Hampshire Achieves
Participation & Lifelong Learning

Hampshire Achieves Special Educational Needs and Disability (SEND) Policy

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Hampshire County Council

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Special Educational Needs and Disability (SEND)
'The contents of this policy are an integral part of the HA Quality Assurance Framework'.

1.0 Introduction

Hampshire Achieves is the single curriculum area within the Skills & Participation Service of Hampshire County Councils Children's Services Dept. Hampshire Achieves provides a range of directly delivered and sub-contracted learning programmes, including Apprenticeships, Young Peoples Learning and Adult & Community Learning programmes at different venues across the county, as well the delivery of a full education and enrichment programme to young people in Secure and Specialist (S&S) settings.

1.1 Related Policies

This policy is developed in the context of other related policies, including:

- Securing Success (S&S)
- Quality Assurance
- Teaching, Learning, Assessment (HA) & Feedback (S&S)
- Curriculum (S&S)
- Attendance and Punctuality
- CPD
- Data Protection Policy
- Equality and Diversity Policy
- Safeguarding & Prevent Policy

2.0 Purpose

The purpose of this policy is to ensure that Hampshire Achieves delivery team and its sub-contracted learning providers do not treat learners with a criminal conviction, any form of ill health (including mental health) barriers to accessing education due to financial or other domestic circumstances (such as a caring role, living independently or in care, unstable accommodation disability and/or a learning difficulty 'less favourably' and that they make 'reasonable adjustments', where able, that learners are not placed at a substantial disadvantage in comparison with a learner who is not disadvantaged, including those with protected characteristics.

This policy sets out the SEND provision, support, and procedures to provide a high-quality, inclusive learning experience for all learners that takes account of their special educational needs. The staff within Hampshire Achieves will work in partnership with all relevant stakeholders to ensure the SEND provision is positive, conducive to academic progress, best reflects the learner needs and reflects best practice.

Hampshire Achieves is committed to continuously improving the quality of teaching and learning available to all learners through effective quality assurance.

Every effort is made to provide an accessible and inclusive learning environment where learners feel encouraged, valued, and welcomed. We respond where able to meet individual needs

We aim to inspire ambition and achievement through learning by delivering:

- A balanced, high quality, enjoyable and well-resourced curriculum that allows for the academic and personal development of our YP and adults
- An individualised approach that meets the academic, vocational, and special educational needs of all our YP and adults
- An enrichment programme that promotes healthy lifestyles, citizenship, and good mental health
- A culture and a way of working that values our teams and supports all staff to fulfil their potential
- A collaborative approach that takes account of all stakeholders needs and requirements
- Education that effectively supports progression and/or re-integration.

Our Values

ASPIRE – act as a champion for all children, young people and those living in the communities we serve.
DRIVE – hold the highest ambitions for the individuals we support and their futures.
EXCEL – work to the highest standards, always in pursuit of our objectives; commit to the personal development of self and others.
COLLABORATE – be open, inclusive, and constructive; recognise and value diversity and the contribution of everyone is thinking and experience.
INNOVATE – be open to innovative ideas and diverse ways of thinking to contribute to solutions.

3.0 Scope

This Policy applies to all learners within Hampshire Achieves. All staff are aware of the policy which is updated on an annual basis. The successful implementation of the policy depends upon those with SEND responsibility, and with support provided by the Heads of Service, Curriculum and Education Managers and the Programme Manager (Quality, Planning & Success). All staff within Hampshire Achieves including sub-contracted learning providers have a part to play in meeting the Special Educational Needs of all learners and ensuring discrimination does not take place.

This SEND policy provides a framework for creating a positive environment which promotes the development of positive relationships, attitudes and strategies for learning which ensures academic progress can take place. The policy also outlines strategies for supporting learners as appropriate.

4.0 Legislation and Guidance

This policy complies with the statutory requirement laid out in the **SEND Code of Practice 0-25 (Jan 2015)** and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for school, DFE (Department of Education) (Feb 2013)

- SEND Code of Practice 0 – 25 (Jan 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Hampshire County Council SEN Support.

4.1 HIAS SCHOOL IMPROVEMENT SEN Support Guidance for Schools

HCC SEN Support Guidance for Schools:

- This document is designed to help education professionals in schools identify, plan for and meet the needs of children and young people (CYP) who have special educational needs or disabilities (SEND) and require reasonable adjustments or additionality at the SEN Support stage, in line with the Special Educational Needs and Disability Code of Practice 0-25 years, 2015
- It highlights the vital importance of high-quality teaching and learning in the context of inclusive pedagogy for all CYP, as the basis for meeting the range of needs within a mainstream setting
- 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

5.0 Definitions

A Learner has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than most others of the same age, or
- a disability which prevents or hinders them from making use of facilities of a kind provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made for others in education or training.

At Hampshire Achieves we are committed to the early identification of SEND and make use of wide variety of information to identify, monitor and provide intervention for learners requiring SEND provision. A range of data is gathered and interpreted to determine SEND need and to allocate support as necessary, as well as to update relevant systems to ensure that all staff can access this.

At Hampshire Achieves we believe the following to be central to securing learner success and achieving our aims of excellence for all:

- Early identification of need to ensure that these are met.
- Focused and strategic use of intervention (as necessary) to secure progress.
- Involving learners, parents/ carers where appropriate in reviews of their progress and identifying specific needs to ensure learners are fully involved in decisions which affect their education.
- Working with external agencies (where appropriate) to further support learner needs creating effective partnerships to support learners.

By working towards these aims, we believe this shows our commitment to adhere to the key principles of the Code of Practice:

- Considering the views of young people and their families.
- Enabling young people and their parents/carers to participate in decision-making.
- Collaborating with partners in education, health, and social care to provide support.
- Identifying the needs of young people.
- Making high quality provision to meet the needs of young people.
- Focusing on inclusive practices and removing barriers to learning.
- Helping young people to prepare for adulthood (0-25 SEND Code of Practice).

The Hampshire County Council Pathway for special educational needs support document provides guidance for educators to ensure that the special education provision goes beyond the normal differentiated and personalised teaching and learning approaches, so that it is an individual provision addition to that made for others, working to close gaps.

The four broad categories of SEND strategies are:

- Communication and interaction.
- Cognition and learning.
- Social, emotional, and mental health difficulties.
- Sensory and/or physical needs. (Appendix 2)

The expectations of all working within HA are:

- All should work collaboratively to ensure everyone is able to work to the best of their ability.
- Everyone must apply the principles of the policy with consistency.
- Everyone should have a voice in the regular review of the policy and suggested strategies.

For this to happen, everyone who is a part of the education provision needs to work cooperatively to ensure everyone has their right to a full education. To this end, learners need to be part of the coproduction of the expectations of their reviews. This will ensure all have a shared understanding and expectation of their role in their learning.

EHCPs are stored on SharePoint for each academic year these should be shared with all those that require the information to apprise Individual Learning Plans, Group Profiles and Annual Reviews.

6.0 Roles and responsibilities

Role of the Education & Curriculum Managers

- Work with the Programme Manager for Quality & Planning to determine the strategic development of the SEND policy and provision in the setting

- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- Role model the expectations and be a visible presence in education to support the consistent application of all expectations
- Ensure that all information is shared, and strategies adhered to alongside the Senior Tutor/ coordinator.
- Keep up to date with all national and local trends alongside attending (Programme Manager) Wessex Group Student Support Managers' Network and MHST meetings.

Role of the Senior Tutor / Coordinator with SEND responsibilities
Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual learners with SEND, including those who have EHCPs

- Gather prior information on learners' SEND needs
- Initiate development and quality assurance of Individual Learning Plans
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that learners with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Be the point of contact for external agencies, as directed by the Programme Manager for Quality & Planning,
- Liaise with potential next providers of education to ensure learners and their parents/carers are informed about options and a smooth transition is planned
- Ensure the setting keeps the records of all learners with SEND up to date – group profiles, ILPs and Annual Reviews.

Role of the Tutor

- Set appropriate and relevant learning challenges inclusive of the targets outlined in the EHCP, through ILP completion
- Group Profiles to be monitored
- Take responsibility and accountability for the progress, tracking and development of all the learners in their sessions
- High quality teaching which responds to learners who have SEND. This will be differentiated for individuals and bespoke to their needs
- Use appropriate interventions, often in collaboration with the healthcare team to ensure a joined-up approach
- Remove barriers to learning and provide scaffolds to support success for all
- Work closely with any Learning/ Skills Coaches or specialist staff to plan and assess the impact of support and interventions and how they can be linked to delivery of the learner
- Work with the Senior Tutor/ Coordinator to review each learner's progress and development and determine any changes to provision
- Ensuring they follow this SEND policy and the SEN Code of Practice
- Provide a safe, secure environment for learning
- Treat all learners with respect, fairness, and consistency
- Be consistent in approach and application of the setting expectations

- Keep and maintain records using the agreed information system of the setting
- Challenge/facilitate the development of a growth mindset and academic resilience.

Role of the Learning & Skills Coach

- Agree roles with the tutor for maintaining positive standards of learning and supporting strategies as directed in the EHCP
- Support in the consistent application of the expectations and interventions
- Ensuring they follow this SEND policy and the SEN Code of Practice
- Share patterns of learning strategies with the wider education team
- Keep and maintain records using the agreed information system of the provision
- Support learners on a 1:1 basis and in small groups, when it is appropriate to do so.
- Develop expertise to support specific needs and interventions.

Role of the Learner

- Engage positively and appropriately with all staff
- Participate in learning and meeting targets as set out in EHCP and ILPs
- Complete all work to the best of their ability
- Dress appropriately for education
- Use resources appropriately and as instructed
- Always speak to peers and staff appropriately
- Be open to enjoying education, discovering strengths, and making progress
- Demonstrate a growth mindset and academic resilience.

Supporting SEND Learners with work placements (WEX)

You will find many strategies to support effective workplace learning. These might include the use of buddies, or the introduction of learning workbooks so learners can practice their new skills in another environment.

However, most persons who have implemented strategies to support learning have reaped significant benefits in terms of reducing the time spent in achieving the required level of competence, maintaining good learner morale, and maintaining productivity.

You will need to consider the impact the learning activity will have on learners and the workplace. Identify strategies that will affect the impact of the learning. Learning Support Booklet.

7.0 Supporting learners' mental health & wellbeing

In line with the ‘Green Paper: Transforming Children and Young People’s Health Provision’ (DFE, Dec 2017) all HA staff recognise the importance of prioritising and supporting the well-being and mental health of learners. Learner well-being and strong mental health are vital if they are to thrive and achieve, so consequently the tutors will put in place interventions to support and prevent a decline in learner mental health, working on a principle of early intervention.

Learners are encouraged to think, and learn, about mental health and well-being in tutorials and discrete PSHE. These have a particular focus on creating a community where there is no stigma regarding mental health and well-being, and everyone is valued and belongs to the community.

Due to the Multi-disciplinary nature of HA the whole team works around the learner to support all aspects of their mental health and wellbeing and experts in these areas are used to inform as to strategies to adopt and best practice.

The recent pandemic has demonstrated an additional increase in mental health needs. Therefore, all staff are made aware, through CPD, of specific difficulties and strategies as to how to support and manage these.

8.0 Trauma Informed and Attachment Aware Approach

The learners supported are each unique and therefore the overarching approach adopted needs to be one that will support a range of potential difficulties. Consequently, the decision was made to embrace a trauma informed and attachment aware approach as these are some of the most frequent difficulties faced by the learners in, but that good practice tells us that these strategies are equally successful in supporting the needs of learners with other needs such as learning delays and Autism.

8.1 Definition

Attachment disorder (Appendix 3) is the broad term used to describe a series of emotional and behavioural problems that can develop when young children struggle to form the expected bonds to primary caregivers. There are 4 types of attachment: secure, reoccupied, dismissive, and fearful. The type of attachment will affect relationships and actions throughout life and therefore these need to be understood (Appendix 4).

Adverse Childhood Experiences (ACE) are stressful and traumatic events that occur in childhood which affect neurological development and executive functioning. These traumatic events have been found to have lifelong impacts on health and behaviour (Appendix 5).

8.2 The Learning Environment

Hampshire Achieves regulated learning and subcontracted providers need to devise internal procedures which will ensure an effective response when learners' additional support needs are identified. Responses to learners must be both timely and appropriate.

We believe that success for all is only possible when we create a positive learning environment and therefore this must be done through the setting of clear aspirations, strategies, expectations and learning environment ethos (Appendix 6).

To foster a positive learning environment that boosts learners' self-esteem it is recommended in the behaviour for learning policy that staff should consider the use of the BASIS approach.

- **Belonging**: an overriding sense that the learner is part of a group whose contribution is valued.
- **Aspiration**: Learners set and work towards achievable goals, reflecting on progress as they do so.
- **Safety**: Learners feel safe and secure in the learning space and across the learning environment here is consistency in expectations and standards.
- **Identity**: individuality is recognized and not threatened, and learners know what they themselves are realistically capable of (those who do not are supported in seeing this).
- **Success**: all learners achieve success including learning via mistakes (which are viewed as a valuable learning tool.)

8.3 PACE Approach

The PACE approach developed by Hughes is a principle designed to promote the experience of safety through interactions structured in a specific manner, which promote communication.

Playfulness: This is about creating a fun, light and playful atmosphere when communicating with the learner. It means using a light tone of voice, like you might do when storytelling, rather than an irritated or lecturing tone. It is about having fun and expressing a sense of joy. Relating with a playful attitude keeps the interaction light and upbeat. It can help diffuse a difficult or tense situation. Learners are less likely to respond with anger and defensiveness when the adult has a touch of playfulness in their communication. Being playful could mean having fun with shared games or a shared activity that involves you both. Having a playful stance is not about being funny all the time or making jokes when a learner is sad. It is about helping the learner be more open to and experience positive connection. While such a response may not be appropriate at the time of risky or distressed behaviours, when applied to low level behaviours, playfulness can help keep it all in perspective.

Acceptance: This is about accepting that whatever the learner (or you) is feeling right now is ok. You are accepting their thoughts, feelings, and perceptions without judgement. You may not agree with their interpretation, but you accept their feelings about it. It is their experience, and this is important. Do not minimise or invalidate it. Show them it is ok to feel the way they do – actively communicate to the learner that you accept their feelings and thoughts underneath the observable behaviour. For example, a learner may tell you “I know you hate me.” It is tempting to respond with “that’s not true” or “don’t say that” but this may leave the child feeling that you really do not understand what it is like for them. Instead, through using PACE we could respond with “I’m sorry you think I hate you, that must feel awful, no wonder you’re angry with me” or “I didn’t realise that you feel like that, I’m sorry it feels that way to you.” Acceptance does not mean you have to accept the behaviour if this is harmful to themselves or to another person. You can limit the behaviour while at the same time understanding and accepting the motives for the behaviour. Convey your acceptance through your tone of voice - try using a ‘story-telling’ or gentle tone, showing your interest, showing your understanding, and maintaining a non-judgemental stance. Acceptance is most clearly conveyed through non-verbal communication.

Curiosity: This is about approaching learners with an air of curiosity. Seek to understand what it is that drives them. What is important in their life? How can you get to the core of who they are and bring out the best in them? Curiosity means you do not judge them so quickly. You can ask more questions of them, as you are curious to know more about them. Curiosity involves a quiet, accepting tone: “What do you think that was about?” or “I wonder what…?” You say this without anticipating an answer or response from a learner. This is different from asking the learner, “Why did you do that?” with the expectation of a reply. Learners often know that their behaviour was not appropriate. They often do not know why they did it or are reluctant to tell adults why. If an adult can stay curious about why their learner is behaving as they are, they are both less likely to feel cross or frustrated. With curiosity we are trying to show we simply wish to understand why. We hope to convey that our intentions are to truly understand and help the learner, not to lecture.

Empathy: Empathy is about putting yourself in someone else's shoes and allowing yourself to feel what they must be feeling. It gives us a sense of compassion for the learner and their feelings. This is essential in helping a learner feel understood. When someone really understands you, it can make a significant difference to how you cope. Being empathic is not about reassuring the learner (which tries to make the problem go away) but about being with them in the moment, carrying and containing their big emotions. This lays the foundation for connection. With empathy, when a learner is sad or in distress, we are feeling the sadness and distress with them and letting them know that. We demonstrate that we know how difficult an experience is for them. We are telling them that they will not have to deal with the distress alone. Together we will get through this. The adult will stay with the learner emotionally, providing comfort and support, and will not abandon them when they need the adult the most (Appendix 7).

8.4 Resilience Framework

The Resilience Framework summarises a set of ideas and practice that promote resilience, achieving positive outcome despite adversities. It outlines the 5 areas that require development for a learner to be resilient and offers a framework of the skills required to overcome tricky situations.

The framework is a useful tool in identifying areas for development and skills requiring further focus for learners to be able to demonstrate resilience Appendix 8).

8.5 Emotion Coaching

Emotion coaching is informed by neuroscientific evidence linked to emotions and vagal tone. It is also underpinning by the theories of attachment and empathy. Those who develop good vagal tone are highly responsive, respond quicker and process information faster, concentrate better, have more appropriate and effective responses to stimuli and return faster to their normal resting state.

Emotion coaching is aimed at enabling learner to understand the different emotions they experience and how best to handle them. The 5 steps to the process are:

1. Be aware of the learner’s response.

2. Recognise emotional times as opportunities for intimacy and teaching.
3. Listen empathetically and validate feelings.
4. Help the learner to verbally label emotions.
5. Set limits when helping the learner to problem solve.

The steps to successfully carrying out this technique are:

1. Recognise, empathise, and validate the feelings by labelling them. Talk to the learner about the emotions, respect, accept and label them.
2. Set limits on behaviour. Coregulation.
3. Problem solver with the learner. Discuss the situation that elicited the emotions and how to use strategies to cope with these situations. (Appendix 9)

9.0 Monitoring and evaluation of SEND

At Hampshire Achieves we recognise that effective monitoring and evaluation is essential for interventions to be successful and for learners to progress as expected. Progress of all learners is monitored:

- Via subject assessment data
- Learner reviews
- Through teacher feedback
- Via Individual Learning Plans
- Annual reviews

The cycle of Assess, Plan, Do, Review is used for all aspects of SEND to ensure that all interventions are timely, monitored, have impact, and enable learner success.

10.0 Quality Assurance, Monitoring, Review & Audit

Quality assurance of interventions and the SEND provision is undertaken in the following ways:

- Observations
- Learning walks
- Curriculum audits
- Survey feedback (learners, parents, stakeholders, staff)

The contents of all policy and procedures will be monitored regularly by Hampshire Achieves Performance Management Groups (PMG).

Policies and procedures will be kept updated in accordance with any mid-year changes in the law, regulations, or changes to the Services' provision, with updates approved by PMG. All policy and procedures will be reviewed annually to determine their effectiveness, and where any changes are required, these will be applied and ratified. A summary of all changes will be kept as part of the PMG meeting notes. In addition, an annual cycle of internal policy compliance/audits defined by Senior Managers will provide the assurance of the overall effectiveness of the Services ethos, policies, and procedures, and will confirm operational effectiveness, and compliance with our own quality assurance framework and any relevant laws or regulations.

If you would like this document in an alternative format, then please use contact details below.

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Appendix 1 Hampshire Achieves various settings:

Contexts for the Hospital environment

The adolescent inpatient and forensic services of Southern Health NHS (National Health Service) Foundation Trust provides inpatient services to young people aged 12-18 years. The service falls under the mental health directorate and every person supported has an individualised care plan developed for their recovery.

Austen House Hospital

Austen House is a 14 bed, low secure, forensic hospital that provides support for children and young people with specialist mental health needs. Young people using the service can be male or female between 12 and 18 years. They will have complex mental health needs which means they may pose a risk to themselves. Young people admitted to Austen House are detained under the Mental Health Act and may be subject to Ministry of Justice restrictions. Many may not have attended traditional education for some time because of their mental health. Stays can be more than 1 year.

Bluebird House

Bluebird House is a 20 bed, purpose built, medium secure forensic hospital that specialises in the treatment of emerging personality disorders in young people, male and female, aged between 12 and 18 years. Those admitted require nursing within a secure environment and have mental health needs that mean they may pose a risk to themselves or others. Young people admitted to Bluebird House are detained under the Mental Health Act and may be subject to Ministry of Justice restrictions. Many may not have attended education of any sort for extended periods of time. Stays can be more than 1 year.

Leigh House

Leigh House is a specialist, acute adolescent inpatient unit providing up to 10 beds for young people, male and female, aged between 12 and 18 years who are experiencing severe and complex mental health difficulties, including depression and psychotic disorders. The service has specialist expertise in treating young people with anorexia nervosa. Young people are usually referred with the agreement of the young person and their family or carers however in some cases, young people are admitted under the Mental Health Act. Stays at Leigh House tend to be around 12 weeks and therefore the focus is of reintegrating the young people back into their lives.

Swanwick Lodge

Swanwick Lodge is a secure, residential, 10-bedded children's home which is managed by the local authority. It is intended for young people, male and female, between 10 and 17 years old who have been identified as needing their liberty restricted. Those admitted may have complex needs and present a significant risk of harm to themselves or to others. The stabilisation model is used which focuses on a whole team, relationship-based approach to enabling the young person to achieve improved emotional stability and behaviour control. Young people admitted to Swanwick Lodge are the subject of section 25 of the Children Act 1989 and placed by local authorities. The stays vary between 3 months and more than a year. Young people attending Swanwick Lodge are highly likely to have had a

disrupted educational journey and may have been out of education for significant periods of time.

Future You
Future You is a virtual education setting suitable to be used as an alternative form of education for learners unable to access a mainstream setting due to ill health or other exceptional circumstances. The aim of the service is to: provide a supporting environment where all can excel and to enable all to transition to their next stage of education.

The service is commissioned by education providers and Hampshire Education and Inclusion. It encompasses a dedicated team of teachers who provide a tailored service to meet the needs of the individual. Schools can buy in time for English, maths, science, IT (Information Technology) and learning to learn sessions for key stages 1 to 4. Young people at Future You may have had quite disjointed educational experiences and although the service is intended as a shorter-term facility, some will have been with the service more than 1 year.

Supported Internship
A supported internship a study programme specifically aimed at young people aged 16 to 24 who have a statement of special educational needs or an Education Health Care plan (EHCP), who want to move into employment and need extra support to do so.

Supported internships are structured study programmes that are based in both the classroom and workplace. They are intended to enable young people with learning difficulties and/or disabilities the opportunities to gain the valuable skills needed to take them forward to the workplace. A Skills Coach will support the young person in the workplace with a view to reducing that support throughout the programme. The aim for all interns is to move into paid part-time or fulltime employment, an apprenticeship or voluntary employment by the end of the programme. Interns complete a personalised programme which includes the chance to study for relevant substantial qualifications and English and maths to an appropriate level.

Training and support are tailored to the individuals' needs and the requirements of the employer to aid the transition into the workplace**.**

Pathways
Pathways is a study programme for young people aged 16 to 24 who have SEND (Special Educational Needs and Disabilities), or who have accessed additional support whilst in education, a statement of special educational needs or have an EHCP (Educational Health Care plan), and who want to develop their personal and independence skills.

Wherever possible, Pathways aims to support learners to progress onto our Supported Internships offer**.** However, for this the learner will need to have an Educational Health & Care plan already in place.

Learners will complete a personalised study programme which includes the chance to study for appropriate qualifications alongside upskilling English and

maths to an appropriate level. The programme also supports you to achieve a Duke of Edinburgh Award (Bronze or Silver) as part of the core offer.

Throughout the programme learners will be supported by our team of Tutors and Skills Coaches. Training is tailored to individual learner's needs to work towards successful transition options.

Traineeship Plus
Traineeships are designed for young people aged 16 to 24 (and up to 25 for young people with Education, Health and Care Plans (ECHP) or Learning Difficulty Assessments).

Traineeships are a focused, flexible offer with a direct pathway through to employment. They allow young people to continue in learning with a work-based programme of training designed to help them to develop the skills and experience needed to secure apprenticeships and other sustainable employment options.

Traineeships are for young people not currently in employment and who have little work experience, but who are focused on work or the prospect of it and qualified up to and including a full Level 3. Providers and employers need to believe they have a reasonable chance of being ready for an apprenticeship or other employment within 6 months of completing a traineeship.

Apprenticeships
Hampshire Achieves Apprenticeship programme directly delivers training to Hampshire County Council maintained schools and corporate departments and supports with their workforce development needs.

Delivering apprenticeship standards as set out by the Institute for Apprenticeships and Technical Education (IfATE) it offers high quality, inclusive and engaging curriculums that develops the knowledge, skills, and behaviours that apprentices need in order to deliver high-quality services to its residents and stakeholders. Apprenticeship training duration is a minimum 12 months and are available to anyone over the age of 16, with no upper age limit. Working closely with the employer department and managers, it supports apprentices to take advantage of the opportunities, responsibilities and experiences that naturally occurs in the workplace, which prepares them for their next stage in education, training or employment

ACL / Hampshire Learns
Hampshire Learns (ACL) is delivered and managed by Hampshire Achieves. Hampshire Learns delivers programmes under two streams Hampshire Thrives and Hampshire Works.

Hampshire Thrives delivers targeted learning programmes to support family learning, English and maths skills, digital inclusion, community cohesion (including ESOL), and health and wellbeing. It specifically targets learners with one or more of the following characteristics:

- Without a full Level 2.
- In receipt of Income Support or Universal Credit.

- Families with school age children in receipt of free school meals.
- Have a learning difficulty and/or disability.
- Who are at risk of/have mental health needs.

Hampshire Works deliver targeted learning programmes to support individuals (19+) in receipt of Universal Credit to access employment, including those with learning difficulties and/or disabilities. Programmes include support for English, maths, and digital skills and will specifically target learners with one or more of the following characteristics:

- Learners without full level 2
- Have a learning difficulty/disability
- Unemployed learners, or those at risk of redundancy
- Individuals (19+) in receipt of Universal Credit or "legacy benefit"
- Care learners 19+

Programmes have a minimum duration of 8 hours. The Hampshire Learns (ACL) curriculum is aligned to the Hampshire Skills Strategy and Investment Plan to 2030. This identified three strategic priorities:

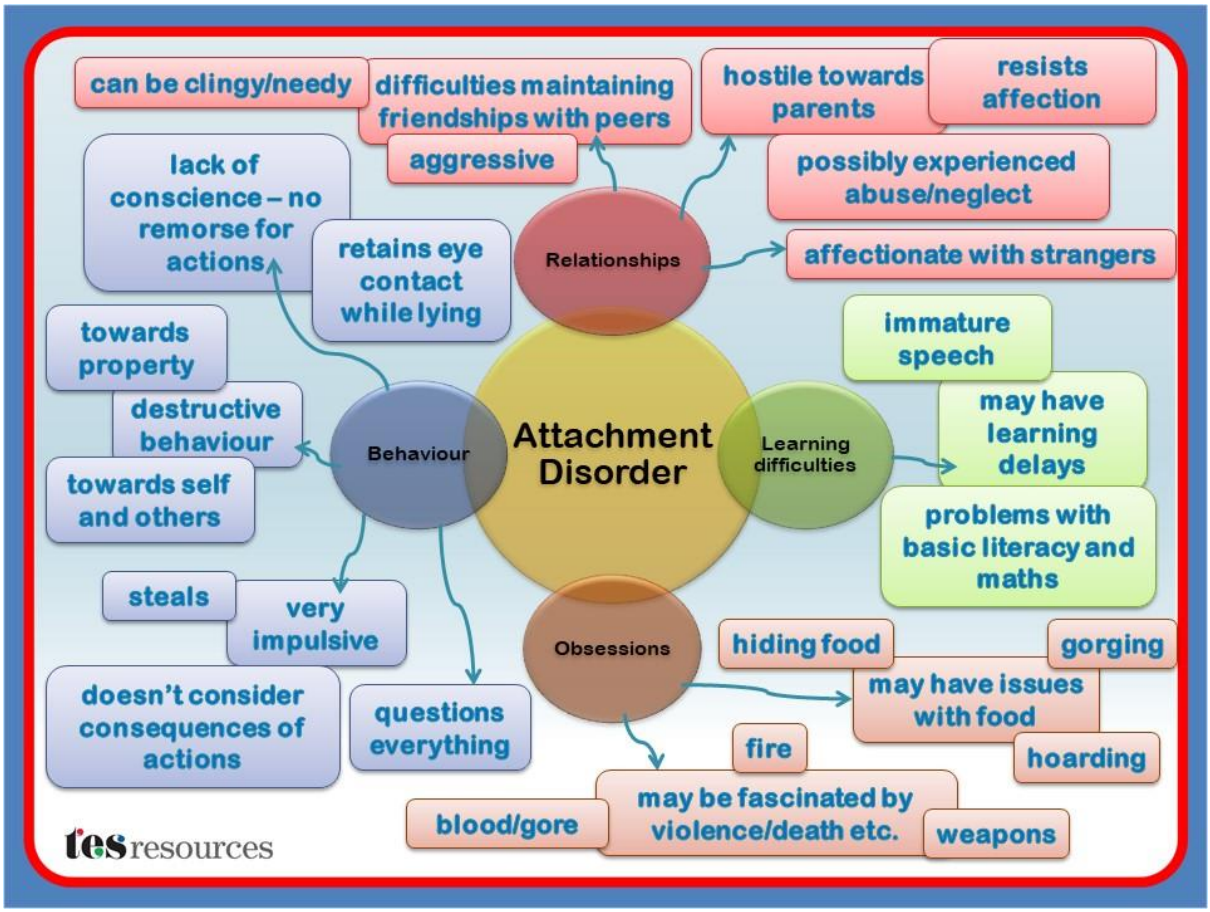
- A future-ready Hampshire – matching skills supply and demand and driving forward productivity for a prosperous and resilient economy.
- An inclusive local labour market that develops talent and maximises opportunity for all our communities.
- A high-quality skills infrastructure and facilities to raise aspiration and achievement; meet employer demand and create industry standard training in our post 16 sector.

The programmes commissioned through Hampshire Achieves will directly contribute to the first two of these priorities.

Appendix 2 Hampshire County Council SEN Support definitions and strategies

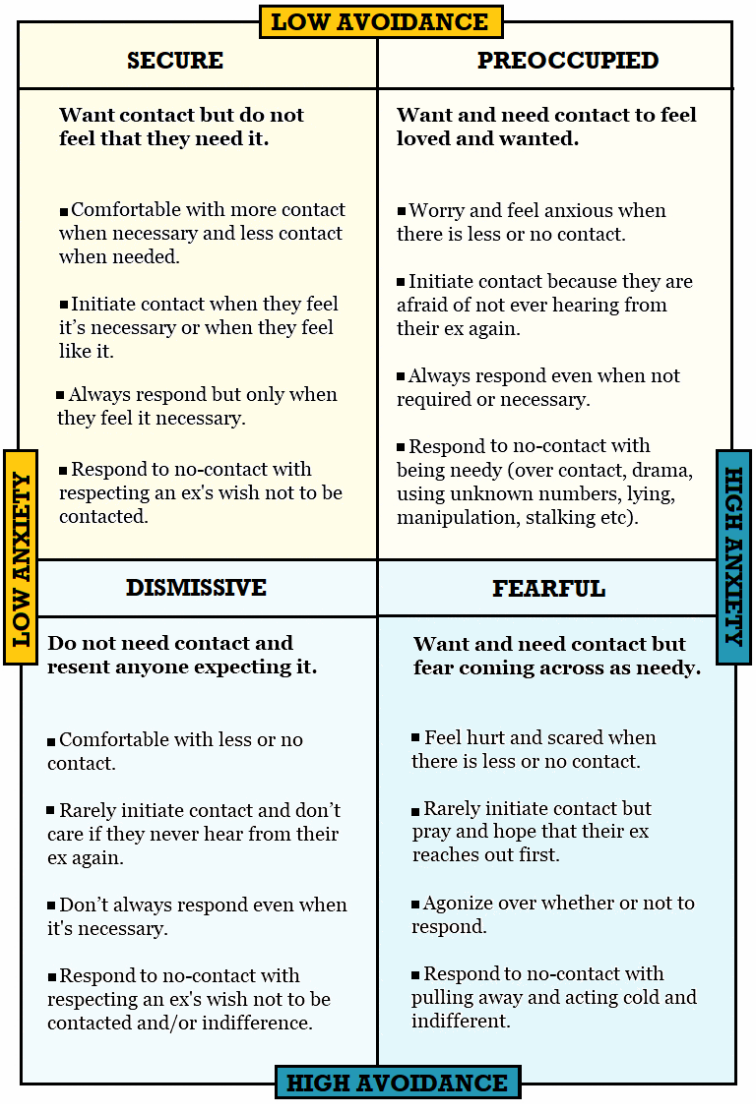
sen-support.pdf (hants.gov.uk)
nasen_graduated_approach.pdf (openobjects.com)
Special Educational Needs (SEN) criteria | Children and Families | Hampshire County Council (hants.gov.uk)

Appendix 3 Attachment Disorder Summary

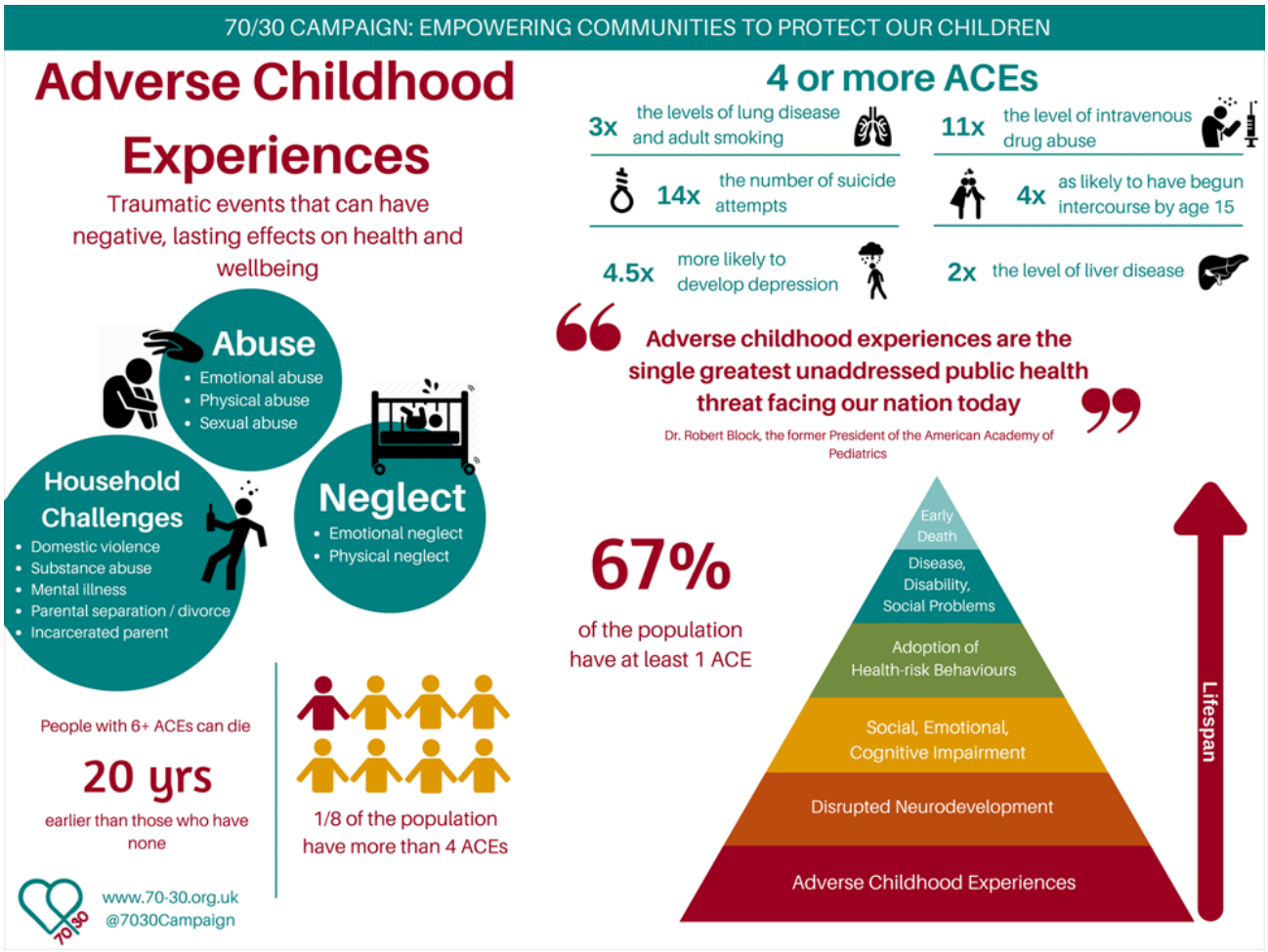


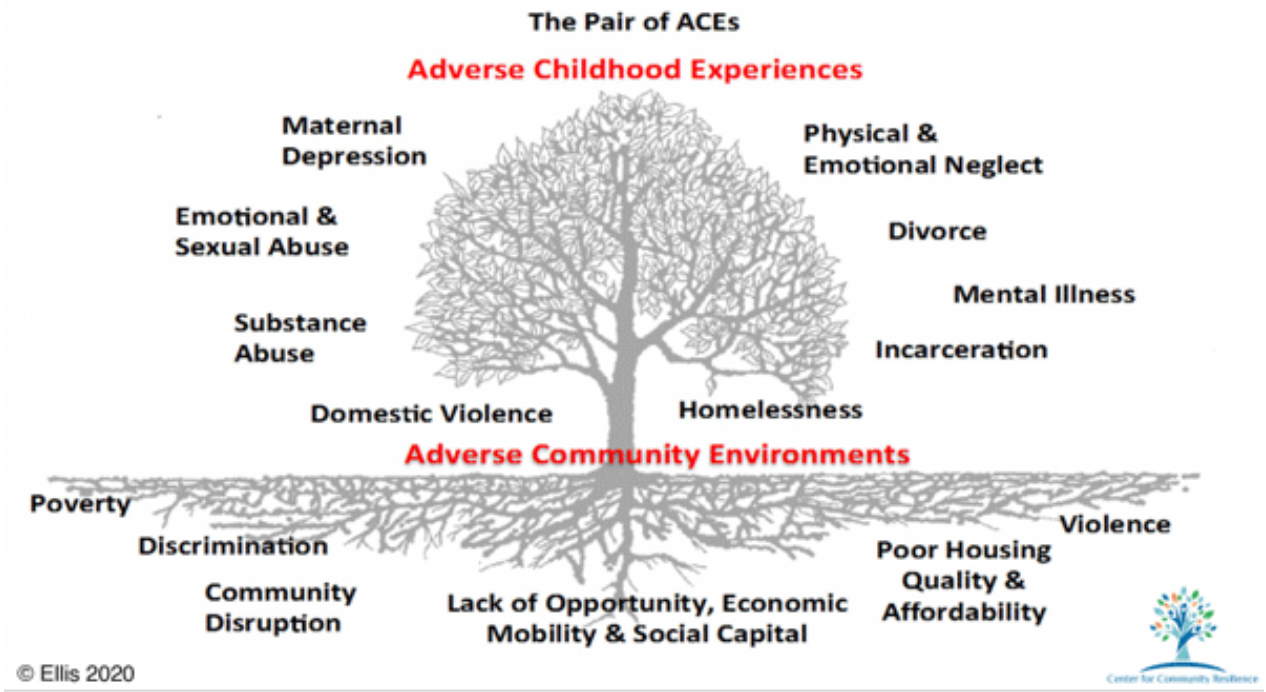
Attachment Disorder Mind Map | Teaching Resources (tes.com)

Appendix 4 Attachment Disorder Types



Appendix 5 Adverse Childhood Experiences (ACE) / Childhood Trauma





Appendix 6 Trauma Informed Classroom Practice

https://www.fagus.org.uk/a-few-tips-to-help-school-to-become-ace-aware-attachment-aware-and-trauma-informed/

Appendix 7 Strategies to Support with Trauma

Appendix 8 Resilience Framework and Executive Functioning

Resilience Framework (Children & Young People) Oct 2012 – adapted from Hart & Blincow 2007 www.boingboing.org.uk					
	BASICS	BELONGING	LEARNING	COPING	CORE SELF
SPECIFIC APPROACHES	Good enough housing	Find somewhere for the child/YP to belong	Make school/college life work as well as possible	Understanding boundaries and keeping within them	Instil a sense of hope
		Help child/YP understand their place in the world			
	Enough money to live			Being brave	
		Tap into good influences	Engage mentors for children/YP		Support the child/YP to understand other people's feelings
	Being safe	Keep relationships going		Solving problems	
		The more healthy relationships the better	Map out career or life plan	Putting on rose-tinted glasses	Help the child/YP to know her/himself
	Access & transport	Take what you can from relationships where there is some hope			
				Fostering their interests	
	Healthy diet	Get together people the child/YP can count on	Help the child/YP to organise her/himself		Help the child/YP take responsibility for her/himself
		Responsibilities & obligations		Calming down & self-soothing	
	Exercise and fresh air	Focus on good times and places	Highlight achievements	Remember tomorrow is another day	Foster their talents
	Enough sleep	Make sense of where child/YP has come from			
				Lean on others when necessary	
	Play & leisure	Predict a good experience of someone or something new	Develop life skills		There are tried and tested treatments for specific problems, use them
	Being free from prejudice & discrimination			Have a laugh	
		Make friends and mix with other children/YPs			
NOBLE TRUTHS					
ACCEPTING		CONSERVING	COMMITMENT	ENLISTING	

[What is Resilient Therapy & the Resilience Framework? - Boingboing]

Appendix 9 Emotion Coaching Sample Scripts

Emotion Coaching Scripts

Step 1: Examples

- *'I can see that you get angry when that happens. I would feel angry if that happened to me. It's normal to feel like that'*
- *'I can see you're frowning and you're kicking the wall and you're expressing a lot of energy. I would be feeling like that too if I didn't want to do something'*
- *'I noticed you looking around at the other who are working on their projects. I think you might be feeling nervous right now about whether your work will be ok. Have I got that right?'*

Step 2 : Setting Limits (if needed)

- State the boundary limits of acceptable behaviour
- Make it clear certain behaviours cannot be accepted
- But retain the child's self-dignity *(crucial for responsive behaviour and well-being)*

Emotion Coaching Scripts
Step 2: Examples

- *'These are the rules that we have to follow. Doing that is not ok'*
- *'We can't behave like that even though you are feeling annoyed because it is not safe'*
- *'You didn't put the ball away as we agreed. You're probably angry that you can't play with Billy now because you have to stop now'*

Step 3: Problem Solving with the Child

- When the child is **calm** and in a relaxed, rational state:
- **Explore** the feelings that give rise to the behavior/problem/incident
- **Scaffold** alternative ideas and actions that could lead to more appropriate and productive outcomes
- **Empower** the child to believe s/he can overcome difficulties and manage feelings/behaviour

Emotion Coaching Scripts

Step 3: Examples

- *'This is not a safe place to be angry. Let's go to a safe place and then we can talk'.*

- *'Next time you're feeling like this, what could you do? How do you think you will react next time or if this happens again'.*

- *'You need to sit either by Ruth or sit by your key adult in front of me – which do you want to do?'*