

Hampshire's SEND Local Area Partnership Self Evaluation Framework 2026

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Introduction

Hampshire County Council is a large upper-tier local authority working in partnership with Hampshire and IOW Integrated Care Board (ICB). The SEND System operates across a varied geography incorporating coastline, predominantly rural and some urban areas, and across a diverse socio-economic backdrop with areas of affluency alongside pockets of deprivation.

This self-evaluation aims to assess the local area's effectiveness in understanding the local population with SEND, the effectiveness of provision and outcomes for those with SEND as well as how they and their families experience the system.

Hampshire SEND Local Area Partnership Strategy provides a shared vision that 'Children and young people with SEND in Hampshire are heard, safe and happy, able to learn in inclusive environments, access joined-up services and progress to independent adult lives' creating shared ownership between education, health, social care and children, young people and families to create an effective system that routinely seeks the views of those impacted to bring our vision to life. The SEND Local Area Partnership also aims to reflect the principles of SEND reform within this self-evaluation framework, seeking to strengthen inclusive mainstream practice while ensuring specialists provision is available where needed.

Since the publication of our last self-evaluation in 2024, co-produced by the Local Area Partnership Board, and the launch of the Local Area Partnership

Strategy, Hampshire has continued to strengthen the way education, health, and social care systems work together to support children and young people with special educational needs and disabilities. This summary and evaluation, reflects our progress, our strengths, and the areas where we know we must continue to focus. Guided by the five principles of Early, Local, Fair, Effective and Shared, we are committed to continuing our improvement journey and building a SEND system where every child and young person in Hampshire can thrive.

The SEND Local Area Partnership (LAP) Board has developed over the last year and is now fully operational in providing a clear governance framework for SEND continuous improvement. Strong multi-agency senior leadership and accountability is established with the board being co-chaired by senior leaders in Children's Services and the ICB, with representation from education providers, health, social care, HPCN, SEND Youth Forum, SENDIASS, DWP and voluntary sector partners. Governance structures are increasingly embedded, although some partnerships and pathways require further integration.

Although variation remain in digital system usage and data-sharing processes between health, education and social care, a comprehensive data dashboard development supports joint oversight of performance indicators across SEND pathways.

There are improved internal processes in place for data accuracy and digital

optimisation, although work is still needed to ensure digital platforms supporting joint engagement access the SEND System are maximised. The SEND Local Area Partnership continues to develop an

understanding of the needs across Hampshire through improved data sharing and an exploration of data integration across education, health and social care.

Data for this Self Evaluation Framework has been pulled from local insights and programme delivery, SEN2 2025/26, School Census 2025/26 and HIOW NHS Foundation

Summary

What has gone well since our last self-evaluation

1. Strong Co-production & Engagement

- Highly active parent carer network (3,272 members, large reach, structured engagement).
- Strengthened SEND Youth Forum with direct influence on the LAP Board, co-produced a SEND Participation Strategy and a Participation Guide.
- A growing “Have Your Say” network widening reach and engagement opportunities for children and young people.
- Co-production and consultation with young people are embedded in key service and guidance developments including ordinarily available provision guidance, neurodiversity pathway development and local offer materials.
- Improved Local Offer platform providing improved accessibility, integrated information and feedback mechanisms for families.
- #BeeWell survey undertaken with 20,990 pupils across Hampshire, Isle of Wight, Portsmouth and Southampton.

2. Strengthened Governance & Partnership Working

- Fully operational Local Area Partnership Board with strong multi-agency representation and shared accountability structures.
- Clear progress of embedding governance, co-production and joint oversight across education, health and social care that informs system wide evaluation and future planning.

- The development of clear strategic focus areas in place for education, health and social care that guide partnership activity.
- Comprehensive and increasingly consistent data, enabling systemwide performance monitoring, alongside in development Local Area Partnership dashboard for ease of strategic planning.
- Refresh of the Joint Commissioning strategy has been undertaken alongside all key stakeholders of the Local Area Partnership using SESLIP Targeted Support time.
- Continued to engage in external improvement activity, including Courageous Conversations, Local Government Association improvement activity and SESLIP targeted support to strengthen challenge, refine governance arrangements and sharpen priorities for improvement.

3. Early Identification & Hampshire's Approach to Inclusion

- PINS (Partnership for Inclusion of Neurodiversity in Schools) project involved 42 infant, junior and primary schools providing a multi-disciplinary support offer to enhance staff skills and knowledge and improve support for neurodiverse children and young people in mainstream schools.
- Hampshire Neurodiversity and Wellbeing Service are reviewing, redesigning and piloting the ‘This is

ME' (Neurodiversity) Profile. Pilot will roll out with a set number of schools previously involved in PINS from September 2026.

- Significant growth in early identification through Inclusion Support Service (ISS) offer, Portage transformation (waiting times reduced from 14+ months to 4–5 months), Transition to School pilots, and Early Years workforce development.
- “Our Approach to Inclusion”, Ordinarily Available Provision guidance and SENCo development programmes widely adopted with strong school engagement.
- 4,000+ professionals accessing Inclusion e-learning modules with 95% recommending.
- Best Start in Life plan brought together partners from across health, social care, education and community and voluntary sectors to remove barriers, strengthen service and improve outcomes for children and young people. The first physical hub is now open and includes the development of a SEND specialist offer.

4. Improvements in EHCP Processes & Timeliness

- Timeliness for 20-week EHCPs improved from 41% to 52% (SEN2 2025, June 2026) and above the national average of 46.1%.
- Increased SEN Service workforce, improved staffing stability and reduced agency reliance ensuring a more consistent service for families.
- High rates of collaborative appeal resolution (87% pre-hearing resolution).

- Regular multi-agency audits (8 to date) undertaken to quality assure EHCP and SEN Support pathway planning and improve processes with feedback and learning shared with the LAPB.

5. Sufficiency Planning & Local Provision Growth

- Delivered 233 additional specialist places in 2025; with plans in place to deliver 561 additional Specialist Inclusion Base places (formerly Resource Provisions) by 2029 and expand support base capacity to up to 1,125 places by 2030, aligned to need and national guidance.
- A refreshed AP framework strengthening and expanding oversight and quality assurance of Alternative Provision, including 3-tier AP model and frameworks with continuously developing reintegration-focused KPI's.

6. Positive Outcomes in Some Key Stages & Preparing for Adulthood

- EHC plan pupil attainment exceeding national averages at KS2 and KS4; Early Years Foundation Stage Profile (EYFSP) outcomes above national EHC plan learners.
- Strong post-16 pathways: 135 Supported Internship completions, 52 into paid employment.
- Expansion of Independence Hubs, Supported Internships and Future Skills pathways.
- Preparing For Adulthood Strategy is in development and will be co-produced with all partners to reinforce positive pathways to adulthood from the earliest stages.

Areas we need to continue to work on:

1. System Capacity

- Between January 2025 and January 2026, the number of children and young people with an Education, Health and Care Plan (EHCP) in Hampshire increased by 15.3%, compared with national growth of 12.5%. Over the same period, the number of pupils receiving SEN Support increased by 1.2%, below the national increase of 2.8% (SEN2)
- Ongoing pressures on high needs funding, transport, workforce capacity and specialist placements.

2. Variation in Quality & Consistency of SEN Support

- HPCN annual survey shows that families without an EHCP report weaker visibility in the SEN Support system.
- Attainment for pupils on SEN Support remains below national benchmarks across multiple stages.
- Inconsistent SEN Support practice across settings; further embedding of Ordinarily Available Provision guidance is required.
- Variation in digital system use and data quality across agencies.

3. Attendance, Absence & Reduced Hours Provisions

- Persistent absence remains high for pupils with EHCPs (14.3%). A significant number of children and young people with SEND continue to access reduced hours provision, in January 2026, 1,295 children and young people with EHCPs were on a reduced timetable, with an average duration of around 28 weeks,

highlighting the need to strengthen inclusion, attendance support, mental health pathways and timely access to suitable placements.

- Need to scale consistent multi-agency approaches to maximise reach and consistency (Team Around the School, Inclusion Support Service, Hampshire Improvement and Advisory Service (HIAS) attendance work).

4. Health System Challenges & Waiting Times

- Long waits for CAHMS assessment (average 47 weeks March 2026) and to treatment (average 58 weeks March 2026 weeks) reduced from 78 weeks
- Variability in therapy access (NHS speech & language average wait 19 weeks over the year), however an improving picture with the March – May 2026 period showing a 12-week average wait, below the national 18-week target.
- Current wait times from referral to assessment of Autism in Hampshire are significant at 155 weeks (June 2026), ADHD (109 weeks June 2026) in line with national trends.
- Currently developing and embedding a needs-led neurodiversity multidisciplinary team (ND MDT) to support children and young people at the earliest point and strengthening the integration and pathways for children and young people presenting with neurodiverse needs.

5. Transition & PfA Consistency

- NEET rates for learners with EHC plans and SEN Support remain above national comparators.
- Need for further integration of PfA outcomes into annual reviews and pathways from the earliest years.
- Strengthen cross-system knowledge of PfA and provider confidence in post-16 pathways, through the development of a Preparing for Adulthood Strategy co-produced with the Local Area Partnership Board.

6. Embedding Co-production at Practitioner Level

- While strategic co-production is growing in strength with the SEND Youth Forum and HPCN regularly inputting into the SEND Local Area Partnership and project development, participation practice at service level remains inconsistent with many children and young people with SEND and their families not being engaged in local delivery participation

consistently across education, health and social care settings.

- There is a need for sustainable capacity building to ensure children and young people with SEND, and their parents can participate consistently across individual, service and strategic levels.

7. Alternative Provision & Reintegration

- Further embed clear processes for quality assurance and accountability for AP, placing the young person at the heart and maintaining the objective of accessing education in a school setting.
- Continue to recruit a range of specialist providers to the AP framework
- Working alongside education settings to account for pupil progress in AP and continue to develop reintegration pathways and oversight for CYP out of education.

Impact Summary

Since the previous self-evaluation, Hampshire's SEND Local Area Partnership has strengthened the conditions for system-wide improvement through clearer governance, more consistent strategic oversight and stronger participation from children, young people and families. The Local Area Partnership Board is now fully operational, with multi-agency representation across education, health, social care, parent carer representation, youth voice and voluntary sector partners. This has improved shared accountability and enabled evidence from SEN2 2025/26, School Census 2025/26, HIOW NHS Foundation Trust data, audits, service delivery and lived experience to inform planning and priority setting more consistently.

There is clear evidence of positive impact where improvement activity has been targeted and jointly owned. Early identification and inclusive practice have been strengthened through PINS, Our Approach to Inclusion, Ordinarily Available Provision guidance, SENCo development, early years transformation and the SEN Support Helpline. PINS has engaged 42 infant, junior and primary schools; Our Approach to Inclusion has engaged 229 schools, with 91 using ARC audits; and Team Around the School has engaged 16 schools in Cohort One, with reported reductions in absenteeism in 3 schools and reduced suspensions in 6 schools. Portage waiting times have reduced from over 14 months to 4–5 months, the Transition to School programme supported 235 children with 97% remaining at SEN Support without escalation, and five inclusion e-learning modules have been accessed over 4,000 times with a 95% recommendation rate.

The SEN Support Helpline has also seen a 25% increase in contacts since launch, averaging 40 contacts each month with 100% positive satisfaction ratings.

Impact is also evident in statutory processes, sufficiency planning and preparation for adulthood. Hampshire maintained 20,499 EHC plans as of January 2026, a 15.3% year-on-year increase compared with 12.5% nationally and received over 4,000 EHC needs assessment requests in 2025/26, up 5.8% on the previous academic year. EHCP 20-week timeliness improved from 41% to 52%, now above the national average of 46.1%, and annual review completion is at 75.3%, broadly in line with national rates. SEN Service capacity increased from 206 to 230 FTE, permanent staffing is now 76%, and agency reliance has reduced from 44% to 30%. Collaborative appeal resolution remains strong, with 87% resolved pre-hearing. Specialist provision growth is underway, with 233 additional specialist places delivered in 2025 and a further 342 planned for 2026, alongside plans for 561 Specialist Inclusion Base places by 2029 and up to 1,125 support base places by 2030. Preparing for Adulthood pathways are strengthening through 53 learners accessing Independence Hubs, 135 supported internship completions with 52 progressing into paid work, 302 learners receiving targeted employability support, and employer engagement reaching approximately 250 employers.

Children, young people and families are increasingly influencing strategic decision-making. The Hampshire Parent Carer Network has 3,272 members and its 2026 annual survey received 1,617 responses, providing a significant evidence base for this self-evaluation. The SEND Youth Forum, Have Your Say network, Local Offer Discovery Days and #BeeWell survey provides a broad and growing evidence base for understanding lived experience; #BeeWell captured views from 20,990 pupils across Hampshire, Isle of Wight, Portsmouth and Southampton. Local Offer Discovery Days reached 514 attendees across 11 events, with consistently high satisfaction levels of 8–10 out of 10, and SENDIASS reached 61,500 website/social users, 5,800 advice contacts and 400 one-to-one cases in 2024/25. This has strengthened the partnership's ability to identify what is working well, where families experience inconsistency, and where improvement activity must be focused to achieve more visible impact at individual, service and system level.

The partnership recognises that impact is not yet consistent across all parts of the system. Rising demand is significant: 7.4% of pupils now have an EHC plan and 14.6% receive SEN Support. Persistent absence remains high for pupils with EHC plans at 14.3%, and in January 2026, 1,295 children and young people with EHCPs were on a reduced timetable for an average of around 28 weeks. Health pathway waits remain a key pressure, including average CAMHS assessment waits of 47 weeks and treatment waits of 58 weeks in March 2026, autism assessment waits of 155 weeks, and ADHD assessment waits of 109 weeks in June 2026. SEN Support outcomes and family experience remain variable, with HPCN evidence showing weaker visibility and consistency of help for families without an EHCP, and only 23.5% of parents/carers feeling positive about transition to next settings. The next phase of work therefore needs to focus on embedding inclusive practice consistently across settings, strengthening multi-agency data and predictive planning, improving attendance and reintegration outcomes, widening access to timely health and neurodiversity support, and ensuring that children, young people and families experience co-produced support in everyday practice, not only at strategic level.

Local Population with SEND

Local population with SEND: Rising need and system pressure

Growth in EHCPs



20,499 EHC plans

+15.3% year on year
vs. +12.5% nationally

+183% since 2016
vs. +127% nationally

SEN support growth



Statutory School Age SEN Support

+1.2% 2025 to 2026
vs. +2.8% nationally

+36.5% since 2016
vs. +33% nationally

Proportion of pupils



7.4% with EHC Plan
+1.0 percentage point

14.6% with SEN Support
+0.4 percentage points

Total school population
+4.7% since 2016

Pressure points and needs



Over 4,000 EHCNA requests in 2026/26 **+5.8%**



Rising Primary needs: SEMH, speech & language, autism



Attendance pressure:

14.3% EHCP absence

8.9% SEN support

8.7% peers

9.9% severe absence (EHCP)

More pupils are identified with SEND, creating pressure on services, placements, transport and workforce capacity – focus is earlier support, consistent SEN support and local specialist provision.

Detailed education data shows that Hampshire continues to see a multi-year upward trend in need for SEN Support and EHCP's across the system. The number of children and young people (0-25 years) (SEN2) with an EHC plan increased by 15.3% (above the national 12.5% growth rate) between 2025 and 2026 to around 20,499 EHCPs in Hampshire, and a 183% increase since 2016, greater than the national increase of 127%.

The number of children and young people of statutory school age with SEN support has increased by 1.2%, lower than the national increase of 2.8%, from 2025 to 2026, and by 36.5% since 2016, slightly higher than the national increase of 33%. Since 2016, Hampshire's total school population has increased by 4.7%, meaning that there are now proportionally more pupils with an EHC plan or SEN support.

- There are now 7.4% of pupils with an EHC plan (+1.0 percentage points compared to last year)
- and 14.6% pupils with SEN support (+0.4 percentage points compared to last year)

In Mainstream Primary Schools the percentage of pupils identified as needing SEN Support has remained relatively stable at 13.8% in 2025/26 (0.1 percentage increase), the percentage with an EHC plan has increased from 4.4% (2024/25) to 5.2% in 2025/26. In Mainstream Secondary Schools there is an increase from 13.8% (2024/25) to 14.9% (2025/26) for pupils in receipt of SEN Support, alongside an increase in pupils with an EHC plan from 4.3% (2024/25) to 5.1% in 2025/26.

Requests for statutory assessment continue to rise with over 4,000 Education, Health and Care Needs Assessment (EHCNA) requests received in the 2025/26 academic year, up 5.8% on the previous academic year, and growth broadly aligns with national increases (5.3%). As of January 2026, Hampshire maintained 20,499 EHC plans across all settings, a 15.3% increase year on year.

The primary needs representing the highest increase continue to be Social Emotional, Mental Health (SEMH), Speech, language and communications needs and Autistic Spectrum Conditions (ASC).

Absence rates for those pupils with an EHC plan (14.3%) and those identified as needing SEN Support (8.9%) remain above their peers (8.7%). Although this gap closes between pupils identified as needing SEN Support and those without SEN with severe absence (3.9%) there remains a significant difference in severe absence for those pupils with EHC plan (9.9%). Inclusion Support Service (ISS) deliver focused work around SEN to support attendance including Inclusion and Educational Engagement hubs and joint working around School Attendance Orders (SAO's)

The growing number of children and young people with SEND is creating increasing pressure on services, specialist placements, transport and workforce capacity. Our focus is on providing support earlier, improving the consistency of SEN Support, increasing the visibility of SEN Support provision via the Local Offer and increasing local

specialist provision so that children and young people can get the right support at the right time, closer to home.

The partnership also continues to work to strengthen its understanding of overlapping cohorts of children and young people with SEND who may experience

additional vulnerability, including those known to youth justice services, those not on roll of an educational setting, those receiving EOTAS, and those moving into adult care. This will support earlier identification of risk, more coordinated multi-agency planning and better targeting of support.

Current Priorities:

- Continue to strengthen alignment of governance across education, health and social care, ensuring consistent decision-making and shared ownership.
- Enhance two-way communication pathways between key stakeholder (children, young people and families, education, health and social care) to improve transparency and problem-solving at all levels.
- Fully embed digital optimisation across agencies to support streamlined governance, including training for health and social care to input directly to the EHC hub.
- Build a multi-agency dataset enabling shared predictive modelling of need.
- Use trend analysis for proactive commissioning and workforce planning.



Mental Health Support Teams in Schools

The Mental Health Support Teams (MHST) is a Hampshire CAMHS early help service designed to improve access to psychological therapies for young people, while also assisting schools to develop a whole-school approach to positive mental health and wellbeing.

255 education settings in Hampshire have signed up to the programme (February 2026), including 201 primary schools, 51 secondary and 3 further education settings.

The programme has delivered 56 Whole School Approach interventions, including staff training, assemblies and targeted support.

12 Mental health forums, offering collaborative opportunities for education professionals to explore mental health best practice alongside CAMHS clinicians, have been delivered to 119 education professionals. 2,154 children and young people have also attended forums, with 60 parent focused sessions being attended by 407 parents/carers.

Effectiveness of SEND Provision and Support

14.6% of children and young people in the Hampshire schools are identified as needing SEN Support, representing a marginal increase from last year, but in line with national trends of increasing SEN Support.

In secondary settings pupils requiring SEN Support have seen an increase of over 26% over the last five years, with increases linked to SEMH needs and higher levels of anxiety affecting school attendance.

Over the last year the Local Area Partnership has implemented several successful initiatives to support early identification. This has resulted in an increase of those identified as needing SEN Supporting Primary schools due to increased early identification and implementation of support reducing escalation to crisis point for children and young people:

- PINS (Partnership for Inclusion of Neurodiversity in Schools) has engaged 42 infant, junior and primary schools through a multi-agency offer from school improvement, STAS and Educational Psychology, supporting earlier identification of neurodiverse needs through audits, staff coaching, training and inclusive classroom development. Parent/carers forums

and feedback were built into the project, strengthening parental involvement in shaping support and helping schools create more inclusive environments where neurodiverse children feel understood, supported and able to belong.

- Our Approach to Inclusion has engaged 229 schools, with 91 using Relational Approach and Attachment Research Community (ARC) audits, this has driven relational practice and early intervention, as well as shaping approaches to inclusion and behaviour.
- Team Around the School has engaged 16 schools between Oct 2024 – Dec 2025 resulting in a reported reductions in absenteeism (3 schools), reduced suspensions (6 schools), and elimination of classroom closures at one special school. An additional 14 school are being engaged currently with the project.
- Inclusion Setting Support Officer (ISSO) contacts rose from 1,168 (20-21) to 2,415 (23-24), before stabilising at 2,270 (24-25)—a 94% increase over four years, demonstrating a sharp rise in identified early needs.
- Portage transformation has improved early access to specialist early years support, responding to a peak waiting list of 836 children and reducing average waits from around 66 weeks/14–18 months (in 2023) to approximately three months countywide by July 2026.
- Transition to School (EY) programme supported 235 children, with 97% remaining at SEN Support without escalation to a needs assessment.

- 'No to assess' (NTA) project, providing person centred planning (PCP) approaches to schools, parents and children and young people when a decision not to proceed with an Education Health and Needs assessment is made. 23 NTA PCP's were undertaken in 2 terms, with only one resulting in a reapplication for a needs assessment 92% of school staff felt extremely or very confident that the recommended support was relevant to the child or young person's needs and 100% of parents felt extremely or very confident that the recommended support was relevant to their child or young person's needs.

Outcomes for the cohort identified as needing SEN Support is historically below their peers nationally with 2025 Key Stage 2 data at 4% below the national attainment level of 29% for the combined measure. At Key Stage 4, 9 to 4 grades with English and maths were 4.3% below the national attainment of 38.5%. Parents / carers also report (HPCN Annual Survey 2026) weaker visibility and consistency in support, compared to those parents of children with EHCP's. Reporting that they are less likely to access advice or feel involved in support planning.

Parents / Carers also highlighted that staffing was one of the strongest indicators, with approximately 44% mentioned staffing (pressures, inclusion practice and delivery of SEN support) impacting on delivery of support. Hampshire has worked to strengthen inclusive practice through a revised Ordinarily Available provision guidance, SENCo development, teaching and

learning programmes and the SEN Support helpline development

- Ordinarily Available Provision (OAP) guidance relaunched Mar 2025 with largescale rollout with associated toolkits including a number of settings identified as early adopters to provide system support.
- SENCo Development Programme established and running through repeat cycles; Teaching & Learning offer on OAP in third cycle.
- Five e-learning modules on complex needs: 4,000+ accesses with 95% 'would recommend'.
- SEN Support Helpline has seen a 18% increase in calls between 2023/24 and an 8% midpoint increase in 2025. Representing a 25% increase since launch with an average of 40 contacts each month, with 100% positive satisfaction ratings about advice received.
- Early Years workforce extensively supported through ISSO teams, Portage training, and expanded inclusion training and CPD libraries

The redesigned 'This is ME' (Neurodiversity) Profile pilot will be rolling out from September 2026 offering HPCN parent sessions and training sessions for professionals. The profile was developed through consultation and coproduction with Hampshire young people, and feedback from the Have Your Say network. The Hampshire Neurodiversity and Wellbeing Service and profile have been created through a multi-agency partnership with Hampshire Autism Partnership, Hampshire and Isle of Wight Neurodiversity services, health colleagues and Parent Carers Networks.

Moving forward the pilot between September – December 2026 will engage with schools previously involved in the PINS projects to test formal implementation prior to roll out to all schools.

A further part of Hampshire's Universal offer includes the opening of the first two Best Start in Life hubs between March and June 2026, bringing together

partners from across health, social care, education and community and voluntary sectors to remove barriers, strengthen service and improve outcomes for children and young people. An additional 11 hubs will open over the academic year 2026/27, followed by the same number each subsequent year. Each hub will include an Inclusion Practitioner who will maintain a focus on SEND support within the provision.

Current Priorities:

- Improve quality and consistency of universal and targeted support for pupils in every education setting.
- Continue to strengthen multi-agency early intervention and whole-school inclusion models using 'Our Approach to Inclusion'.
- Explore more multi-agency training opportunities to further unify knowledge, skills and behaviours across education, health and social care. Promote the Local Offer to providers to share with children, young people and families with SEN Support to improve signposting and support



Transforming Portage Services.

The Portage Service experienced unprecedented demand between 2021 and 2024, with the waiting list increasing from 540 children in 2021 to 836 children by 2023. As demand outstripped capacity, average waiting times across the county rose to approximately 66 weeks. By 2024, analysis showed that some children in Basingstoke were waiting up to 18 months to access Portage support, highlighting the need for significant service transformation.

In response, a range of changes were introduced, including revised eligibility criteria, a redesigned Portage delivery model, increased caseload capacity, flexible deployment of staff across district boundaries, enhanced early support resources, and the introduction of temporary practitioners in districts experiencing the highest levels of demand. These measures enabled the service to support more families while reducing waiting times substantially.

By March 2025, average waiting times had reduced to approximately six months. Continued improvements throughout 2025 and 2026 have led to further reductions, with average waits across the county reaching approximately three months by July 2026. Most districts are now operating close to the service aspiration of maintaining waiting times below three months. Although Basingstoke remains above this level, with a waiting time of approximately five months, forecasts indicate that this will continue to reduce in line with other districts.

“Our Approach to Inclusion” Framework

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.

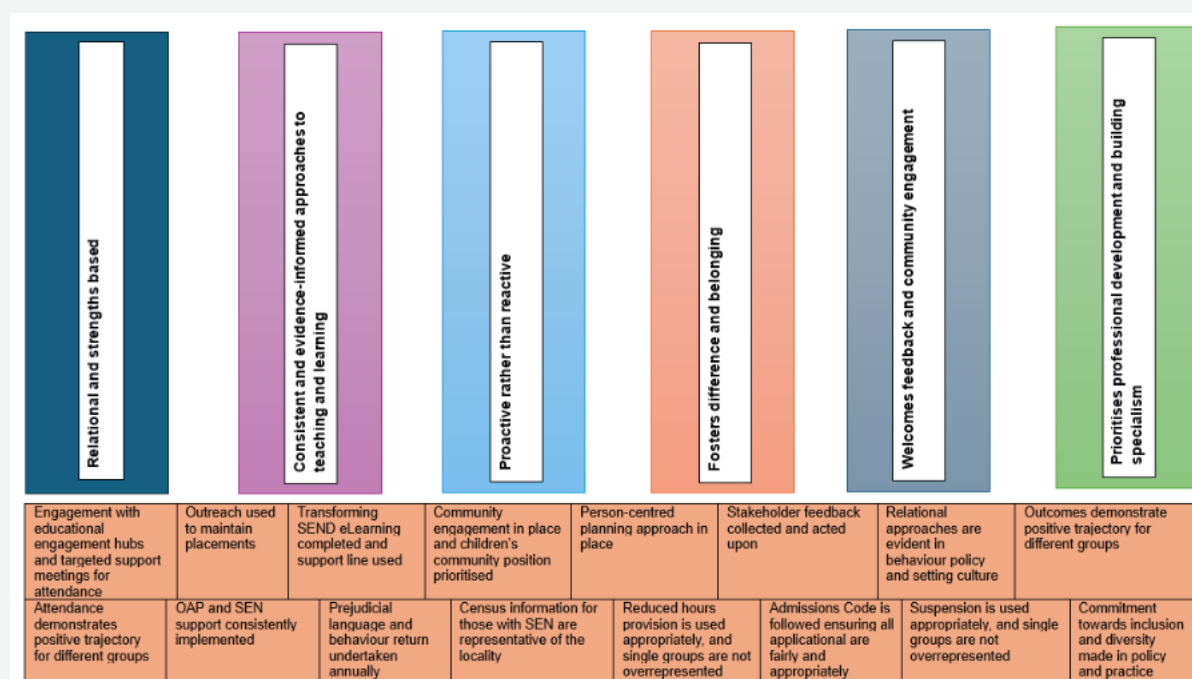
The Framework: A Culture of Inclusion

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 Six Pillars of Inclusion

The framework is built around six interdependent pillars that guide settings in building robust, sustainable inclusive practice. Settings complete an annual self-audit to maintain standards:



Effectiveness of local provision for children and young people with an Education, Health and Care Plan.

Service delivery is strengthening across education, health and social care supported by improvement programmes and targeted intervention overseen by the Local Area Partnership Board.

7.4% of pupils in Hampshire schools have an EHC plan, representing a 0.4 percentage increase since last year which is slightly above the 6% national average.

The SEN Service should complete all EHC Needs Assessments within a 20-week timescale. Hampshire's performance in the calendar year of 2025 (June 2026) was up 11% to 52%, above the national average of 46.1%.

Completion rate of Annual Reviews is an improving picture up to 75.3%, which is similar to national rates (73.6%), although

direct comparison with 2024 is not possible due to changed DfE metrics.

Improvements have been possible through the implementation of a targeted recovery plan and increased resourcing to the SEN Service, including a workforce uplift from 206 to 230 FTE in Aug 2025, with the current permanent staffing level now at 76% (174/230). Hampshire have reduced reliance on agency to 30% from 44% and have engaged in an apprenticeship trial to support an internal growth strategy to manage workforce pressures.

Parents and young people have a right to lodge an appeal in relation to decisions made by the local authority, with the increased number of EHCNA and EHC plans the total number of appeals registered in 2025-26 was 829, compared to 758 during 2024-25. This equates to a 25.8% increase. This percentage increase is slightly higher than the national increase and represents 6.5% of all appealable decision made in a given 12-month period by Hampshire, broadly the same as national rates (6.6%).

Hampshire have worked hard to increase the rate of collaborative resolution to appeals in a non-adversarial way. In 2024/25 87% of appeals were resolved via consent or other agreement pre-hearing compared to 76% in the previous year.

A factor that impacts on appeals is the sufficiency of specialist placements, with Hampshire's current maintained special school occupancy at 102% there is an increasing forecast for placements. Additionally, parents/ carers have shared

that the current sufficiency of specialist placements can result in mismatched placements and 'fragility' within those placements.

Hampshire's SEND Local Area Partnership recognises the need to balance ambitious inclusion in mainstream settings with the planned growth of specialist provision for children and young people whose needs require it, in line with the intent of the SEND reforms. Hampshire have put into place a comprehensive sufficiency strategy and significant capital programme, aligned with SEND Reform planning, that has an ambitious programme to develop specialist inclusion capacity by delivering 561 additional Specialist Inclusion Base (formerly RP) places by 2029 and expanding support base provision to up to 1,125 places over three years, subject to identified need, setting requirements and DfE guidance.

An additional 233 specialist places have been delivered in 2025 which include 93 new special school placements and 140 new resourced provision places. Plans are in place to increase places by an additional 342 over 2026, including the opening of a new special school for pupils with social emotional and mental health needs. Longer terms plans include opening additional special school and satellite provision and continuing to develop resourced provisions (Specialist Inclusion bases).

We have also continued to work alongside Independent Non-Maintained Special Schools (INMSS) to secure sufficient places to meet our growing need by commissioning block placements

ensuring cost efficiencies and placement availability.

Over this year Hampshire have also put into place an updated Alternative Provision action plan, strengthening a consistent, high-quality system that is used appropriately and focused on reintegration.

Transport remains a significant area of demand and cost pressure within the SEND system, linked to rising EHCP numbers, specialist placement sufficiency and the need for children and young people to access appropriate provision. Hampshire has expanded the use of Personal Transport Budgets as part of a more flexible approach to travel assistance, supporting family choice and helping some families to make arrangements that better meet individual needs. For the 2025 academic year, 748 Personal Transport Budgets were implemented, generating £4.1m in cost benefits. This sits alongside wider work to strengthen travel assistance, increase independence and ensure that transport supports access to education while remaining sustainable.

Absence rates for pupils with EHC plan in Hampshire remains high at 14.3% for the 2025/26 autumn term. A significant number of children and young people with SEND continue to access reduced hours provision, often linked to EBSA, anxiety, mental health needs and placement sufficiency challenges. In January 2026, 1,295 children and young people with EHCPs were on a reduced timetable, with an average duration of around 28 weeks, with many pupils remain on reduced timetables for 24-52 weeks or longer. Joint work has been undertaken to

ensure shared data exists related to school attendance orders and reduced hours provisions, resulting in targeted joint work for those of highest concern. HIAS and ISS working together to support attendance thorough signposting to the SEN Support line, targeting training to deliver ordinarily available provision in schools, working directly with the education setting, monitoring the use of reduced hours provisions and implementing a team around the school approach.

The Team around the school approach identifies and implements support for schools with the highest level of absenteeism and/or complex SEND needs. During Cohort One (October 2024 – December 2025), the model was introduced in 16 schools who identified different areas for focus. Of these schools, there were reported reductions in absenteeism in 3 schools, reduced suspension rates in 6 schools and strengthened early identification and multi-agency collaboration through ‘Making a Plan’ meetings. A special school also reported a reduction in classroom closures (due to staff absence) from 31 in 2023/24 to none since December 2024. Cohort Two, which began in September 2025, has engaged 14 schools to date. Next year, the project will continue to expand the pilot, implement revised models, and focus on improving educational engagement and SEND support through collaborative working.

Inclusion Support Service (ISS) also work alongside our Complex Admissions Panel to identify and support children struggling to secure school placements. Our complex admissions panel has placed 38

learners into mainstream and 7 into Alternative provisions, ensuring early and coordinated planning for children and young people from education, health and social care.

This work has been supported by continuous professional development offers with our mainstream education providers to ensure they are confident in supporting complex learners in mainstream settings including development with local authority services and e-learning modules to improve skills in supporting complex learners that have been accessed over 4,000 times and have a 95% recommendation rate.

Social, emotional and mental health needs now appear in the top three primary needs across Primary Mainstream (second), Secondary Mainstream (first) and Special Schools (third). The HPCN annual survey show that parents/carers report weak SEMH support across the system, with only 34-40% reporting positive support in mainstream settings, 53.7% commenting on waiting time and delays, and strong qualitative themes around delays to accessing CAHMs.

Average waiting time for a CAHMS initial assessment have reduced over the last year to 47 weeks and average wait time from referral to start of treatment is now 58 weeks (March 2026), recovery plans have been working to increase staffing, focus on delivery of group interventions and setting up new Early Help teams. Moving forward there are plans to increase risk review calls to those waiting, manage appropriate referral pathways and link further with social care and School nursing to identify schools with

and without School Mental Health Support Teams (MHST) to determine areas of need and signpost appropriately.

Mental Health Support Teams (MHSTs) now cover 56% of settings, including 73%

of secondary schools. This alongside special school nursing pathways and ND MDT development demonstrate an emerging integration between health and education.

Current Priorities

- Assure quality and consistency of inputs into EHC plans across health, social care and education.
- Continue pace of specialist provision development and mainstream resourced provision expansion.
- Strengthen commissioning levers, including block contracts, price negotiation and market oversight.
- Align sufficiency planning with long-term SEND trends (SEMH increases, post-16 system capacity, ND pathways).



Supporting Complex Needs in a Mainstream Infant School (Hampshire Educational Psychology)

A mainstream infant school faced increasing number of pupils with significant and complex developmental needs, including a high number of EHCPs and emerging SEN within a diverse community. Key challenges included enabling meaningful inclusion in mainstream classrooms, building staff confidence—particularly at transition into KS1—and addressing parental isolation and engagement barriers.

A multi-layered, partnership-led approach was implemented through Educational Psychology input and wider multi-agency collaboration. Key interventions included:

- **Co-produced Family Support Hub**, developed with parents and professionals (including OT, SaLT, school nursing and voluntary sector partners), providing regular support, information and peer connection.
- **Workforce development**, including termly consultation, planning sessions and learning walks using evidence-based frameworks (e.g. Circle of Inclusion), strengthening teacher understanding of communication, inclusion and adaptive practice.
- **Structured implementation planning**, using collaborative tools (e.g. MAPS/PATH) to embed inclusive strategies and review impact across KS1 teams.

The intervention led to sustained improvements at system, workforce and pupil levels:

- **Staff confidence and practice** improved, with more consistent inclusive approaches, better adaptation of teaching, and enhanced classroom environments.
- **Pupil outcomes** showed increased participation, improved transitions and a stronger sense of belonging within the school community.
- **Parent engagement** increased significantly, with families reporting strengthened relationships with professionals and reduced isolation.
- The model is now informing wider school practice and influencing local system learning through governance and SENCo networks.



“Success can look different for each child and this is ok.” (Teacher)

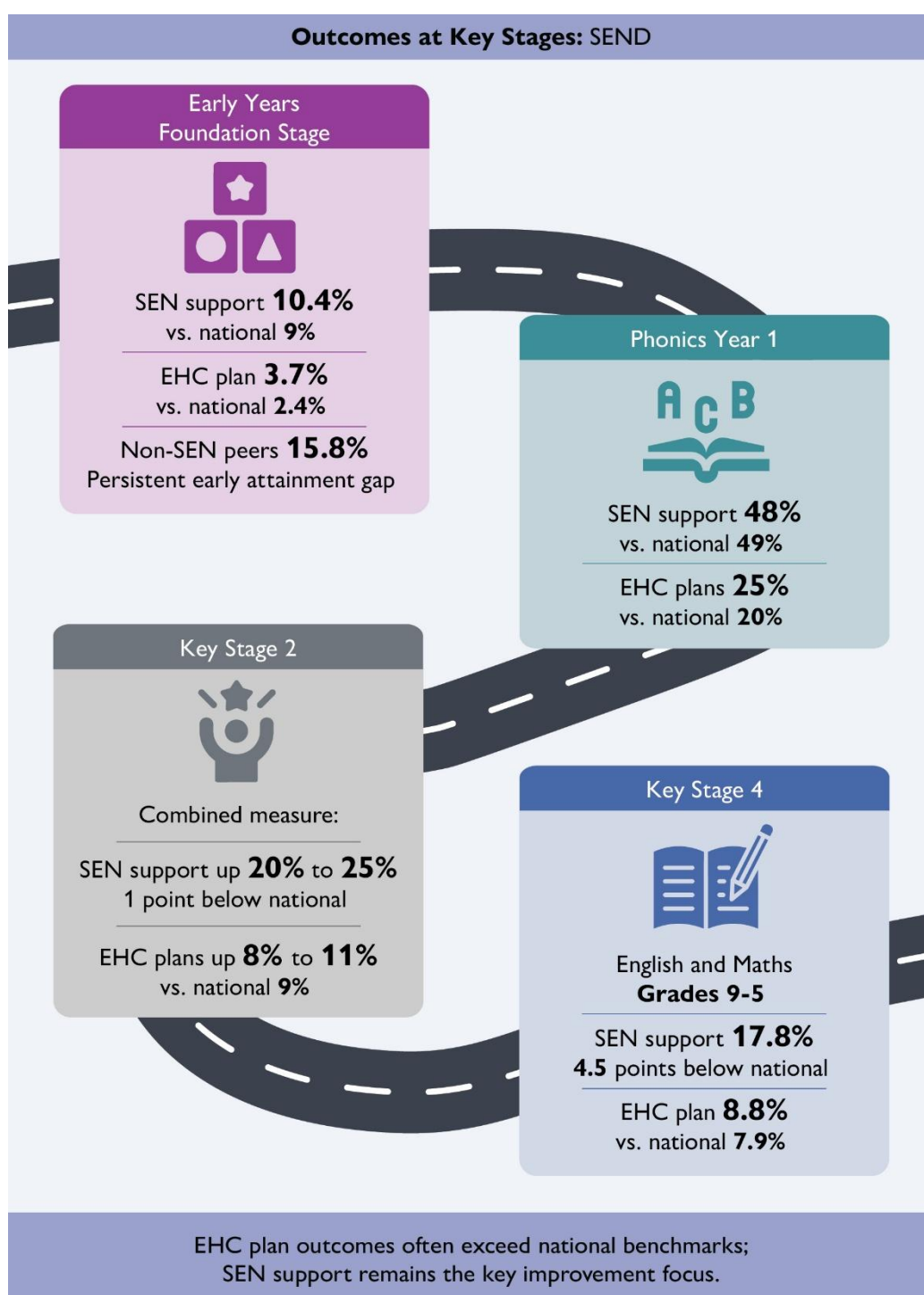
“Gives us a voice and the opportunity to be heard.” (Parent)

“This work... has been hugely impactful... ensuring our school community thrives.” (SENCo)

This case demonstrates how sustained, co-produced and evidence-informed intervention—combining workforce development, family engagement and multi-agency collaboration—can significantly improve inclusion and outcomes for children with complex needs in mainstream settings.

Outcomes for Children and Young People with SEND

1. Outcomes at Key Stages: SEND



Attainment for Hampshire children with SEND in the Early Years Foundation Stage (EYFSP) continues to outperform national averages for SEN Support (10.4 vs 9) and those with EHC plan (3.7 vs 2.4). Despite this, outcomes remain significantly below those of peers without SEND in Hampshire (15.8), demonstrating the persistent early attainment gap. Early identification and targeted SEND support remain essential to narrowing this disparity.

For Phonics (year1) performance is broadly in line with or stronger than national comparators for pupils with EHC plans (25% vs 20%), though SEN Support outcomes remain marginally below (48% vs 49%).

At Key Stage 2 (combined measure) although both groups show year-on-year improvement, with pupils with EHC plan improving from 8% to 11% (above national average of 9%). SEN Support, although improved from 20% to 25% remains below national by 1%.

At Key Stage 4 English & Maths (Grade 9–5) pupils with EHC plan outcomes exceed national benchmarks (8.8% vs 7.9%), but SEN Support outcomes remain 4.5% below national at 17.8%.

Exploring wider Key Stage 4 using the Attainment 8 measures we see a continuation of this trend with pupils with EHC plan exceeding national averages (16.3 vs 14.9), while SEN Support again fall marginally below (31.9 vs 33.6).

Trends show a continuation of historical patterns related to SEN Support attainment falling below national benchmarks, although improvements can

be seen in response to the roll out of 'Our Approach to Inclusion' and Ordinarily Available provision guidance and support.

2. Preparation for Adulthood (PfA)

Post-16 Participation (EET at age 17) for learners with EHC plans remains stable year on year at 80.2% but remains 3.8% below the national position. In Hampshire NEET figures for pupils with no SEND continue to outperform national comparators at 4.2%, however although improved from last year NEET figures for learners with EHC plan at 10.6%, remain above the national average of 9.9% and for SEN Support, at 11.1% compared to 9.9% nationally; the gap is more pronounced.

Hampshire has improved year on year for adults with learning disabilities accessing employment with 6% in employment compared to 5% nationally, this is supported by strengthened pathways and employer engagement.

Engagement with parents/ carers through the annual HPCN survey has shown that currently only 23.5% felt positive about their young person moving to their next settings, this included (but was not exclusively) about post-16 and preparing for adulthood transitions, with only 17.7% saying that PfA goals are included in their EHCP. This highlights a need for further co-ordination in transition planning in preparing for adulthood with a focus on employment outcomes and independence and community inclusions.

Hampshire has made significant progress over the past year in embedding Preparing for Adulthood across the local area, including:

- 53 learners accessing Independence Hubs, a provision for learners with complex needs in mainstream FE colleges.
- The expansion of Hampshire Achieves (Pathways programme & Supported Internships)
- Four colleges, including Hampshire Achieves, engaging in Supported Internship pilots for learners without EHCPs to strengthen employment pathways for those with SEN Support with 87 learners accessing over the last two years.
- Job Coach support embedded in two colleges via the Future Skills pathway (2025/26) supporting employability skills for 24 learners so far.
- 135 supported internship completions in 2024/25 across providers in Hampshire, with 52 progressing directly into paid work.
- 302 learners receiving targeted employability support as part of the Employability Hub Programme delivered across FE colleges in Hampshire.
- 92 learners without EHCPs accessing pilot supported internships
- Preparing for Adulthood training delivered to 107 professionals, focusing on PfA reviews, planning tools, key outcomes, and promoting best-practice and collaboration.
- 18 additional high-needs places were created in post-16 college sites through the awarding of four grants to fund improvements and enhance facilities in 2025.
- Strong partnership working with Independent Futures Team and Adult Social Care to support Care Act transition assessments, particularly for those accessing newly created

high-needs places in mainstream college sites.

- Hampshire County Council has strong engagement with Principles across our General Further Education and other post-16 settings.

Employer engagement activity now reaches approximately 250 employers, improving awareness of inclusive employment and creating pathways for future supported internship placements. This work has been supported by:

- Strengthened Job Coach training and development increasing staff confidence, capability and consistency across the post-16 sector.
- Awareness of inclusive and alternative recruitment approaches through targeted employer engagement session and reverse job fairs, encouraging employers to offer supported internship placements.
- Delivering Vocational profiling across 9 secondary schools, supporting 29 learners with EHC plans in Year 9 and 84 learners identified as needing SEN Support in Year 10 and 11.

The Independent Futures Team (IFT) is a dedicated Adult Health and Care Transition Team, that begins engaging with young people from the age of 14, completing early assessments and planning support well ahead of their 18th birthday.

There is increased partnership working between IFT, Younger Adults, Children's Services, and SEN in Hampshire. This strengthened collaboration is supporting earlier information sharing about young people who may require adult social care,

enabling joint planning and more coordinated support for young people and their families. Referrals are being made more promptly, helping to ensure smoother transitions and timely access to the right support. This is evidenced by a 40% increase in referrals from 2025 to 2026.

Adults' Health and Care (AHC), including the Independent Futures Team, are currently supporting over 3,290 young people (under 26 years old) with SEND who have an open case. Of this group, 1,065 young people are identified as having an EHCP or formal SEN support, and just over half (598) have had an assessment with AHC and have been found to have eligible needs.

Young people with SEND who receive a support plan from AHC to help them achieve their outcomes are supported through the following types of service provision:

- Assistive Technology (TEC) and Telecare
- Day Opportunities/Services
- Respite
- Direct Payments
- Enablement (domiciliary care/support work)
- Shared Lives
- Supported Living
- Residential Care

The majority of young people are being supported to continue to live independently, with only 27 young people (5.2%) in long term residential settings and 32% benefiting from Direct Payments, well above the average across AHC (19%).



Supported Internships – Alfie’s Story

The Supported Internship programme in Hampshire demonstrates strong effectiveness in improving outcomes for young people with SEND, enabling progression into paid employment and greater independence. Through a structured approach combining employability training, personalised job matching, and graduated workplace support, Alfie successfully developed key skills including CV writing, interview techniques and workplace behaviours, leading to a paid role at a local hotel.

The provision’s emphasis on job coaching and tapering support enabled him to travel independently, manage his work schedule and gain accredited workplace training, significantly increasing his confidence.

This holistic, person-centred approach not only improved Alfie’s life chances but also reduced parental anxiety, evidencing the impact of coordinated, aspirational pathways across Hampshire in supporting young people into sustained employment and independent living.

You can see Alfie’s story here: [Supported Internships - Hampshire County Council](#)

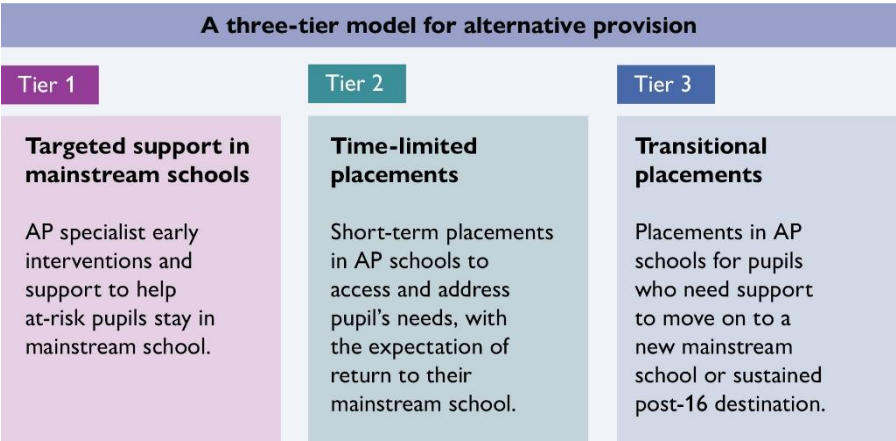
3. Alternative Provision (AP)

Hampshire uses Alternative Provision (AP) as part of a three-tier model: early intervention to maintain a placement; time-limited support to re-establish a placement; and provision that maintains education while a child or young person prepares for reintegration or transition to a suitable destination. Hampshire has developed a broad and diverse AP market capable of providing tutoring, therapeutic, vocational and personalised interventions matched to individual needs which includes Education Centres, Primary Behaviour Service outreach and in-reach, Future You, Hampshire Outdoors, Hampshire Music Service and hospital and secure provision. The intended outcomes are to maintain engagement in learning, reduce suspensions and permanent exclusions, improve attendance and personal development, and support successful reintegration or progression to education, training or employment.

As of May 2026, there are 236 children and young people who were single rolled at an Education Centre, 346 who were dual rolled, and 189 receiving Education Other Than at School (EOTAS)

arrangements. Primary Behaviour Service activity increased from 2,111 interventions in 2023/24 to 2,218 in 2024/25. Between the start of the 2025/26 academic year and May 2026, the service recorded 2,044 outreach referrals, consultations and in-reach interventions (part year figure).

For locally commissioned packages, 549 children and young people were supported between October 2025 and March 2026. Of these, 443, or 81%, received provision through an on-framework provider, 80, or 15%, through an off-framework provider, and 26, or 5%, through in-house provision. There were also 112 learners with local authority-arranged EOTAS packages and 469 learners receiving packages while awaiting specialist placement, comprising 190 school-aged learners, 182 in Years 12 and 13 and 97 in Year 14 or above. All children and young people awaiting placement or EOTAS have comprehensive education packages in place. These figures demonstrate the role AP currently plays in maintaining educational support where a suitable longer-term placement is not yet available, but they do not provide evidence of subsequent reintegration, attainment or destination outcomes for these cohorts.



Destination information for young people leaving Tier 2 Education Centre provision in 2023 (May 2026) shows that across Hampshire, 89.3% moved to destinations that met Raising the Participation Age requirements, 2% moved to destinations that did not meet those requirements and 8.6% were recorded as working towards participation, taking a temporary break or having an unknown situation. Outcomes varied considerably between Education Centres, indicating that consistency of transition and destination outcomes requires further evaluation. As this information relates to 2023, it represents a historic picture with ongoing work under the refreshed framework supporting quality assurance and ongoing improvement (awaiting updated destination data).

Across Education Centres, transition arrangements include baseline assessment, reviews at three and six weeks, at least half-termly consideration of attendance, behaviour, academic progress and provision, and supported transition back to school. Home schools retain a connection with pupils, and outreach workers can support reintegration until the receiving school and Education Centre agree that this is no longer required. These arrangements provide a framework for outcome-focused planning, but Annex A does not include aggregated data showing how many children successfully reintegrate, how long reintegration is sustained or how outcomes differ by need, placement type or duration in AP.

Quality assurance has strengthened through the introduction of the AP Register and associated Hampshire Improvement and Advisory Service

(HIAS) quality assurance process. Providers seeking inclusion on the framework are required to complete due diligence checks and undergo a HIAS quality assurance visit. The framework includes pass/fail assessments, monitoring of provider compliance and repeat visits where previous quality assurance activity is over two years old, providing greater oversight of safeguarding, quality and suitability of provision.

By June 2026, 204 providers had applied to enrol, 189 had passed enrolment and 117 had passed the call-off stage (11 providers failed and four withdrew or where suspended); 90 had received either an earlier or a new HIAS visit. Providers are required to report at least termly on children and young people's attendance, participation, progress, confidence, personal outcomes, aspirations and next steps, and to demonstrate how provision contributes to EHC plan outcomes. Site visits consider safeguarding, health and safety, attendance, culture and progress, while concerns are overseen through Quality Outcomes and Contract Monitoring arrangements.

Overall, Hampshire has established a broad AP offer, clearer commissioning controls and stronger expectations for monitoring individual progress. Available evidence demonstrates positive outcomes in particular programmes and a high proportion of positive Education Centre destinations in the 2023 cohort. However, the partnership does not yet have a sufficiently current and consistent system-wide dataset to evaluate attendance improvement, academic or vocational progress, successful and

sustained reintegration, destinations, placement duration, or children and families' experience across all forms of AP. Strengthening this outcome dataset is therefore a key priority, alongside ensuring AP remains purposeful, time-limited and linked from the outset to a clear reintegration or transition plan.

Current Priorities:

- Strengthen outcomes across All Key Stages through the continued roll out of OAP guidance and improvement programmes in schools.
- Strengthen joined up approach to Preparing for Adulthood through development and delivery of a joint strategy with integrated actions across the Local Area Partnership
- Further expand pathways to employment via Supported Internships and employer engagements, for learners with SEN and EHC plans
- Set up stronger process for linking Childrens Service SEND data to AHC systems when young people transition into Adult Health and Care.
- Develop a consistent Travel Training offer centrally and via further education providers
- Continue to quality assure new and established AP providers
- implement full AP data system (study bugs) to monitor attendance, engagement, progress and reintegration into full-time mainstream or specialist provision outcomes
- Implement the Studybugs management information system to ensure greater oversight of directly commissioned non-school alternative provision

Hampshire Outdoors - Multi-Adventure Participation Programme (MAPP)

The Multi Adventure Participation Programme (MAPP), delivered by Hampshire Outdoors, is a high-quality alternative provision supporting young people aged 14–16 with Education, Health and Care Plans (EHCPs) who are unable to thrive in mainstream school settings. The programme responds to increasing need linked to mental health, behavioural challenges and disengagement from education, offering a strengths-based, outdoor learning approach that promotes wellbeing, confidence and sustained engagement.

A growing group of young people with SEND were experiencing low attendance, anxiety, emotional regulation difficulties and risk of exclusion despite statutory provision being in place. Traditional classroom-based approaches were not meeting their needs, and families and schools required a meaningful alternative that could re-engage young people, support wellbeing and maintain ambition.

Young people are referred via the SEN team and participate in a year-long programme which includes:

- A seasonal timetable of adventurous outdoor activities (e.g. mountain biking, climbing, paddle sports)
- Team-building and problem-solving challenges to develop communication and resilience
- Bushcraft, conservation and environmental education
- Completion of the Duke of Edinburgh's Bronze Award, with sessions contributing to all award sections

The programme is delivered by skilled staff who build trusted relationships with young people, adapting activities to meet individual needs. Children, young people and parents/carers contribute feedback which informs ongoing development and improvement.

MAPP has demonstrated strong engagement and positive outcomes:

- Average attendance of 95%, significantly higher than previous patterns for many participants
- Improved confidence, resilience, emotional regulation and teamwork
- Increased motivation and willingness to engage in learning and challenge
- Achievement of nationally recognised outcomes through the Duke of Edinburgh Award

Young people report feeling valued and successful in an environment where they can learn differently, while families gain confidence that their child is safe, supported and progressing.

Voices from Families and Staff

"The provision you have made is by far the most successful and constructive component of her Alternative Provision... an incredibly positive experience." (Parent)

"Attendance is around 90%. He is always keen to try new activities and is motivated to complete his Bronze DofE." (Staff)

MAPP exemplifies effective alternative provision within Hampshire's SEND system. It:

- Addresses unmet need through creative, inclusive practice
- Supports mental health and reduces risk of exclusion
- Offers aspirational pathways for young people with SEND
- Demonstrates how tailored provision can improve outcomes beyond statutory minimums

The programme shows that when provision is designed around relationships, wellbeing and meaningful challenge, young people with SEND can re-engage, achieve and thrive.

Improving family experiences

Hampshire has accelerated a culture of co-production, with children, young people and parents meaningfully informing strategic planning, service design and continuous improvement across the SEND system. Significant progress has been made in establishing structured participation routes and embedding lived experience into the Local Area Partnership's governance and decision-making:

- A highly active and effective Hampshire Parent Carer Network (HPCN), with a membership of 3,272, ~300k social media reach, hosting 60 Get Together sessions (incl. online) per annum, and engaging in the Local Area Partnership Board and strategic oversight across the Partnerships Governance. HPCN's large-scale 2026 parent survey received 1,617 responses, provided an evidence base used directly in this Local Area Self-Evaluation.
- A strengthened Hampshire SEND Youth Forum, co-producing both the Participation Strategy and Participation Guidance, and engaged in multiple priority workstreams (Autism, Mental Health, Hidden Disabilities, Transitions).
- Hampshire SEND Youth Forum members consistently influence Local Area Partnership Board decision-making through structured two-way communication and project

groups, including a LAPB project steering group, Accessibility Ambassadors and input to OAP guidance.

- A growing "Have Your Say" network, widening reach and engagement opportunities across schools, youth groups and organisations.
- Co-production is embedded across key programmes including Ordinarily Available Provision guidance development, Local Offer webpage updates and resource development, Transforming SEND (TSEND), Alternative Provision reforms, and Neuro-Diversity pathway development.
- #BeeWell survey provides independent large-scale evidence including over 20,000 young people with SEN from Hampshire, Southampton, Portsmouth and the Isle of Wight that provide insight to SEN pupils wellbeing and compliments local participation activities to inform strategic priorities across the Local Area Partnership.

Co-production practice across Hampshire, while strong at strategic levels is not yet consistently embedded across all settings, especially in relation to early engagement and shared planning of pathways. This is also highlighted in the HPCN annual survey which highlights that parent / carers still report a gap between the EHCP 'paper' and real-world outcomes, showing that there is still work to be done to fully embed the voice of children, young people and families in individual planning and service delivery, in transparent ways that have real world impacts.

Parent and children and young people representatives' have fluctuating capacity to engage due to caring responsibilities, managing SEND and other life commitments. This requires additional work to ensure a wide and sustainable pool of trained and supported representatives engaged in a timely way.

The provision of information, advice and guidance to parents/carers and children and young people in Hampshire is vital. Our Local Offer aims to support families to access the right support early, gather feedback and support our improvement outcomes. In March 2026 the Local Offer was accessed 31,032 times by 13,067 unique users, approximately 10 times the number of views in January 2020. However, the recent HPCN annual survey highlighted that approximately 50% of parents/ carers are unaware of the Local offer, and there is a very low reported usage. Work has been undertaken to increase engagement, and will continue into next year:

- In November 2025 the Local Offer for Hampshire was moved to the Connect to Support Hampshire (CTSH) platform, this platform is mobile friendly, has embedded language translation and accessibility tools. This move also coincides with a focused update of content and embeds the Local Offer within a 'life-long' information and support platform creating an all-age resource to access support and guidance.
- A series of 'Local Offer Discovery Days' were delivered during Spring 2026 The project aimed to address a known gap in how families access and understand the SEND Local

Offer, providing opportunities for families, young people and professionals to connect directly with services, proving preventative, early-help for families directly in their communities. 514 people attended 11 Local Offer Discovery Days across Hampshire with consistently high satisfaction levels (8-10 out of 10) and reported increase awareness, confidence and service access.

- The Local Offer creates a key mechanism in capturing voices and feedback beyond our established groups, enabling engagement with families who may be seldom heard or less likely to participate in formal forums. The ongoing community engagement supports our continuous improvement and increases visibility of available provision to families.

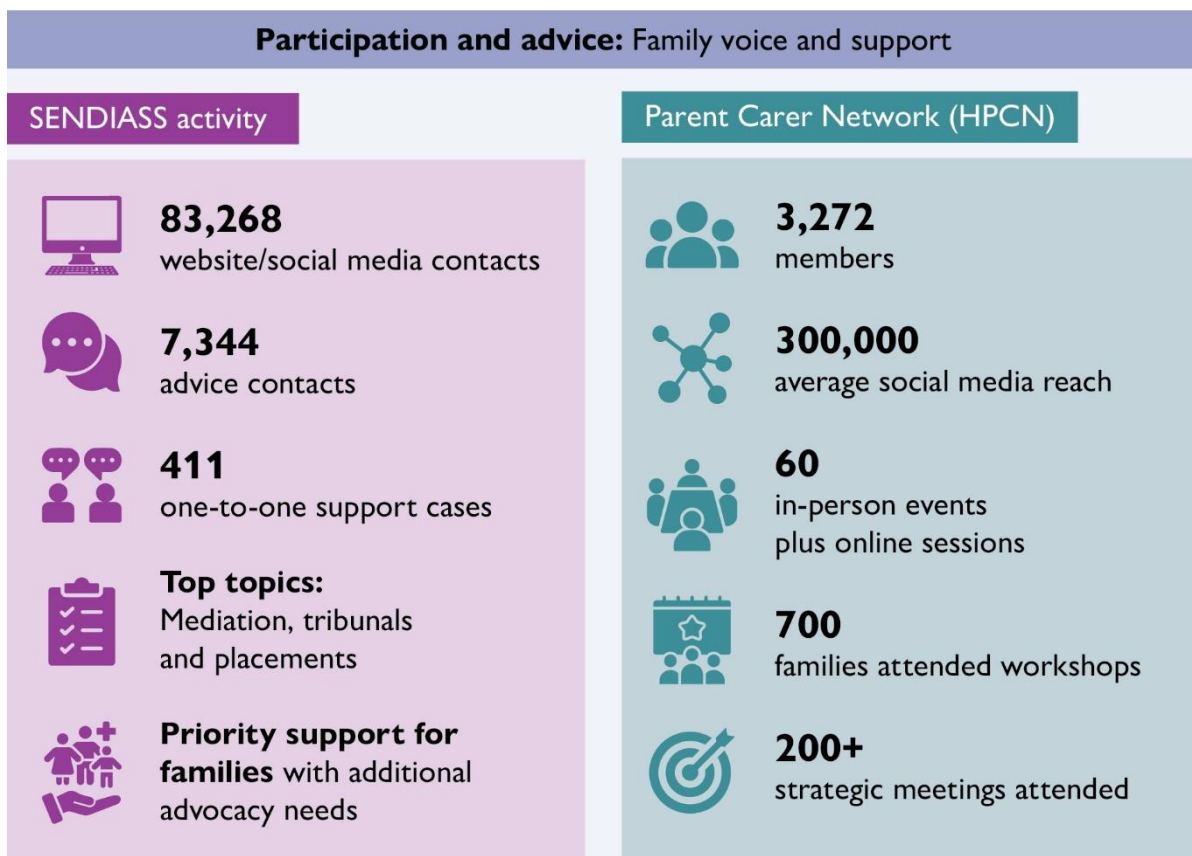
Our impartial SENDIASS service engages regularly with the partnership to provide insights and ensure dissemination of vital information to families. There 2024 reach included 61,500 website/social users, 5,800 advice contacts, 400 1:1 cases and they continued to plan increased advice capacity and agility in preparation for upcoming SEND reforms.



Participation means more than just being asked for your views—it's about being listened to, involved in decisions, and having the power to shape the services that affect your life – SEND Youth Forum Member

Current Priorities:

- Work alongside schools and settings to routinely embed co-production with parents and CYP in support planning, annual reviews, and transition planning.
- Continue building parent representative capacity and succession planning.
- Expand youth participation beyond structured groups into everyday service planning and local-level decision-making.
- Strengthen feedback loops in place to ensure Local Offer details remain relevant and accessible for families.
- Undertake additional awareness building of the Local Offer for all children, young people and families with SEND
- Continue to build strong lived experience input into strategic decision making and priority setting through engagement and growth of participation groups and surveys.



Participation and influence: Hampshire SEND Youth Forum

February 2025 – March 2026

Key activity and engagement



8

members represented young people across Hampshire

Current membership: 7 • Elected Chair and Deputy Chair in place



172

hours volunteered



20

online meetings + **5** in-person project groups



4

Local Area Partnership Young People's Steering Groups

Following attendance and observation at 3 Boards

Projects, events and development



7

HIPS-wide partnership events

Hampshire, Isle of Wight, Portsmouth and Southampton



24

one-to-one sessions

Supporting individual development and engagement



11

project groups

Autism Awareness • Hidden Disabilities • Accessibility Ambassadors

Have Your Say Network

Powered by Hampshire SEND Youth Forum

Hampshire SEND Have Your Say is 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 you or your organisation is interested in becoming part of **Hampshire SEND Have Your Say**, please get in touch with our team to discuss this further at SEND.Emp@hants.gov.uk. 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 and be informed of regular engagement opportunities).

Strengthening the Local Offer Through Platform Redesign and Co-Production

The Local Offer is a critical tool for children and young people with SEND, their families and professionals. During 2024/25, Hampshire undertook a comprehensive review and redevelopment of the Local Offer, alongside migration to a new digital platform. This work aimed to improve accessibility, clarity, consistency and coproduction, ensuring families can more easily understand what support is available and how to access it.

Feedback from families, young people and professionals highlighted significant barriers to effective use of the Local Offer including difficult navigation and over-reliance on inaccessible PDFs, inconsistent and sometimes outdated provider information, unclear pathways, particularly across health, social care and transitions and limited opportunities for meaningful engagement and feedback.

These issues risked reducing confidence in the Local Offer and made it harder for families to make informed decisions and access the right support at the right time.

The Local Area adopted a whole-system, collaborative approach to improving both the platform and its content. Platform and Accessibility Improvements included:

- A clearer structure with intuitive menus and large thematic tiles
- Replacement of many PDFs with accessible webpages; remaining documents updated for screen readers
- Improved tagging and search functionality
- Removal of outdated directory listings
- Enhanced accessibility, including Easy Read functionality, Google Translate, adjustable contrast and colour, embedded videos and a reduced reading age (to approximately 9 years)
- Introduction of a Local Offer template for providers to create consistency and improve quality of service listings

Significant revisions were co-produced with partners across the Local Authority, NHS, SENDIASS, HPCN and with young people and parents/carers, including:

- Preparing for Adulthood: clearer pathways into adult services, expanded Post-16 options, and new content on everyday life skills such as living independently, shopping, holidays and learning to drive, shaped directly by young people's feedback
- Children in Care and Care Leavers: clearer distinction between universal youth information and care-leaver specific content, with simplified language, videos and infographics to explain complex legal concepts
- Health Pathways: clearer NHS assessment pathways developed with HPCN and specialist health teams
- Neurodiversity: creation of a dedicated neurodiversity section, refined through feedback from parents, SENDIASS and health partners, with plans to align further with Neurodiversity Hubs
- Social Care: consolidation of previously fragmented information and addition of guidance for families who do not meet eligibility thresholds
- Complaints and Resolving Differences: clearer, more accessible information developed with the complaints team

Impact and Learning

The updated Local Offer is now more accessible, easier to navigate and more responsive to lived experience. Families report greater confidence in finding relevant information, while professionals benefit from clearer pathways and improved consistency.

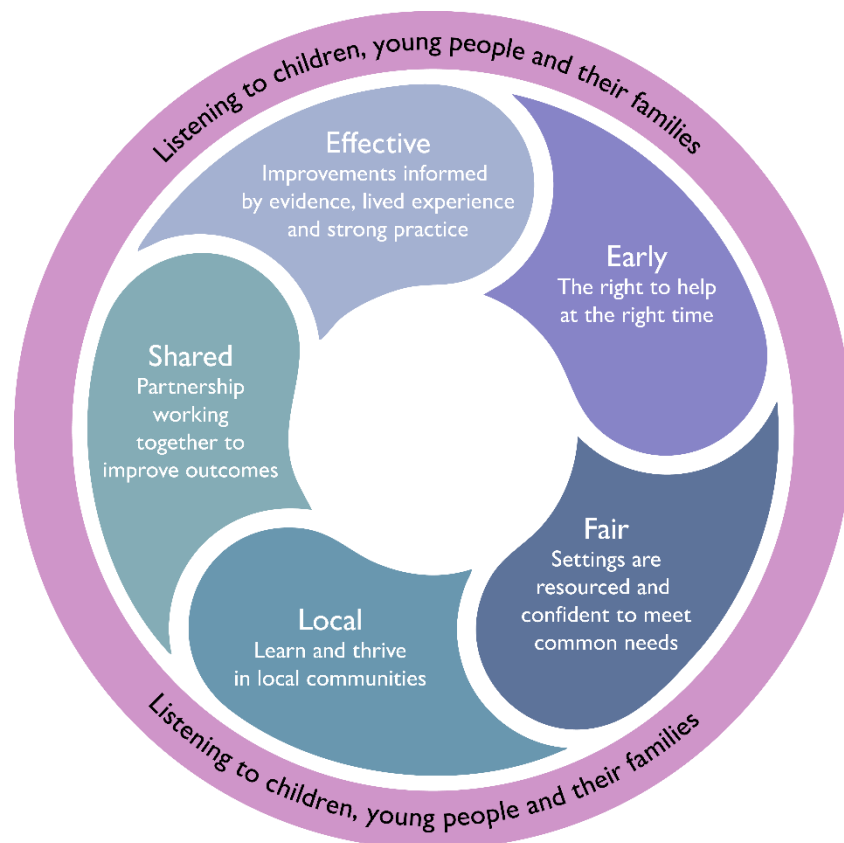
Engagement activities, including CAMHS PACE events, parent support groups, conferences and community events, have strengthened feedback loops and embedded coproduction as an ongoing practice rather than a one-off exercise.

Our Action Plan Principles: Key Statistics Summary.

The following key statistics draw together evidence from the Self-Evaluation Framework and align it to the five action plan principles agreed in the Hampshire SEND Local Area Partnership Strategy: Early, Local, Fair, Effective and Shared.

These principles provide the framework for how the SEND Local Area Partnership oversees improvement, measures progress and holds itself collectively accountable for strengthening outcomes and experiences for children and young people with SEND.

The statistics below summarise the current SEND system picture, highlighting where progress is being made and where continued focus is needed to deliver the shared vision for children and young people to be heard, safe and happy, learn in inclusive environments, access joined-up services and progress to independent adult lives.



SEND Local Area Partnership: Early, local, fair, shared and effective

Early	Local	Fair	Shared	Effective
 <p>Portage waits reduced from 14-19 months to 4-5 months.</p>	 <p>27 special schools, 3,622 pupils</p>	 <p>23.7% of looked-after children on SEN support and 34.4% with EHCPs</p>	 <p>Local Area Partnership meets every 2 months</p>	 <p>20-week EHCP timeliness 52% vs. 46.1% nationally</p>
 <p>Speech and language therapy average 12 weeks</p>	 <p>Special school places up by 93 since September 2024</p>	 <p>1,604 accessing Gateway/ Gateway Plus short breaks</p>	 <p>56 children and young people on the Dynamic Support Register</p>	 <p>87% appeals resolved pre-hearing</p>
 <p>Physiotherapy average wait 12 weeks</p>	 <p>20,499 EHCPs maintained, up 15.3%</p>	 <p>53 learners accessed Independence Hubs</p>	 <p>185 supported internship learners with 52 into paid employment</p>	 <p>Annual review completion 75.3% vs. 73.6% nationally</p>
 <p>4,159 EHCNA requests in 2025/26, up 5.8%</p>	 <p>Local Offer accessed 31,032 times by 13,067 users in March 2026</p>	 <p>Appeals rate 829, up 25.8%</p>	 <p>4,000+ inclusion e-learning accesses with 95% recommendation</p>	 <p>Annual review completion 75.3% vs. 73.6% nationally</p>
 <p>MHSTs cover 56% of settings and 73% of secondary schools</p>	 <p>4,124 school-age SEND pupils receiving transport assistance</p>	 <p>Direct payments used by 32% of young adults</p>	 <p>150+ SENCos trained</p>	 <p>Decision timeliness 58.1% vs. 52.4% nationally</p>