supported by new technology. I hope these articles enable you to reflect on your own wellbeing and that of your staff, whilst providing ideas as to how other leaders are supporting their staff in a range of different approaches.

After a couple of editions that focused a lot on mainstream provision, there is a greater focus on what some of our special schools are doing to support staff and build inclusion for all. Again, I hope this illustrates the common challenges but also the approaches that can be implemented, regardless of setting, to be supportive.

A goodbye message

As I step away from my role as County Education Manager (SEN) on the 10 April 2026, I want to say a sincere thank you to everyone who has supported, challenged and inspired me along the way.



It has been a real privilege to contribute to improving outcomes for children and young people with SEN, and work alongside those so committed to constantly improving inclusion, supporting families and developing practice.

We do not highlight often enough the strengths within our system and I have been privileged to see the extent of the amazing work that happens day in day out in our schools. I am proud of what we have achieved together and leave with great respect for the work that continues. I know that Laura will continue with this movement, and that what she is gaining is a network of highly-skilled professionals who put children at the heart of their thinking.

Emma Steele

County Education Manager (SEN)

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Special Educational Needs Conference – February 2026

Friday 6 February saw the return of the annual Hampshire County Council SEN Conference. Hosted at the Utilita Bowl, this year had the most delegates ever recorded and featured representation from mainstream, special and post-16 education. The theme of the day was *Considering behaviour through the lens of communication*, a focus of the local authority's (LA) work on improving educational outcomes for all children and young people, one of the local area special educational needs and disabilities (SEND) partnership's action areas. The day enabled the local authority to support the development of this key theme with a range of education settings in line with the partnership's inclusive vision. Participants were very vocal in their appreciation of the quality of the sessions and how useful they had found the day. Many thanks to all involved in creating this wonderful event!



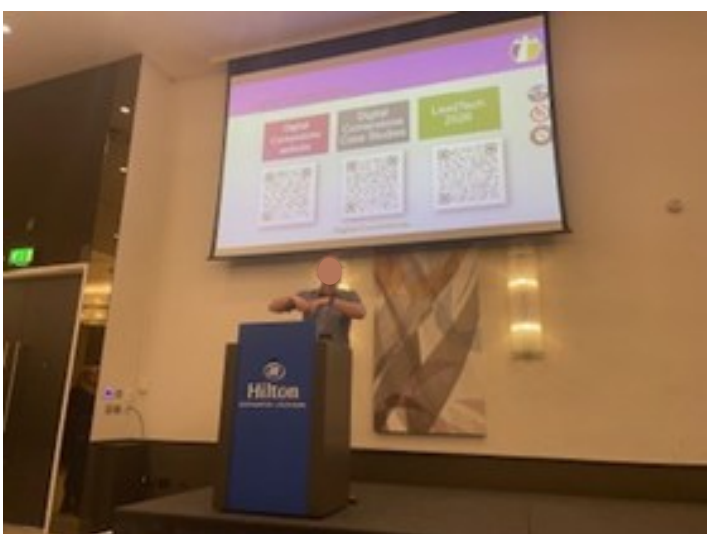
(SENCOs) and better meet the needs of learners. The other workshops focused on using motivational interviewing to develop change from Hampshire Educational Psychology and one on managing difficult moments, led by Tara Elie.

The day also made time for those attending to visit stalls led by the LA Early Years Team, Hampshire Educational Psychology, HIAS SEN and Inclusion Team and Connect to Hampshire for the local offer. These elements were busy with conversation at all break and transition points.



The day started with a thought-provoking keynote from Louise Michelle Bomber focusing on trauma informed and attachment aware approaches. It ended with an upbeat keynote on adult behaviour and its impact delivered by Tara Elie from When the Adults Change.

Through the course of the day there were choices of workshops including two led by school leaders, one on the journey to inclusion and the other on using artificial intelligence (AI) to support special educational needs co-ordinators



Alongside the busy agenda and representation there was also the excitement of a roving podcast being recorded by Martin Gale from AuDHD UK.

The interviews and reflections on the day have been pulled into a special podcast recorded especially for the conference.



Apple: <https://podcasts.apple.com/gb/podcast/we-too-are-one-making-a-world-more-inclusive-for-audhd-people/id1793197126?i=1000749107330>.

Spotify: <https://open.spotify.com/episode/7eX0ksqEKpA0hnnIU3xbGn?si=39b2bc398232418f>.

Podbean: <https://wetooareone.podbean.com/e/s2-e9-bonus-episode-the-one-with-all-the-teachers-hampshire-send-conference-february-26/>.

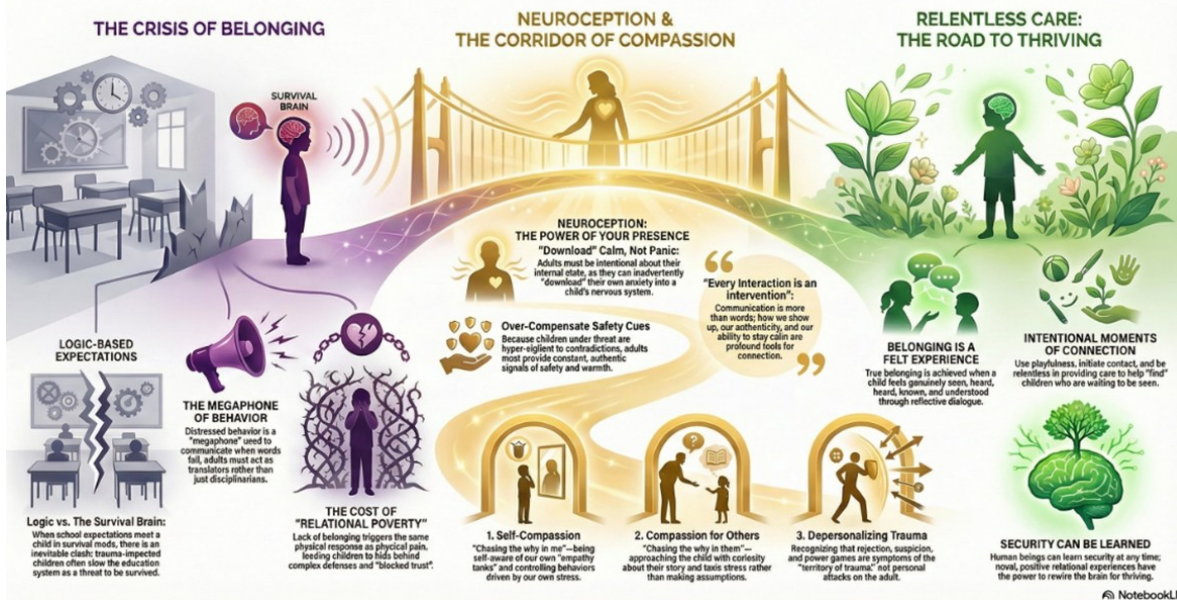
It was a long day but the rooms were buzzing and feedback was amazing – so many commented on the power of the day and how it had inspired them to take these messages back into their education setting.

Our school leader from Cornerstone Church of England Primary School also demonstrated the impressive ability of artificial intelligence by creating some infographics linked to some sessions.

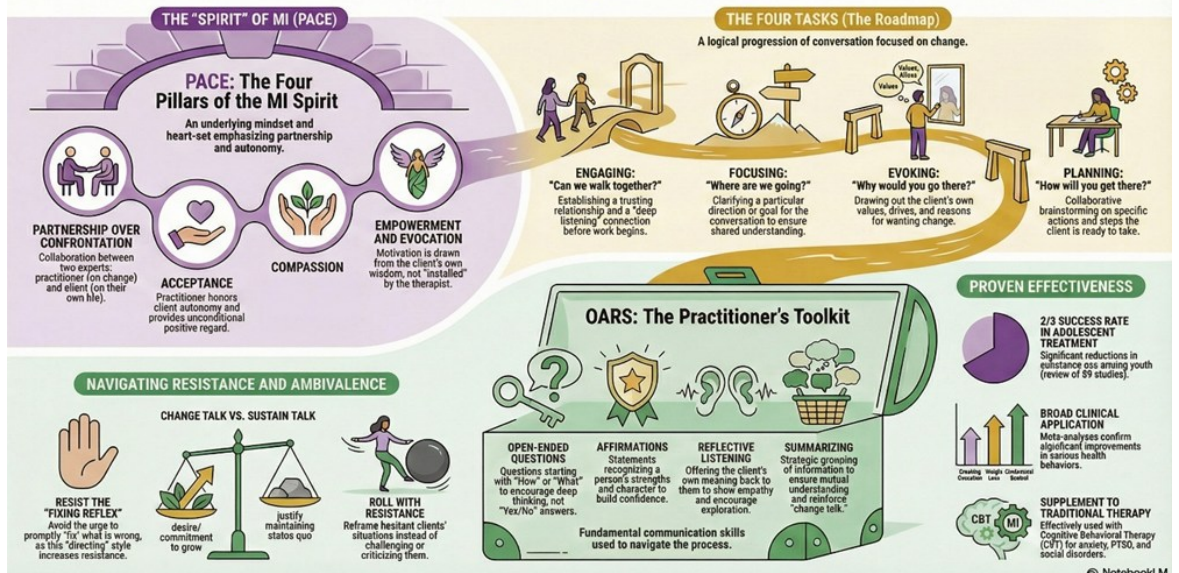
Laura Hamson

School Improvement Manager (SEND and Inclusion), HIAS

Building the Bridge to Belonging: Attachment-Aware & Trauma-Responsive Practice



Motivational Interviewing: Empowering Growth and Change



Capturing the voices of young people – Hampshire SEND Youth Forum

Hi my name is Sallie and I support youth voice. I am Participation Officer at Hampshire County Council and support our SEND Youth Forum.



The forum is for young people aged 13-25, we meet regularly to work on projects that are important to the young people. We are currently making an animation to raise awareness of Autism. We are always looking for young people who would like to be involved in youth participation and making a difference. They can find out more and register their interest here:

www.hants.gov.uk/educationandlearning/participation-lifelong-learning/SEND-employability/youth-forum

I also support Hampshire SEND – Have Your Say, a network for children and young people with SEND to actively participate in having a say.

It is made up of lots of different groups of children and young people in Hampshire, including schools, colleges, youth groups and short breaks groups.



Members of the network have regular opportunities to engage with decision makers, get involved in projects and the opportunity to make a difference.

If your organisation is interested in being part of Hampshire SEND – Have Your Say you can email me at send.emp@hants.gov.uk.

You can also join Hampshire SEND – Have Your Say WhatsApp community to keep-up to-date with opportunities. You must be 13+ (the community is for young people, parents/carers or practitioners who want to keep up to date).

https://forms.office.com/pages/responsepage.aspx?id=tdiBPwfuF0yGnB20OQGNm_4-MNHL1pIFtaiFH1gSQ9dUNVplVTZWR0QxMFFWNzlwVzFMSk9ZSEdIVS4u&route=shorturl

Sallie White

SEND Participation Officer, Participation and Lifelong Learning, Hampshire County Council

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A day to remember: Hampshire Youth Parliament returns to the House of Commons

On 6 November 2025 Members of Youth Parliament (MYPs) from Hampshire Youth Parliament (HYP) Gabriel (MYP North West Hants), Ed (MYP East Hants), Aryaveer (MYP Central Hants), Scar (South East Hants), and Sarp (South West Hants) made their way to Westminster for their second annual sitting in Parliament.



Their destination, the historic House of Commons, where they joined fellow MYPs from across the UK to debate some of the most pressing issues facing young people today.

This UK Youth Parliament initiative, gives young representatives a unique opportunity to voice their views in the very chamber where national decisions are made. The topics debated this year were chosen by young people across the country and included health, sustainability, employment, crime, and housing.

Ed tackled sustainability, calling for stronger environmental action and youth-led solutions to climate challenges.

But it was Gabriel Llewellyn-Hyde, who is also Chairperson for Hampshire SEND Youth Forum, who delivered a moving speech drawing on his personal journey with speech and language delay, Gabriel spoke on the topic of health, advocating for better support for children with communication needs.

“Every child deserves a voice,” Gabriel said, “and as a government we should see it as our duty to speak for the speechless.”

His speech was a heartfelt call to action urging policymakers to reduce waiting lists, train teachers to support children with disabilities, and ensure accurate representation of disabled voices in Parliament.



Palace of Westminster by Terry Ott from Washington, DC Metro Area, United States of America - Built in 1016, [CC BY 2.0, https://commons.wikimedia.org/w/index.php?curid=122737498](https://commons.wikimedia.org/w/index.php?curid=122737498)



Speaking up for change

Hampshire’s MYPs did not just attend, they led. Aryaveer spoke powerfully on housing, highlighting the importance of safe accessible housing and how it is the foundation for which young people are able to thrive.

“At the age of three, my parents were concerned as unlike other children my age, I was unable to speak full sentences as my communication was only limited to certain words and gestures, and I found it hard to express myself. In March 2012, I was diagnosed with a Speech and Language Delay Disorder. That moment could have defined my future but it didn’t. Without the dedication from my teachers, speech therapists and especially the support of my parents, I wouldn’t be where I am today. I found my voice, yet so many others are still struggling to find theirs.”

Watch Gabriel's speech here*:

www.instagram.com/reel/DQuNxpSjGBu/?utm_source=ig_web_copy_link&igsh=MzRIODBiNWFIZA==

*some elements of Gabriel's speech are redacted from the public record due to Parliamentary guidelines on sharing personal stories.

Why it matters

Events like these are more than symbolic. They give young people a platform to influence real change, build confidence, and connect with others who share their passion for making a difference. For Hampshire Youth Parliament, it is also a chance to showcase the incredible talent, resilience, and leadership of its members.

As Gabriel reminded us, with the right support, *"anyone can achieve their full potential"*.

Laura Hamson

School Improvement Manager (SEND and Inclusion), HIAS

From self-evaluation to sustained impact: Prospect School's *Team Around the School* approach

In special education workforce stability is not a peripheral issue. It is fundamental to safeguarding, continuity of learning and the wellbeing of students and staff alike. At Prospect School, the *Team Around the School* project emerged from a period of structured self-evaluation, designed to identify where systems, processes and outcomes could be strengthened to better support our community.

Why staff wellbeing became the priority

Self-evaluation identified that:

- staff absence was directly affecting continuity of learning
- leadership time was increasingly reactive
- financial pressure from cover costs was growing
- students were experiencing disruption during periods of instability.

That self-evaluation was deliberately wide-ranging. However, one conclusion became increasingly clear: staff wellbeing and attendance were the key leverage points. Without a stable, supported workforce, other improvement efforts could not be sustained.

Dr Michèle Aldridge, Headteacher, reflects:

“Our starting point was simply asking where the pressure points were. The evidence kept bringing us back to the same place – if we wanted better continuity and better outcomes for students, we had to seriously focus on the adults first.”

Defining the challenge using evidence

In the 2023/24 academic year, Prospect School experienced 31 class closures due to staff absence.



Sickness absence accounted for over 5% of budgeted income, with 79% of staff taking at least one period of sickness and an average of 17 days lost per person across the year.

Although a range of contextual factors contributed to these figures, leadership and governors were clear that explanation alone did not lessen their operational and financial impact.

“We could explain the data - but explanation doesn't remove impact,” says Dr Aldridge. *“Students still experienced disruption, and staff still felt an ever increasing strain.”*

The Governing Body supported a strategic shift away from reactive management towards a planned, data-informed approach that balanced accountability with meaningful support.

Building a framework staff could trust

The first phase of *Team Around the School* focused on creating clarity and consistency. New staff absence and time-off policies were aligned with Hampshire County Council frameworks and approved by governors, ensuring statutory robustness and local coherence.

However, policy was treated as infrastructure rather than intervention. Claire Adamson, Deputy Headteacher and Wellbeing Lead, explains: *“We were very clear that policies alone don’t change culture. The difference comes from how consistently and compassionately leaders apply them.”*

Key changes included:

- clear expectations for absence reporting and contact
- routine, supportive return-to-work conversations
- early Occupational Health involvement
- centralised leadership oversight to ensure consistency.

All absence cases during this period were resolved informally in the first instance, reinforcing staff confidence that the approach was supportive rather than punitive.

Data as an enabler of early support

In January 2025, Prospect School implemented SAM People, a new management information system for recording and monitoring staff absence. This significantly improved the accuracy, visibility and timeliness of data.

Adam Hudson, School Bursar, describes the shift: *“The system didn’t change our values – it gave us visibility. That allowed us to intervene earlier and link leadership decisions directly to workforce wellbeing.”*

Team Around the School was never conceived as a single wellbeing initiative.

It was designed as a whole-school workforce strategy, deliberately addressing multiple layers of practice and accountability at the same time:

- staff wellbeing, attendance and retention
- leadership practice and early intervention
- policy clarity and procedural consistency
- data accuracy and management systems
- funding alignment and financial sustainability
- governance oversight and assurance
- partnership working with the local authority
- continuity, safeguarding and stability for students.

This breadth was essential in achieving sustainable change rather than short-term improvement.

Leaders were transparent that an increase in recorded absence instances reflected improved accuracy, not declining attendance – a distinction that proved critical in maintaining staff trust.

Partnership with the LA

An important enabling factor within *Team Around the School* has been the constructive challenge and professional insight provided by Educational Psychologist, Dr Emma Fitz-Gerald.

Dr Aldridge reflects: *“Emma helped us step back and look at the system, not just the symptoms. Her input gave us professional challenge where we needed it, and reassurance where our instincts were right.”*

The value of this work was not confined to a single intervention. As the impact of *Team Around the School* became clear, the school made a deliberate decision to formalise this support through an ongoing service level agreement (SLA).

This ensures continued access to psychological expertise to support workforce wellbeing, organisational resilience and leadership reflection as the school continues to evolve.

Sustained and measurable improvement

The impact of *Team Around the School* is clear and quantifiable:

- class closures reduced from 31 (2023/24) to nine (2024/25), all within the autumn term
- zero class closures due to staff absence since December 2024
- average sickness absence reduced from 11.76% (January 2025) to 4.35% (September 2025)
- average absence now approximately 0.7 days per employee per month
- 61% reduction in absence costs within nine months.

Crucially, these improvements have been sustained even as staffing numbers have increased, indicating embedded cultural change rather than short-term correction.

Oonagh Taylor, Staff Wellbeing Governor, comments: *“What reassured us as governors was not just improvement, but consistency over time. The data showed a clear trend and the narrative behind it made sense.”*

Staff voice: interpreting the numbers

Quantitative improvements have been reinforced by staff feedback, which consistently highlights increased clarity, fairness and confidence in leadership processes.

One learning support assistant commented: *“Expectations are clear, but so is the support. That balance has made it easier to stay well and stay in work.”*

Another reflected: *“The biggest difference is how early issues are picked up – before they become overwhelming.”*

These perspectives have been essential in ensuring improved attendance reflects genuine wellbeing, not presenteeism.

Learning and sustainability

The financial savings generated through reduced absence have enabled further wellbeing initiatives, professional development and leadership capacity, reinforcing the model rather than diluting it.

Claire Adamson summarises: *“Self-evaluation told us where to focus. Data told us whether it was working. Relationships are what made it stick.”*

At Prospect School, *Team Around the School* demonstrates how honest self-evaluation, disciplined use of data and strong partnership working can translate staff wellbeing into sustained outcomes for students – not as a one-off project, but as a way of working.

Senior Leadership Team

Prospect School

From paperwork to progress: how AI empowers the modern SENDCo – Cornerstone Church of England Primary School

Introduction: the modern SENDCo's dilemma

The complexity of children's needs is growing, and for primary school SENDCos, the pressure on time, and demand for their expertise has never been greater. Juggling administrative duties, compliance, and direct support leaves little room for strategic planning.

What if you had an always present informed assistant to help manage the workload?

Generative AI is emerging not as another burden, but as a powerful tool to streamline processes and enhance the support you provide for children. Based on insights from Cornerstone Church of England Primary School's presentation at the Hampshire SEND Conference 2026, this article explores four key areas where AI is already making a tangible, positive impact on the SENDCo role.

Understanding the tool: a quick-start guide to generative AI

Before diving into applications, it is essential to understand the technology. Generative AI is not a replacement for professional judgment but a powerful assistant that can augment your expertise when used responsibly.

What is generative AI?

Generative AI is a system that generates new content – like text, summaries, or plans – based on a user's instruction, known as a *prompt*. Interacting with it can feel like a natural conversation. However, it is critical to remember that it is a computer program. As the user, you are responsible for both the quality of your input



Cornerstone Church of England Primary School

(the prompt) and the critical evaluation of the output. All generated content must be checked for accuracy, appropriateness, and potential bias.

The power of a good prompt

The quality of the AI's output is directly proportional to the quality of your input. The core principles include:

- **specificity:** be clear and direct about what you want. Instead of *"Tell me about AI"*, try *"Explain how generative AI can help teachers reduce workload, with examples"*
- **context and constraints:** provide relevant background information and set boundaries. For example, *"Summarise the risks of AI in education in under 100 words, using plain language"*
- **desired format:** if you need a list, a paragraph, or a table, state it clearly in your prompt

HIAS curriculum update

- **tone and style:** specify the tone you need, such as professional, informal, or a style accessible to parents
- **iteration and refinement:** if the first response is not quite right, adjust your prompt and try again. Add more detail or rephrase your request to guide the AI toward a better output.

Navigating the risks: safety and responsibility

Generative AI systems can sometimes produce incorrect or misleading information, known as *hallucinations*. Because these models lack real-world understanding, they may fill in gaps incorrectly, sometimes sounding convincing even when wrong. They can also reflect biases present in the vast amounts of data they were trained on.

Because of this, human oversight (*keeping the human in the loop*) and critical thinking are non-negotiable for educators when evaluating AI outputs.

The Department for Education (DfE) has produced¹ training materials to support safe and effective use of AI in schools. Key points include:

- **preventing harmful content:** generative AI products used in education must prevent access to harmful or inappropriate content, with effective filtering maintained throughout system interactions
- **activity logging and alerts:** systems must log activity, alert supervisors about harmful content, and provide real-time notifications when content is blocked
- **data protection:** all tools must comply with GDPR, ensuring clear privacy notices and lawful data collection, processing, and storage
- **intellectual property:** AI systems must not collect, store, or use intellectual property (such as student-created work) for commercial purposes without explicit consent

- **parental consent:** children under 18 require parental or guardian consent to have their work shared in AI systems
- **child safety and transparency:** AI products must prioritise child safety and transparency in their design and operation
- **regulatory compliance:** compliance with data protection laws, safeguarding regulations, and AI governance standards is essential.

“AI won’t replace great teachers, but great teachers using AI thoughtfully and purposefully have the potential to provide richer more personalised education than either could achieve alone.”

Dan Fitzpartick –
The Educators’ 2026 AI Guide

In the classroom: practical ways AI increases inclusivity

AI tools are already helping teachers at schools like Cornerstone Church of England Primary School create more inclusive learning environments, save time, and empower students. Here are four real-world examples.

Making complex texts accessible for everyone

<https://sway.cloud.microsoft/X9ZnUzw5OsusqQHN?ref=Link&loc=play>

A student needed support to access Edgar Allan Poe’s classic poem, *The Raven*. Using an AI tool like Co-pilot, the teacher created a prompt to simplify the complex language of the poem. The result was a version the student could understand, allowing them to fully access the learning task, participate in whole-class discussions, and feel included in the lesson.

Differentiating resources in minutes, not hours

<https://sway.cloud.microsoft/kSqmWIUf9MwKU4kx?ref=Link>

Preparing differentiated reading comprehension questions is a time-consuming task. One teacher used AI to generate questions for different Key Stage 2 reading domains based on a text about the frog life cycle. By providing the text and a specific prompt, the tool produced a variety of questions tailored to different skills. This massive reduction in preparation time allows for more frequent practice and makes it easy to quickly adapt both the text and the questions for a wide range of learners.

Boosting independence with speech-to-text

<https://sway.cloud.microsoft/RbTO9pl18CWhexER?ref=Link>

For a student ready to write up their final poem, the *Dictate* function on **Word on an iPad** offered a path to greater independence. The student, a confident technology user, quickly learned to speak their poem and then edit the transcribed text, making crucial corrections like changing *pieces* to *pillars* and *shoes* to *Zeus*. This not only resulted in a final piece the child was proud of but also increased their independence and freed up staff to support other children in the classroom.

Unlocking reading for every child

<https://sway.cloud.microsoft/DTs5DeASN7DgmweH?ref=Link>

Immersive Reader was used to support Year 6 students who had slower reading speeds. Using the **MS Office Lens app** on an iPad, the teacher could photograph a text and save it directly to Immersive Reader, which would then read it aloud to students through headphones. This allowed them to work independently and discreetly, without feeling singled out.

They completed the reading at the same pace as their peers, giving them more time for the written task.

“I read it quicker and it was easier to understand. I was able to do more of the work than I usually do.”

Year 6 learner

Taming the paperwork mountain: streamlining SENDCo processes

The administrative burden on SENDCos is immense, often involving disparate systems and continual paperwork. AI offers a way to automate and streamline these critical background processes.

“We found ourselves laboriously tracking Individualised Learning Plans (ILPS) through a patchwork system of spreadsheets, ubiquitous sticky notes, and siloed, fragmented dashboards.”

Benitta Blackwell – The Educators’ 2026 AI Guide

From clinical reports to classroom action

<https://sway.cloud.microsoft/AZSwemDAYHng6hyA?ref=Link>

Translating a dense clinical report from an external agency into practical classroom strategies is a common SENDCo task. By inputting the recommendations from an NHS Therapies Report (with all identifying information redacted), a SENDCo can prompt an AI to generate specific, measurable, achievable, relevant, and time-bound (SMART) targets. This process quickly formulates an individual learning plan (ILP) that ensures a child’s speech and language development is systematically supported in a structured and engaging way.

Analysing pupil progress across time

<https://sway.cloud.microsoft/04clFJKSEKyBSW2V?ref=Link>

Understanding a student's long-term progress can require hours of work, cross-referencing dozens of documents. In one powerful example, a tool called NotebookLM was used to analyse 11 different sources for a single student, including ILPs from Year 1 to Year 3 and the National Curriculum. The AI was able to synthesize the child's progress over time, align it with their EHCP outcomes, and even help project their likely educational attainment by the end of Year 6. This provides a deep, data-driven insight that would have previously taken an entire day to compile.

Your new colleague: AI as a critical thinking partner

<https://sway.cloud.microsoft/eyqLvRIBAFsRNUEb?ref=Link>

Beyond administrative tasks, AI can serve as a powerful critical thinking partner, providing instant, expert-level support grounded in the specific documents that govern the SENDCo role.

Building your own expert assistant

<https://sway.cloud.microsoft/SBwPv6NfyeXWXxQw?ref=Link>

A SENDCo created a bespoke *SENDCo Statutory Guide* by uploading key documents into **NotebookLM**. These sources included foundational texts like the *Children and Families Act 2014*, the *SEND Code of Practice*, *Keeping Children Safe in Education (KCSiE)*, and the school's own SEND policies. This transformed the AI into a secure, knowledgeable, and instantly searchable expert assistant – a thinking partner grounded in the essential literature of the role, without the risk of pulling unverified information from the open internet.

Enhancing strategic leadership and compliance

With the custom guide established, the SENDCo used it for high-level strategic review. They prompted the AI to analyse the school's SEND policy and SEND information report, cross-referencing them against the uploaded statutory guidance. The AI provided detailed, referenced suggestions for changes and updates to ensure the school's documents were fully compliant with all requirements. This process empowers the SENDCo to perform complex compliance checks efficiently, strengthening strategic leadership and ensuring best practices.

Conclusion: your AI powered future

Generative AI is not about replacing the invaluable expertise of educators; it is about amplifying the human element of education. By embracing a Renaissance model where AI handles 80% of repetitive work, we can free up invaluable time to focus on the 20% that truly matters – the expert touches that require human intelligence. This means more time for direct work with children, deeper collaboration with families, and strategic support for staff. As technology automates routine tasks, our mission must centre on what cannot be automated: fostering creativity, critical thinking, empathy, and ethical judgement in our students.

As you consider your practice in your own context, ask yourself:

- *What is one repetitive task in your weekly workflow that you could experiment with automating?*
- *Which key documents would you upload to create your own critical thinking partner?*

To build your confidence and skills, a clear and powerful next step is to explore the DfE approved online training modules on using AI in education. They provide a safe and structured way to begin harnessing this transformative technology for the benefit of every learner.

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www.nationalarchives.gov.uk/doc/open-government-licence/version/3/.

Tim Clarke

Headteacher, Cornerstone Church of England Primary School

Sarah Southall

Phase Leader and SENDCo, Cornerstone Church of England Primary School

This article was drafted with NotebookLM – in a specific notebook built on 17 specifically chosen sources.

References

- 1 www.gov.uk/government/collections/using-ai-in-education-settings-support-materials

Ordinarily available provision (OAP) at Glenwood Special School



When the OAP and SEND support guidance came out in March 2025, we wanted to be confident that we were in alignment with this, particularly in response to the changing profile of pupil need coming through.

However, after completing the senior leadership audit tool, we were not confident that all staff had the same understanding as to what is meant by a graduated approach nor were we confident that regulation tools and equipment were being used as consistently across the school, along with appropriate visual support.

From the senior leadership audit, we decided to investigate how confident staff were with what inclusion means and should look like at Glenwood School, to ensure success for all.

We started by introducing the guidance to staff, discussing and sharing our definition of what inclusion means at Glenwood School, what each of our roles are in supporting inclusion and what is the ordinarily available provision at our school.

We then built-in time to our training schedule for all staff to work through the teaching staff audit tool, provided alongside the guidance.

The results were interesting

What we expected was that most staff (appreciating the higher than usual turnover of support staff in the past 12 months) had at least

increased confidence or were very confident in all areas of the audit:

- the learning environment
- pedagogical principles
- other visual approaches.



Our results

We recorded teacher and support staff responses to the audit separately. The results have informed our school development plan and continuing professional development (CPD). Below are areas for development, identified from responses rated *not at all confident* and *some confidence*.

The learning environment:

- using strength based and trauma informed language – what is interesting with this result is that there has been a rolling programme of training around trauma informed practice for several years – this result is from newly appointed support staff so we are going to strengthen our induction programme for this area of practice.

Pedagogical principles:

- using structures to support talk
- using alternative and augmentative communication
- using show and tell me assessment.

Other visual approaches:

- dual coding – teachers have had training on this but support staff have not
- use of signing – Makaton training started but we need more training to reflect the growing need of pupils who communicate using signing.

Our conclusions

Do not assume a level of knowledge, skills, expertise, practice or understanding of approaches used to support every learner.

Strengthen the induction programme for all staff.

Ensure essential training happens for all staff to address discrepancy in confidence between teachers and support staff.

Complete annual audit to ensure all staff are confident and committed to the shared understanding of what it means and what being an inclusive school looks like, whilst reviewing the impact this has on success and independence for all.

Josie Payne

Headteacher, Glenwood Special School

Partnership for inclusion of neurodiversity in schools at Rownhams St John's Church of England Primary School

At Rownhams St John's Church of England Primary School, everything we do is grounded in our school vision and values of love, joy and responsibility. Guided by our vision – *“Together, we grow with love, joy and responsibility, so that we are prepared to make a positive difference to our own lives, our community and the world around us”* – we place relationships, belonging and wellbeing at the heart of school life. By listening closely to our children and families, we have become increasingly aware that school can feel overwhelming for some children – including those who work hard to mask the challenges they face, in order to cope while at school. These children benefit from intentional, structured support to help them feel safe, regulated and emotionally ready to learn.

One of the most valuable sources of support in this journey has been the Hampshire SEN support line. Knowing that we could put in a request for support about *any concern – big or small* – and receive a timely call back from an experienced professional has been transformative. Often, just 10 minutes on the phone has left us feeling clearer, calmer and ready to move forward, equipped with expert advice, practical strategies, relevant resources and a realistic plan of action. The advice line has provided reassurance, challenge and clarity in equal measure – a trusted thinking space that has helped us make confident, informed decisions at the right time.

Bespoke support from Marie Mullins, HIAS Teaching and Learning Adviser for SEN, through the *Partnership for inclusion of neurodiversity in schools* (PINS) project, built on these conversations and gave us further opportunity to reflect on our whole-school approaches and provision. Her guidance helped us deepen our understanding of emotional regulation and what children's presenting behaviour might be communicating about unmet needs. This supported a shift towards more proactive, relational approaches and clearer, more



consistent responses across the school. As a result, children experience predictable, emotionally available adults who respond with curiosity and compassion, helping them feel safe, understood and emotionally ready to learn.

We strengthened our use of personalised regulation plans, co-created with children and families, to ensure staff understood what regulation looks like for each child, their potential triggers for dysregulation, and how best to respond at different stages of escalation. Access to expert advice – often initiated through the advice line – gave staff confidence to develop plans that were practical, strengths-based and consistent, ensuring children experienced the same calm, supportive responses across adults and contexts.

Our involvement in the PINS project also supported us to strengthen our understanding of how the physical environment impacts emotional regulation and readiness to learn. A sensory audit and follow-up training led by the STAS team encouraged us to view our environment through a new lens, recognising how sensory overload can affect children's ability to regulate. As a result, we made deliberate changes to reduce visual clutter, soften classroom spaces and create calmer, more purposeful environments. Dedicated nurturing spaces such as *The Aviary* and *The Burrow* were developed to provide children with safe, home-like environments where they could regulate, reflect and reconnect.

Building on this work, the development of our *Ready to Learn* provision was shaped significantly by combined support from Marie and Chris Purnell from the Primary Behaviour Service. This targeted, short-term intervention focuses on developing emotional regulation,

The Burrow

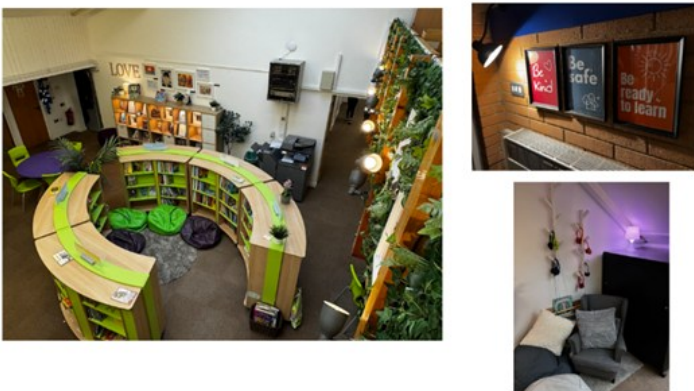


The Aviary



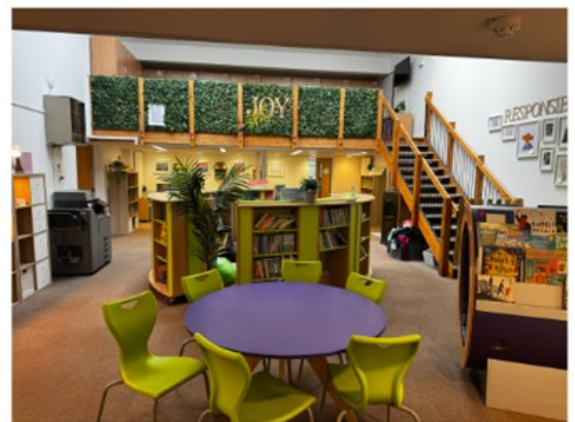
independence, social skills and familiarity with whole-school routines, enabling children to be successful back in the classroom.

Throughout this process, the advice line remained a vital thread. Regular phone conversations helped us test ideas, reflect on impact and refine the provision so that *Ready to Learn* was never experienced as a separate or isolating intervention. Instead, it sits firmly within a coherent, relational approach mirrored in classroom practice, supported by consistent language, predictable routines and follow-up coaching for staff. Children are supported by trusted adults and explicit routines while maintaining meaningful connection with their peers and classroom community.



Crucially, the support did not end with initial advice or training. Ongoing conversations and follow-up guidance have enabled us to reflect honestly on what is working, adapt where needed and build staff confidence – reinforcing a shared responsibility for regulation, wellbeing and belonging.

For us, this journey has reaffirmed that relationships, alongside predictable school habits and routines, are key. Once children feel safe, seen and valued, everything else follows: engagement, inclusion and achievement.



Helen Hannam

Deputy Headteacher, Rownhams St John's Church of England Primary School

The changing evolution of need, wellbeing and mental health – Rachel Madocks Special School

In the wake of the Covid-19 pandemic, the mental health of children with SEN continues to be a growing concern across the UK, with evidence showing that needs have intensified while support systems have struggled to keep pace. National research has documented long-lasting effects on wellbeing, with many children experiencing ongoing anxiety, stress, and disrupted social development well beyond the initial period of school closures and service interruption. At the same time, the number of children requiring specialist support has risen sharply, with the proportion of pupils holding an education, health and care plan (EHCP) doubling between 2016 and 2025, a trend that has placed substantial strain on both education and health provision nationwide.

Central to these pressures are the challenges felt by Child and Adolescent Mental Health Services (CAMHS). Nationally, waiting times have increased. By March 2024, an additional 50,000 children were still waiting for treatment, with some regions facing waits up to 17 times longer than others, highlighting stark inequalities across the UK. Surveys reveal that more than 40% of young people report deteriorating mental health while awaiting help, underscoring the risks of delayed intervention for vulnerable groups such as those with SEN.

Hampshire reflects and amplifies many of these national trends and Hampshire CAMHS is one of the largest services of its kind, supporting young people aged 5-18 with a wide range of emotional, psychological, and neurodevelopmental needs, including SEN-related mental health concerns. A 2025 briefing to the Hampshire Children and Young People Select Committee reported that the service was supporting approximately 10,600 young people on its caseload, receiving around 940 referrals each month, a volume indicative of both high local need and ongoing system pressure.



Looking ahead, the next five years are likely to bring both challenges and opportunities. National forecasts warn of rising demand for SEN and mental health support, putting further pressure on local authorities. This has been a clear evolution in our school, and most likely many others.

In England, schools are also facing significant recruitment and retention challenges, with the crisis particularly acute in SEN settings. National reports show teacher recruitment activity has declined sharply, with job advertisements for secondary roles falling by 31% compared to the previous year, alongside worsening long-term commitment to the profession, with only 60% of teachers expecting to remain in teaching over the next three years.

Within Hampshire, the pressure mirrors national patterns, where schools are experiencing prolonged hiring times, with three in four schools taking more than a month to fill vacancies, and SEND specialists identified among the hardest roles to recruit.

Having been a headteacher for the last seven years I have noticed this trend first hand in my

Valued for being me



school, alongside the change of a *job for life* focus, with early careers teachers (ECTs) often using it as a springboard for something else, teaching is no longer the job for life that it once was. Mother Teresa stated “*I alone cannot change the world, but I can cast a stone across the waters to create many ripples*” and this is what both myself and my team have tried to do within our school to support our staff retention.

Since gaining our Wellbeing Award in 2022 we have also won an International Stress Management Organisation Award, become an outreach school as well as embedding our wellbeing support for pupils. This has included having staff trained in reflexology, reiki and as emotional literacy support assistants (ELSAs) alongside clinical interventions from external agencies such as music, play and drama therapy. We have an annual Wellbeing Day which is immersive across the school alongside religious education (RE), modern foreign languages (MFL) and humanities focus days which are always uplifting.

Opportunities for staff development have played a significant role in retention and running apprenticeships from Level 3 to Level 7 has allowed projects, that have impacted on the school positively, and played to staff strengths. Through this we have now established team teach, mobility opportunities via education (MOVE), manual handling and Sherborne trainers with other training such as profound and multiple learning disabilities (PMLD) forest school and rhythmic movement underway. This has been possible through raising the school profile which in turn has developed links with various charities and individuals which has allowed us to fund the relevant courses. Through this we have also been selected to be part of various university research projects that have provided training and specialist support, clinical support and therapy.

We have half termly *stay and play* sessions to support our families in primary, as well as a parent forum where we have external visitors and informal training and information covering areas that parents and carers have requested.

HIAS curriculum update

These have included topics from communication, behaviour, Sherborne/massage stories, bereavement and puberty; this in turn has also allowed relationships and communication between home and school to be cemented in trust.

Feedback from our staff questionnaires has allowed some *quick fixes* but kept issues from escalating, working with our Mental Health Support Team staff has also been supported through reflective sessions for both learning support assistants (LSAs) and teachers, educational psychologists offering supervision to designated safeguarding leads (DSLs) and ELSAs as well as utilising the SLA for free counselling for staff, and offering more bespoke support such as hypnotherapy.

Having to find new initiatives and links each year can be challenging, but as a school we will always endeavour to think creatively and out of the box to find opportunities for our school community.

Niki Wilson

Headteacher, Rachel Madocks Special School

Psychological supervision – pause, reflect and press reset – with Hampshire Educational Psychology

Pause, reflect and press reset is a wonderful summing up of supervision, an experience that is often very difficult to explain and describe until experienced. The quote comes from a Barnados report on supervision in education settings and they offer this expanded definition:

“Supervision in education is a non-judgemental, collaborative process where education practitioners are supported to reflect on their practice, relationships, the emotional demands of their work and the impact of these and the wider education system on their psychological wellbeing. Through dialogue, new meaning emerges and learning is co-created, forming new pathways for action which can contribute to best practice, effective relationships, enhanced wellbeing and professional and personal development”¹.

Staff in Hampshire settings have been using supervision to support their wellbeing, and the wellbeing of the teams they lead for many years but there is undoubtedly an increasing recognition of the power of supervision to support. We know that the context in education can be emotionally exhausting, the responsibilities of roles (whether that is pastoral staff, DSLs, headteachers, SENCos) involve hundreds of important decisions each day. The weight of that responsibility can feel heavy and it is essential that people can have a professional space to make sense of that.

What we have within our Hampshire Educational Psychology (HEP) team is a group of compassionate well-trained psychologists who have always had supervision as part of their work, understand the education context and vulnerability and strength of human beings, and are able to use their skills in supervision to support other staff.



Hampshire
County Council

Educational
Psychology

They bring competencies in reflective practice and communication, listening attentively, avoiding the use of power, showing warmth and empathy which allows the supervisee to feel more contained². The educational psychologists (EPs) would also want to highlight that it's a privilege to do this work, to have those valued conversations and engage in the “*complex and enriching task*” of supervision where we also continue to learn³.

In Hampshire we have supervision being provided within small groups and on an individual basis. Individual supervision is taking place for headteachers in primary and secondary schools, for SENCos, pastoral staff (and PBS) and DSLs, and at times for class teachers. The individual supervision sessions give space for the focus to be entirely for that person and all that they wish to bring to the session, the relationship between supervisee and supervisor grows and in the safe space much work can be done. People may choose to think about their wellbeing, challenges within the school community, their aspirations or their worries. The psychologists will be drawing upon a wide variety of frameworks and models within the supervision, applying psychology to the issues being discussed and enabling a creative safe space for learning.

HIAS curriculum update

Supervision groups bring different benefits, so we have work discussion groups which are small supervision groups for headteachers and they value hearing from each other as well as the support of the psychologists. We are running supervision groups with Primary Behaviour Service (PBS) teams and some staff groups in schools, colleges and specialist settings. We have been funded by Public Health England (PHE) to provide supervision for DSLs in colleges and some secondary schools with a focus on suicide prevention and the wellbeing of staff in that work. Seeing the need for greater DSL support HEP have recently offered additional DSL circles across the county. We have a long history of ensuring that ELSAs and therapeutic active listening assistants (TALAs) and nurture practitioners have regular group supervision.

We are working to ensure that some of our cross-county support might start with training to provide knowledge but is then followed up with supervision groups, for example the emotionally based school avoidance (EBSA) project, Cognitive Behaviour Approaches and Motivational Interviewing. In this way we are enabling people time to process and implement the training in their setting but be supported in ongoing problem-solving.

Psychologists will be drawing upon a wide range of models and frameworks for group supervision, including solution focused tools (eg solution circles); the reflective team approach and models of adult learning. Some of the feedback from supervision groups is provided in appendix A to help illustrate the benefits people are noticing.

We know the value of supervision and wish to support staff to be healthier and stronger, building their resilience within their unique contexts. If staff are taking care of themselves they are in a much better position to care for other staff, children and families and have the strength to engage in system changes too. We are all connected and with small discoveries, small recognitions, small acts of caring in supervision, we can keep going in our roles.

Hampshire Educational Psychology is comprised of four local area teams and headed by our Principal Educational Psychologist Becci Murphy. If you would like to find out more about any supervision opportunities, please do contact your area senior EP:

West

Including Winchester, Eastleigh, Test Valley South and the New Forest

Dr Anna Nolan.

Email: anna.nolan@hants.gov.uk.

North

Including Basingstoke and Deane and Test Valley North.

Dan Taylor.

Email dan.taylor@hants.gov.uk.

South

Including Fareham, Gosport and Havant.

Dr Jamie Coe.

Email: jamie.coe@hants.gov.uk.

East

Including Rushmoor, Hart and East Hants.

Dr Caroline Robertson.

Email: caroline.robertson@hants.gov.uk.

Appendix A

Feedback from group supervision

“The work discussion group has been invaluable in creating a safe space to share challenges and solutions. It has strengthened my sense of support and improved my wellbeing by reducing isolation and promoting reflective practice. The collaborative discussions have also enhanced my decision-making, giving me greater confidence in tackling complex leadership issues.”

“The half-termly sessions with the Educational Psychology team provide me with the opportunity to meet with colleagues from different areas, who are experiencing the same challenges and work pressures as I am. The relaxed format and confidentiality within the group, enables me to reflect, feel supported and take away some positive actions to try in my school. I really look forward to each session and keep them as a priority in my diary for me, during the year.”

“Given me the psychological theory to apply to the situation empowering me to support students. Feel much more confident!!”

“Dedicated time with colleagues and EPs to discuss concerns and share practice. The face to face sessions have helped to share ideas and also to make wider connections and draw on others’ experiences.”

Dr Anna Nolan

Area Senior Educational Psychologist, HEP

Email: anna.nolan@hants.gov.uk

References

- 1 *Supervision in Education – Healthier Schools For All.* Barnardo’s Scotland report on the use of Professional or Reflective Supervision in Education.
- 2 Dunsmuir, S and Leadbetter, J (2010) *Professional Supervision: Guidelines for practice for educational psychologists.* BPS.
- 3 Hawkins, P. and Shohet, R. (1989). *Supervision in the helping professions.* Milton Keynes: Open University Press

The Hampshire approach to inclusion: building communities where every learner thrives

Across education systems, the call for inclusive, equitable, and relational practice has never been stronger. Hampshire's approach to inclusion offers a clear, ambitious, and practical framework designed to ensure that every child and young person feels a sense of belonging, is supported to succeed, and is empowered to contribute meaningfully to their community. The approach recognises that inclusion is not a single initiative or strategy; it is a culture, a commitment, and a continuous collaborative effort.

This article explores the key components of the framework and how it can be used to support inclusive practice.

A relational, strengths-based foundation

At the heart of the Hampshire approach to inclusion is a belief that relationships drive learning and wellbeing. Inclusive settings prioritise:

- trauma-informed and attachment-aware practice
- policies that reflect relational values
- Neuro-affirming approaches
- unconditional positive regard for every individual
- leadership that ensures all members of the community are able to thrive.

By taking a strengths-based view, settings shift the focus from *what is wrong?* to *what is strong?* This mindset empowers all and fosters resilience, confidence, and autonomy.

The framework: a culture of inclusion

When a school or setting adopts the Hampshire approach to inclusion framework, it will be committing to building inclusion into its culture, environment, teaching, and community relationships. This commitment is demonstrated through:

- proactively identifying needs as early as possible
- ensuring everyone has the tools they need to succeed
- designing an inclusive and empowering curriculum
- creating environments that build independence and prepare learners for adulthood
- embedding person-centred goal setting
- prioritising strong, equitable partnerships with families and professionals
- continuously developing staff expertise
- using language and culture to promote acceptance for all.

The foundation layer: what inclusion looks like in practice

The framework outlines clear, observable features of an inclusive culture. This practical layer ensures that inclusion is evidenced not only in values but in everyday interactions, decisions, and outcomes.

The six pillars of inclusion

The framework is built around six interdependent pillars that guide settings in building robust, sustainable inclusive practice:

- 1 **Relational and strengths-based**
Settings use trauma-informed approaches, build strong relationships, and prioritise wellbeing as the foundation for learning.
- 2 **Consistent and evidence-informed teaching and learning**
Staff are supported to understand diverse needs, implement evidence-based approaches, maintain high expectations, and use thorough baselining to measure progress.
- 3 **Proactive rather than reactive**
Early intervention, emotional literacy, environmental considerations, and specialist guidance ensures that needs are met before they escalate.
- 4 **Fostering difference and belonging**
Representation, cultural inclusion, and celebration of diversity are embedded within curriculum and culture.
- 5 **Welcoming feedback and community engagement**
Settings collaborate with families, partners, and wider community groups to shape improvement priorities and prepare young people for the next stage of life.

6 Prioritising professional development and specialism

Continuous professional learning ensures that staff remain equipped, confident, and aligned with statutory expectations and best practice.

Creating a system where all can belong

The Hampshire approach to inclusion is more than a framework; it is a shared vision for a future where every child is valued, differences are embraced, and barriers to learning are removed through thoughtful, proactive practice.

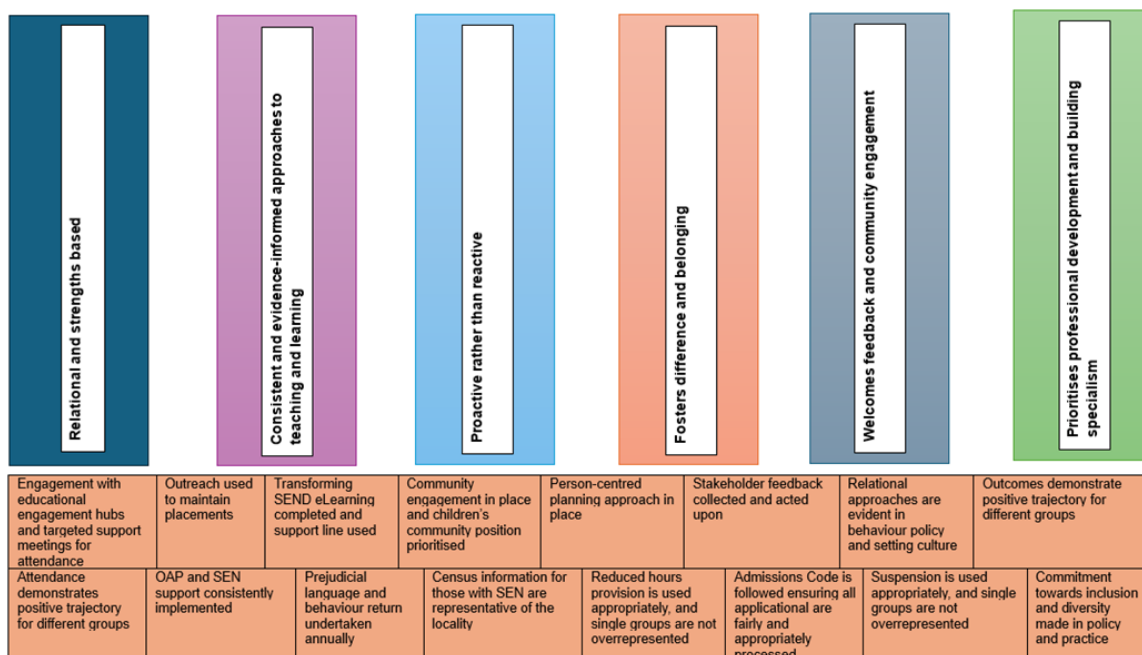
By grounding inclusion in relationships, equity, and continuous development, Hampshire education settings commit to ensuring that every individual can flourish, contribute, and feel that they truly belong.

If your setting would like to adopt the framework, please access the school communication for details on doing this.

https://hants.sharepoint.com/:b:/s/CSCCommunications/IQBSXYR_cd9MQrY7UJX8f3UrAUXMOg7jTas2-oKYCAcM90A?e=D64KIQ

Laura Hamson

School Improvement Manager (SEND and Inclusion), HIAS



Local authority support for SENCoS

Phase specific SENDCo 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

 23 April 2026

 *Summer Primary SENDCo*

Secondary

 7 May 2026

 *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>.

Bookable time

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

Email: senadvisersbooking@hants.gov.uk.

SLA can be used for this.

In order to support education settings in accessing the right support at the right time, a summary of all LA education and inclusion training has been collated. This has been shared via school communication

https://hants.sharepoint.com/:b:/s/CSCommunications/IQBSXYR_cd9MQRy7UJX8f3UrAUXMOg7jTas2-oKYCAcM90A?e=D64KIQ.

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>. Do not forget to access the [eLearning modules](#) on Moodle as well!

Early adopter contacts

Primary

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

Secondary

District	School and contact
Havant	Park Community School info@pcs.hants.sch.uk Crookhorn College admin@crookhorn.hants.sch.uk
Basingstoke and Deane	The Hurst School info@thehurst.school
Hart and Rushmoor	Calthorpe Park School contactus@cps.hants.sch.uk
Eastleigh	The Hamble School general@thehambleschool.co.uk
New Forest	Hounslowdown School admin@hounslowdown.hants.sch.uk
Basingstoke	Bishop Challoner Catholic Secondary School: adminoffice@bcs.hants.sch.uk

Animation videos: making support more accessible – for parents and families

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

OAP and SEN Support

www.connecttosupporthampshire.org.uk/family-information-and-services-hub-fish/send-local-offer/education-and-childcare/ordinarily-available-provision-and-send-support/.

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.

Preparing for adulthood: options post 16

www.connecttosupporthampshire.org.uk/family-information-and-services-hub-fish/send-local-offer/preparation-for-adulthood/education-options-post-16/what-other-options-are-there-when-you-turn-16/

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.

Parent/carer guidance on OAP and SEN Support

Leaflets for parents/carers have been developed through the local area partnership, using the guidance documentation that was launched in April 2025. The purpose of these is to provide an accessible version of the guidance which is currently available on the local offer

<https://hants.sharepoint.com/:b:/s/CSCcommunications/IQCX8Uc1Y2akRanulYEnd5bgAdFKoYwZEBt-vG1p2aMPTXc?e=cJa2Ov>.

Laura Hamson

School Improvement Manager (SEND and Inclusion), HIAS

Email: laura.hamson@hants.gov.uk

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.

Special SEND Teaching and Learning Advisor booking

Email: senadvisorsbooking@hants.gov.uk.

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

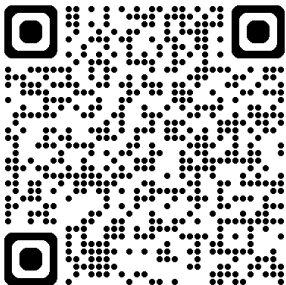
Visit our Learning Zone Moodle information page for Guidance on accessing the Learning Zone and managing bookings.

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

Need help?

To speak to a member of the Learning and Development team, please contact:

Email: cs.learninganddevelopment@hants.gov.uk



Primary

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.

Agenda: updates, SEND in the school development plan, staff development, PINS best practice.

 23 April 2026

 *Summer Primary SENDCo*

 Sub £40 / SLA £25 / Full £48

Secondary

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.

Agenda: updates, SEND in the school development plan, staff development, preparation for summer data analysis.

 7 May 2026

 *Secondary Summer SENDCo*

 Sub £35 / SLA £25 / Full £42

Contact details

Laura Hamson, School Improvement Manager for SEND and Inclusion, HIAS

Email: laura.hamson@hants.gov.uk

Dean Prodomo, Inspector/Adviser for SEN, HIAS

Email: dean.prodomo2@hants.gov.uk

Di Lowth, Inspector/Adviser for SEN, HIAS

Email: diana.lowth@hants.gov.uk

Marie Mullins, Teaching and Learning Adviser for SEN, HIAS

Email: marie.mullins@hants.gov.uk

Lisa Bitri, Teaching and Learning Adviser for SEN, HIAS

Email: lisa.bitri@hants.gov.uk

Ali Russell-Webb, Teaching and Learning Adviser for SEN, HIAS

Email: alison.russell-webb@hants.gov.uk

Website: www.hants.gov.uk/educationandlearning/hias

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

Also from HIAS!

Publications: If you enjoyed reading this curriculum update 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.

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.