

Hampshire's Educational Landscape: Collaborative Briefings

Children's
Services

Thursday 22 January 2026

09:30 Secondary maintained

11:00 Primary maintained

13:00 Special maintained & Education Centres

14:30 Academies

Full slide set including slides for all phases and governance structures

Our vision

Serving the people
of Hampshire with

**purpose and pride
to improve lives**

today and for tomorrow.



Our values

Working as one organisation

We **collaborate** with each other and our partners for the good of our service users. Support each other to recover quickly from setbacks and take responsibility in managing our personal and organisational **wellbeing**. We **work together** to ensure we are a healthy and **resilient** organisation.

Integrity and respect

We value and encourage every individual for their unique strengths, and demonstrate our confidence in each other through our language and behaviour. We are fair, honest and reliable in everything we say and do.

Making a difference

Our work puts people at the forefront of what we do and helps communities across the county to thrive. We **care**.

Professionalism

We work hard to deliver the best services that we can and we hold ourselves **accountable** for our performance. We have pride in what we deliver and enable.

Continuous improvement

We are **ambitious**. We challenge ourselves to innovate, be creative and work to create a sustainable, future proof Hampshire.

Priority themes

Thank you and farewell to our **DCS Stuart Ashley** on his retirement

Steph How Deputy DCS will take the interim post until substantive appointment: external advert, interviews March 24

Thank you and farewell to our **County Education Manager Access & Resources, Emma Steele**

Congratulations Laura Hamson, who after a rigorous external interview process was appointed and has already started the transition process to the role of **County Education Manager Access & Resources**

Priority themes

Special Educational Needs

White Paper – what will it bring?

Capital spend on SEN provisions

- Last year was circa £30m, next year we could be in excess of £35m with £62m planned over the next three years to create at least 1000 specialist places by 2030
- Places created [Hampshire County Council progresses plans for 157 new school SEND places](#)

Useful resources for supporting SEND and promoting inclusion:

- Ordinarily Available Provision and SEN Support Guidance, videos and parent leaflets: [guidance and videos](#), [Parent, carer and professional leaflets](#)
- Fully funded elearning on meeting the needs of complex SEND [elearning](#) **High recommendation rates**
- Training overview including support for SENCos, implementing ordinarily available provision and support from all services [Authority SEND and inclusion offer overview](#)
- Fully funded SEN support line [SEN Support Line Enquiry Form](#) **High recommendation and satisfaction rates**
- Family Information and Support Hub – The Local Offer [SEND Local Offer | Hampshire CTS](#)
- SEN conference 6 February 2026 – Looking at behaviour through a communication focused lens [conference booking](#)



Campaigning for Investment and Bold Reform in Education and SEND - Strong Support, Early Help, and Inclusion

We're backing a campaign for increased and fairer education funding and major reform to special educational needs and disabilities (SEND) provision

- f40 continuing campaign with a national week of action calling for lasting reform to the SEND system and fairer funding for schools.
- Campaign engaged Ministers, MPs and policymakers to push for early intervention, better resources for schools, and stronger inclusion for SEND pupils.
- Hampshire leaders attended Westminster events to champion the views and experiences of Hampshire schools, families, children and young people.
- f40 urges Government to ensure upcoming reforms and funding commitments are sufficient to tackle the SEND crisis.
- Schools and communities encouraged to raise issues locally and involve their MPs in supporting the campaign.

F40 Campaign's parliamentary reception: Monday 19 January 2026

The event went really well; we had over 50 MPs or their staff member sign in (and no doubt a few more that didn't) along with councillors. A real cross section of parties, views and understanding with lots of good discussion and questions.

Annual MP and District Cllr briefings, all attended by our elected members, Cllrs Chadd and Forster



Children's Services

Hampshire County Council SEND: Key Points

To sit alongside: [ADCS SEND the evidence base for reform FINAL.pdf](#)

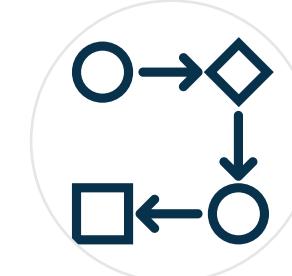
Hampshire County Council

Priority themes

Special Educational Needs

Digital Optimisation is a holistic approach to both business and technology architecture. It is achieved by understanding a service end-to-end, then puts in place an over-arching digital and technology architecture which maximises productivity, data insights and the customer experience.

The Special Educational Needs (SEN) Service is embarking on a programme of Digital Optimisation that will:



Streamline engagement around the core SEN Services, e.g. EHC Assessment, EHCP Review, Funding and Payments



Improve SEN Service responsiveness and timeliness to Parents and Schools



Improve funding accuracy and payment timeliness to Schools

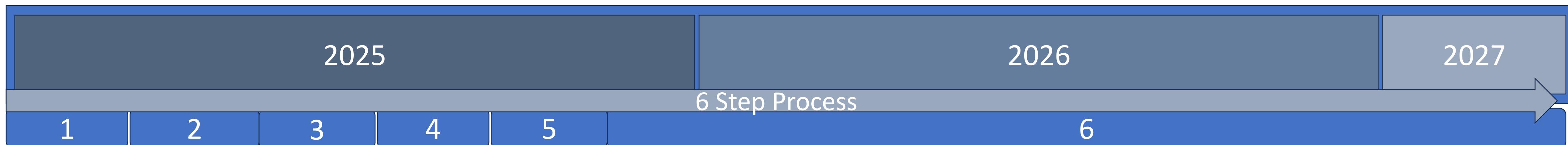
SEN Service Facts & Figures

- 20,555 Pupils with EHCPs
- Approx 1,300 pupils under assessment at any given time
- Significant growth in requests with approx 3,000 new EHCPs last year
- Growth of SEN Tribunals by 30% last year

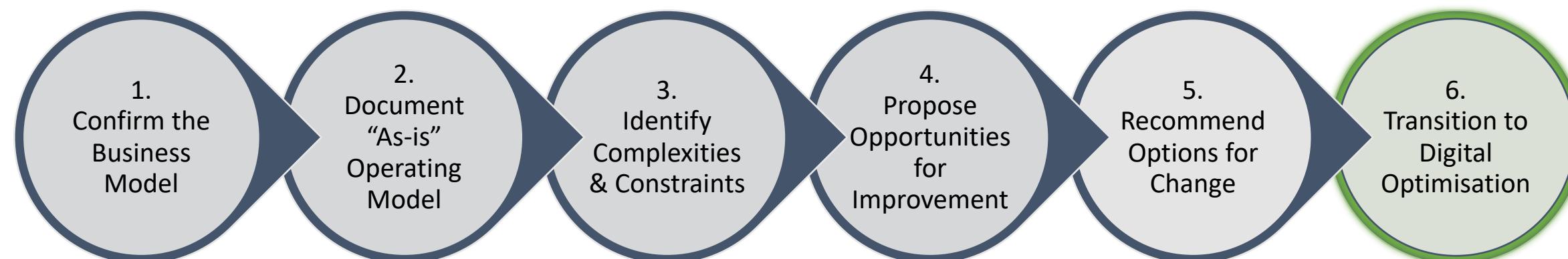
Priority themes

Digital Optimisation of SEN is a major programme of work with significant investment from Hampshire County Council.

The Programme runs from January 2025 through to March 2027.



The programme is following a 6 step process, spending time to understand what the service delivers, the “stress areas” involved in delivering the service and identifying viable options to digitally optimise the running of the service.

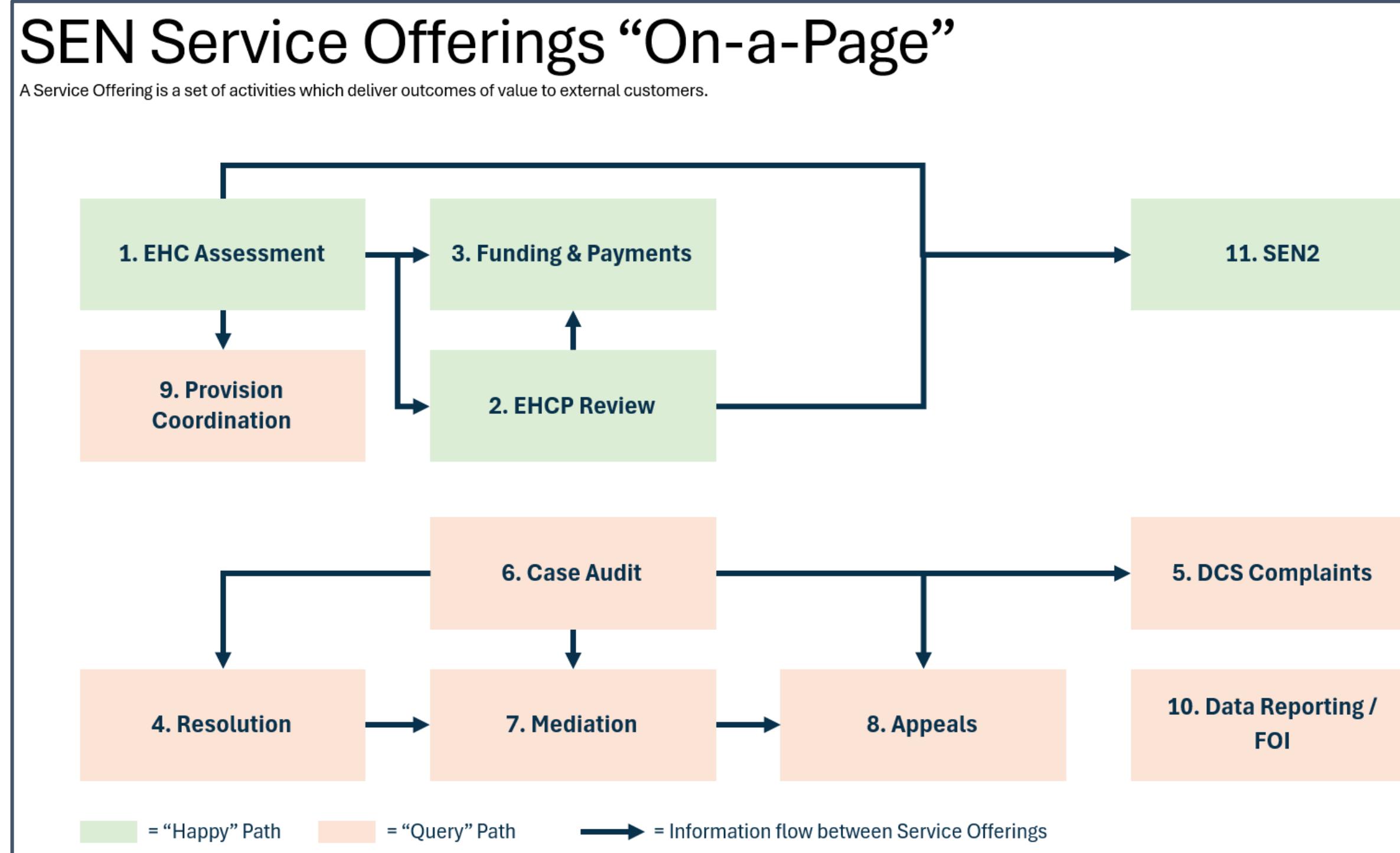


516 unique “Stress Areas” were found - aspects of the current Operating Model that are under strain. The majority related to:

- Data - includes disconnected or duplicated data; poor data quality; sub-optimal data storage mechanisms; lack of access to data etc.;
- Contact / Demand – includes use of multiple in-bound channels; contact duplicated across multiple channels; lack of automation; manually intensive activities; quality and timeliness of inputs received; urgent requests to respond to unplanned work displaces planned work etc.

Priority themes

The Digital Optimisation programme found there are 11 services within the SEN service, with each needing to be optimised.



A phased approach is being taken to release improvements (changes) as soon as possible. This means changes will be made incrementally rather than one ‘big bang’ change at the end.

This in itself creates complexity and requires the SEN team to continue to run the service alongside making big changes to the way they operate.

Priority themes

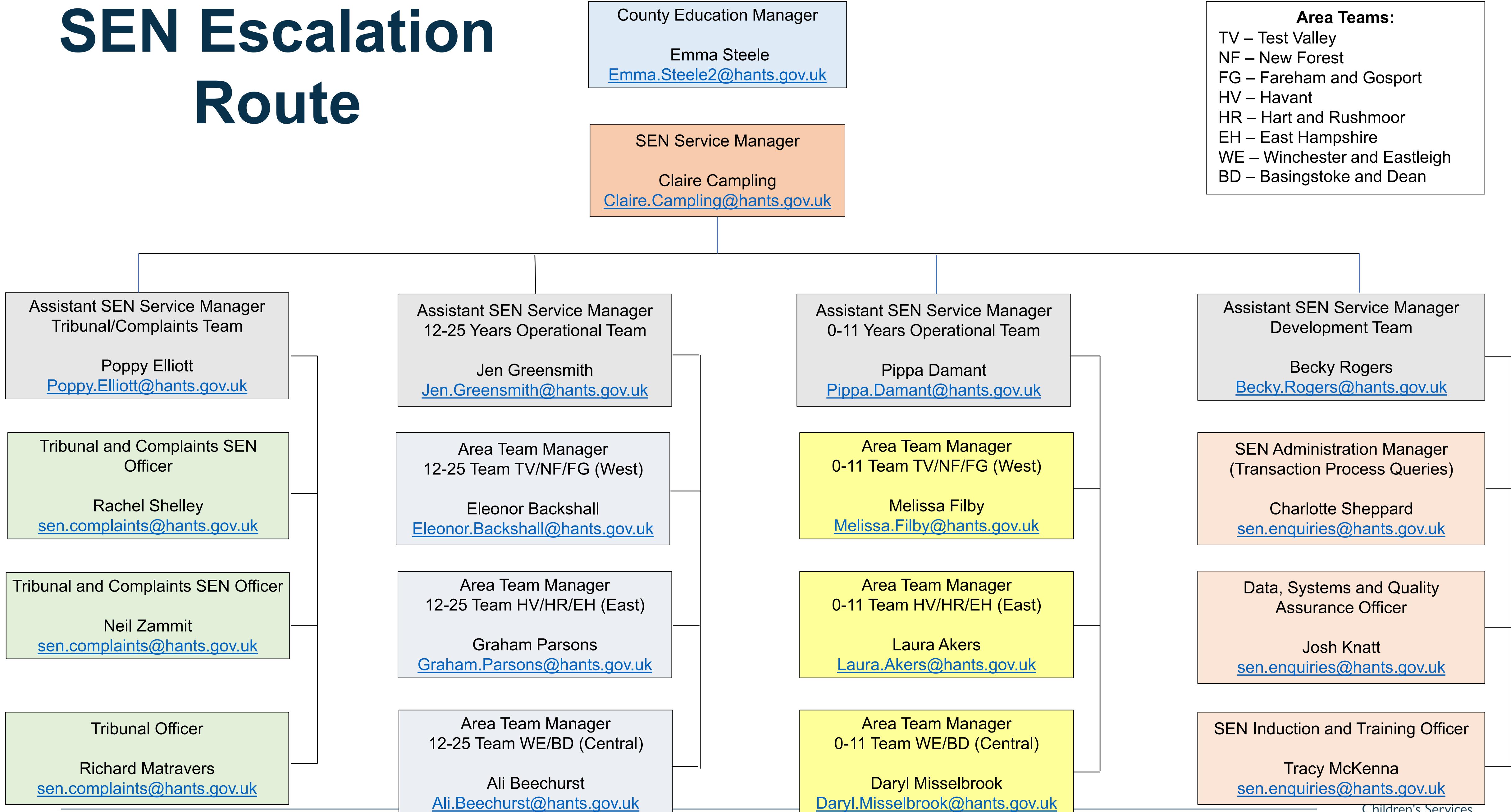
Digital Optimisation

- Contact strategy with new webform launch [Contact the Special Educational Needs \(SEN\) service | Education and learning | Hampshire County Council](#)
- Consultations on the EHC hub pilot (phase 3 - January 2026)
- Digital Payments System – Timeline of Spring / Summer 2026 (no anticipated changes to interface schools but improved accuracy for the SEN Service which will impact schools)

EHCPlans and Tribunals

- SEN2 Data (from Jan 2025 census): **Hampshire 6.4%, National 5.3%**
- [Double Disadvantage? - The Sutton Trust](#)
- 68% of more affluent parents spend money on their EHCP application, compared to 28% of less affluent parents.
- Additionally, better off families are more likely to use tribunals to secure an EHCP, with 22% of more affluent parents successfully using the tribunal system after an initial EHCP rejection, compared to just 15% of working-class parents.

SEN Escalation Route

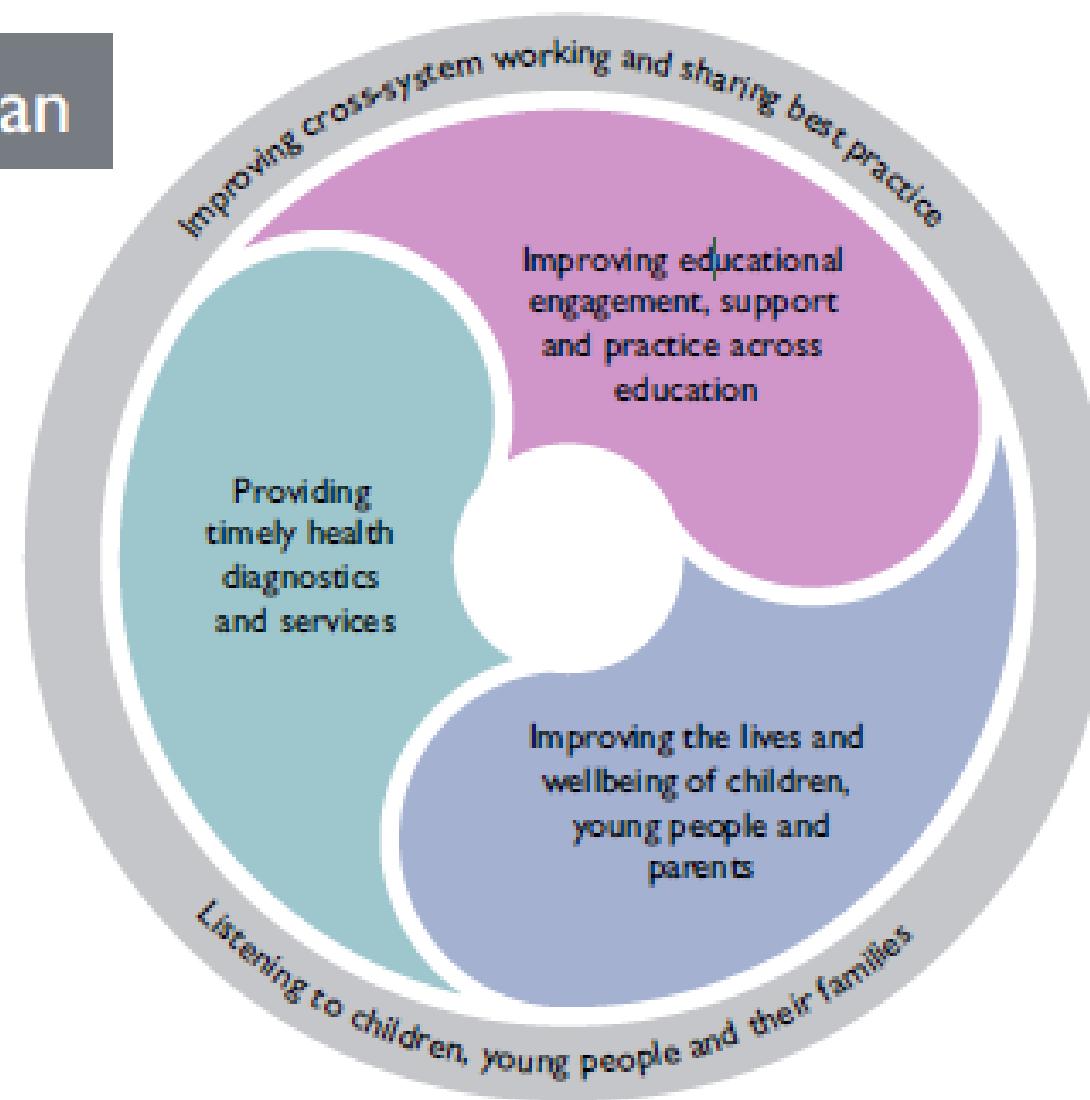


Hampshire's Local Area Partnership Strategy

Our vision



Our action plan



Our approach

We will achieve our vision through strong multi agency and parental partnerships, having a shared understanding of challenges and working together on solutions.

We will measure progress by...

1. Bringing together Health, Education and Social Care data.
2. Tracking and reducing the gap between outcomes for children and young people with SEND and their peers.
3. Annually canvassing parents about their confidence in the system.
4. Annually canvassing professionals about system improvements.
5. Listening to children and young people about what matters to them and acting on their views.

We will work together well by...

1. Collectively owning the issues.
2. Securing cross-partnership agreement to progress all actions.
3. Spreading the word, creating a system-wide understanding of our ambition.
4. Routinely seeking the voice of all children and young people with SEND.
5. Holding ourselves and each other to account on delivery of our action plan.
6. Monitoring our progress through our Local Area Partnership board.
7. Supporting and be honest with each other.
8. Asking for help to solve systemic problems.
9. Being critical friends for each other.
10. Reducing inequalities.

Our success criteria

We will know we have succeeded when....

1. The views of children, young people and their families informs all our work.
2. Children, young people and their families can access the information and services they need when they need it.
3. Data is routinely shared, and we all work towards the same goals.
4. Children and young people with SEND are happy and have positive social relationships.
5. Young people with SEND increasingly live independently and gain meaningful employment.
6. There is a culture of support to families and carers.
7. Children and young people with SEND and their families can access services and support that meet their needs at the earliest point, without barriers.
8. The mental and physical health of children and young people with SEND compares positively with their peers.
9. Children and young people with SEND are engaged in their education within an inclusive environment.
10. Everyone in the system, works together to improve educational engagement.
11. A robust, resilient and skilled education workforce can meet SEND needs.
12. Children and young people with SEND and their parents are appropriately prepared for adult life from a young age.
13. There is sufficient provision to meet the needs of all Children and young people with SEND in Hampshire.

Early Intervention

The work of Services for Young Children (SfYC) Advisory and Inclusion Team supports across settings and schools focusing on the importance of the earliest intervention.

Transition to School Team – Transition Practitioners work with settings and schools to support children at SEN Support to transition into school successfully offering in person advice, support and guidance. This is focused on supporting the setting during the summer term and school during the autumn and spring terms. Currently taking place in Gosport, Havant and Basingstoke & Deane. County wide roll out from this April.

Portage – County wide service focused predominantly in the home and working in partnership with families on a small steps model. As part of the Portage support, there is a parent platform of helpful resources, workshops for parents to access and groups for parents and children to attend and learn together. The Portage waiting list has significantly reduced and is now 4.5 months.

Neurodivergent Service – County wide newly introduced service supporting children in their Early Years setting through in person visits to work with the setting staff to model strategies, offer support, guidance and resources to effectively meet the needs of children with identified and emerging neurodivergent profiles.

Training, networks and other support available – training library includes; Understanding Sensory Needs, Using Visuals, Understanding Behaviour and numerous Communication and Language training offers.

- Termly networks include SENCo Support Groups, Birth to Four and Younger Years networks.
- Support visits are available to settings focused on developing and supporting inclusive practice and provision. Inclusion Setting Support Officers visit settings as part of their core work. The Advisory Team offer a Shared Conversation to all group settings - in person visit focused on all aspects of education and inclusive practice. Weekly virtual support surgeries are available for settings to access on an ongoing basis throughout the year.

Best Start Family Hubs – expect to see these in Hampshire as part of the government strategy Giving every child the best start in life. Local hubs where families can access a range of services. These will vary depending on local needs. Expect to see guidance on creating a positive home learning environment, support for children's language and emotional development and help with managing behaviour as just a few examples. For families with children who have additional needs, each hub will have a trained professional to help families.

Priority themes

Local Government Reorganisation

Alongside [devolution](#), the Government plans to replace the current two-tier system of county councils and district/borough councils with unitary councils across the country. This re-organisation will include:

- Portsmouth and Southampton City Councils
- Isle of Wight Council
- Hampshire County, District and Borough Councils

**SIMPLER.
STRONGER.
SECURE.**



About LGR and our proposal

Find out about LGR, and the new structure proposed by Hampshire County Council and East Hampshire District Council



Our proposal - four unitary councils	What is LGR?	Timeline
Frequently Asked Questions	Recent LGR briefings	Alternative proposal — five unitary councils



[gov.uk/governmentinhamshire/future-hampshire-solent/local-government-reorganisation/timeline](#)

[Full business case for our proposal and cabinet papers](#)

[Materials from recent LGR briefings](#)

November 2025

A public consultation is opened by the Government, allowing local people to comment on all the proposals.

[Local government reorganisation in Hampshire, Isle of Wight, Portsmouth and Southampton - GOV.UK](#)

January 2026

The Government's consultation ends on 9 January.

March 2026

Government expected to announce future structure before pre-election period.

Summer/Autumn 2026

New legislation prepared and laid.

May 2027

Expected unitary elections.

May 2028

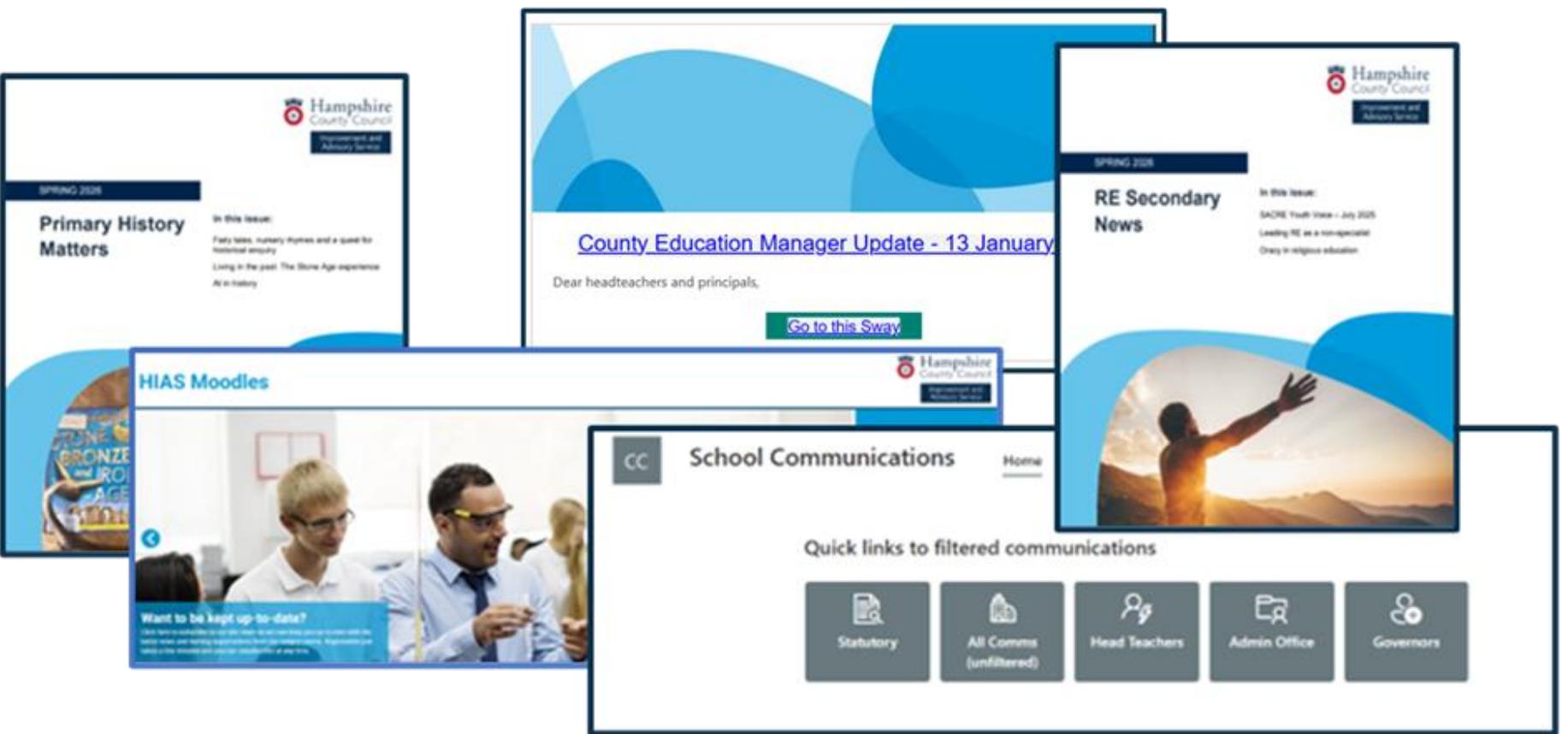
Unitary councils begin to operate

Communicating with our settings

Strong communication between school services, leaders, and the county council is essential to ensure coordinated support for high-quality provision and positive pupil outcomes, and there are a number of communication channels used by our teams.

Communication Channels

- Formal School Communications and bespoke emails from senior LA leaders.
 - Schoolcomms – task and finish group (will ask through HT meetings for volunteers BUT link works)
- Access to information portals and Moodle sites featuring regular blog posts.
- Direct support from a regional School Improvement Manager and, for maintained schools, a linked LA adviser—both available at all times.
- Curriculum publications - HIAS Publications Team.



These channels are supplemented by different ways of engaging with schools

- Senior LA officers for all phases of schools attend half-termly area headteacher meetings to share updates, address concerns, and promote good practice.
- These meetings complement a wider governance structure, including boards and standing committees for areas such as Inclusion and Social Care, and Resources. Each has nominated representatives who attend scheduled decision-making meetings and report back to area groups. Schools' Forum is a key standing committee. It is important that all school leaders are aware of their representatives on each respective committee and use this mechanism to raise thoughts and concerns and provide feedback.

Communication routes – Post 16

Hampshire FE Principals' Group

Statutory post 16 communication for Participation, NEET, termly NOR (Numbers on Roll). Key strategic messages such as Devolution and Local Government Reorganisation (LGR).

Communication with Hampshire Prosperity Partnership and Hampshire Skills Partnership.

Contact: Julie Milburn (Chair) Julie.milburn@sparsholt.ac.uk

Wessex Group

General strategic/operational communication with student services, including updates on careers services, student welfare and NEET support. Attended by student service leads, FE and Sixth Form colleges.

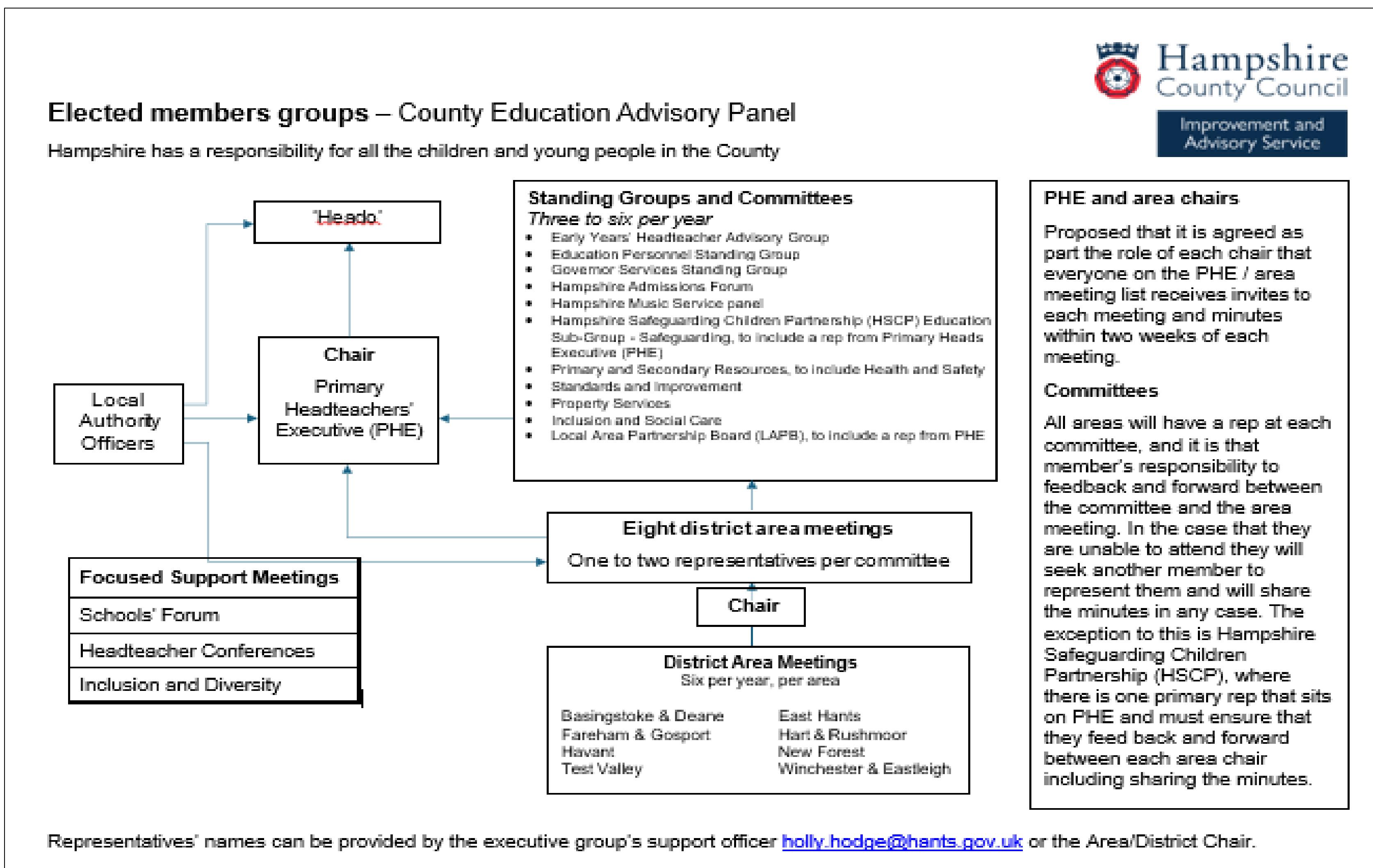
Contact: Andrea Holt andrea@wessexsfc.ac.uk

Association of Learning Providers Hampshire and IOW (ALPHI)

Membership organisation providing the communication channel for independent training providers delivering post 16 education and skills programme, including apprenticeship providers.

Contact: Sue Taylor sue@alpsurrey.co.uk

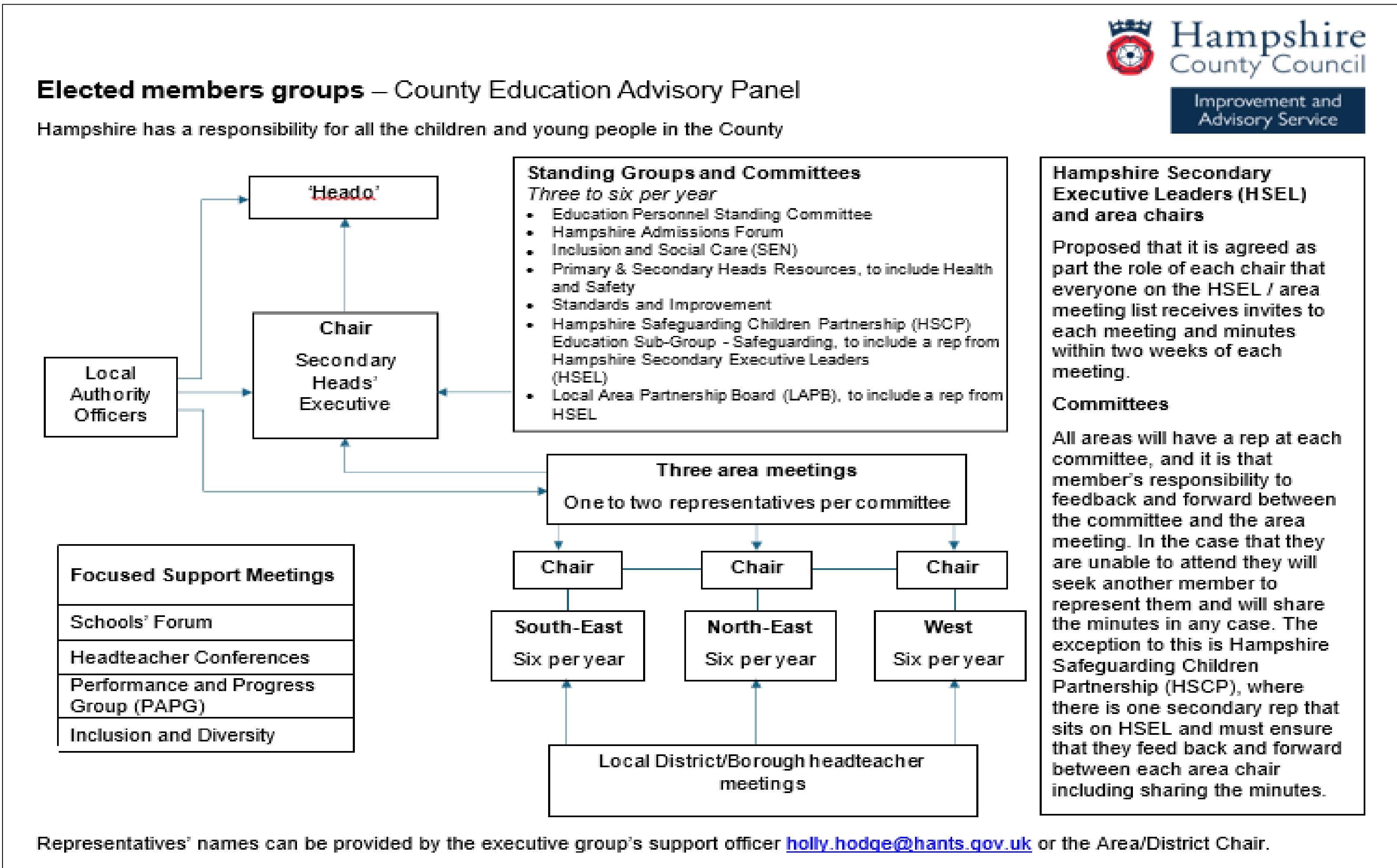
Communication routes – primary schools



Collaborative Approach:

This cyclical and democratic process ensures schools and the local authority work as partners in decision-making and information sharing, strengthening provision across the county. The council values this relationship and remains committed to enhancing these approaches further.

Communication routes – secondary schools



A Representative Approach:

It is important that all representatives feedback to the wider groups of headteachers and similarly share their thoughts back to the various committees. Attendance at committee meetings must always be prioritised and delegated to another headteacher colleague if necessary.

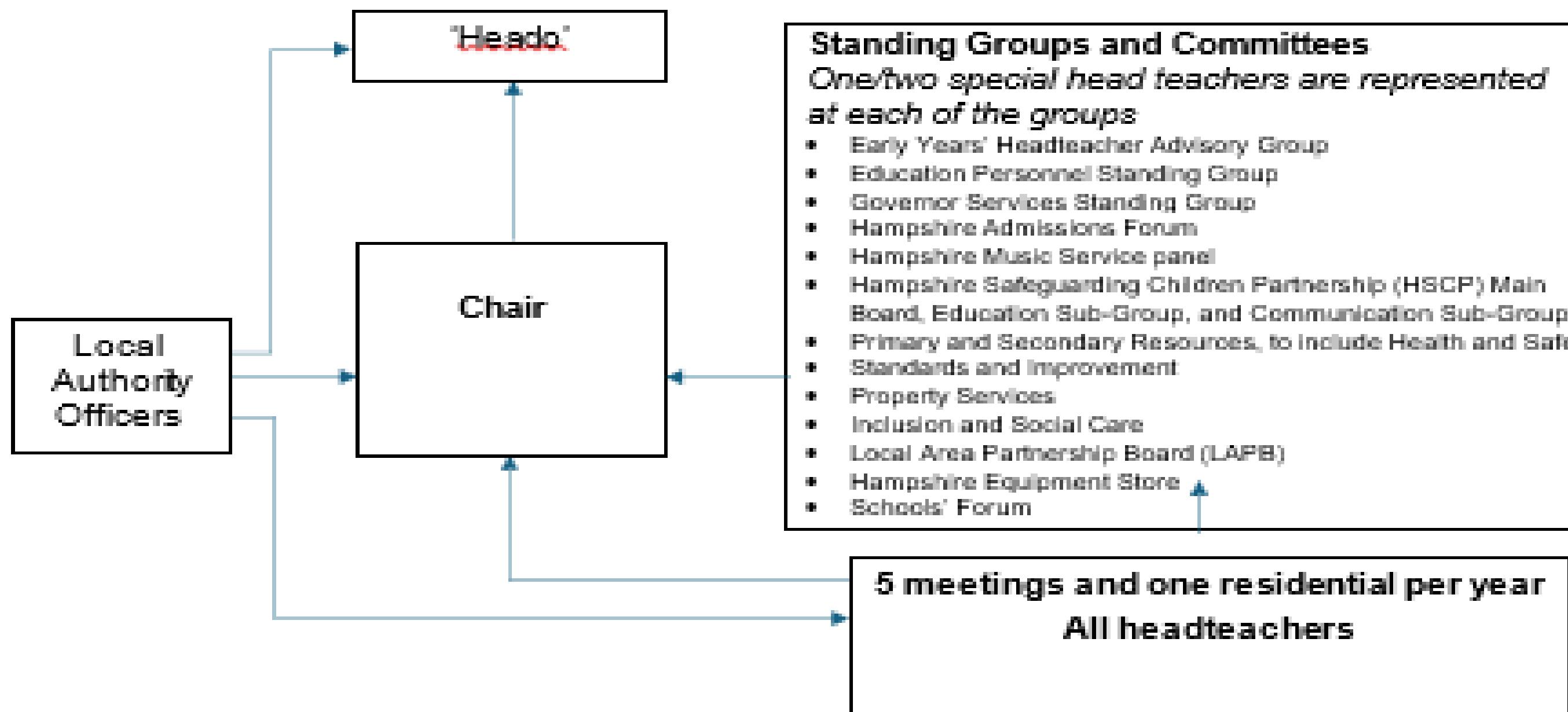
Communication routes – special schools



Improvement and
Advisory Service

Elected members groups – County Education Advisory Panel

Hampshire has a responsibility for all the children and young people in the County



Special Headteachers

Standing Groups and Committees

All groups/committees will have a representative at each meeting and it is that member's responsibility to feedback and feedforward between the special headteachers and the meeting. In the case that a representative is unable to attend they will seek another headteacher to represent them and will share the minutes.

Representatives' names can be provided by the executive group's support officer holly.hodge@hants.gov.uk or the Chair.

Communication routes – primary, secondary and special schools

An example of layered communication for all schools is the forthcoming County Inclusion Briefings taking place in February 2026:

- Direct email to schools
- School Communication
- Shared in spring 1 Headteacher meetings
- Shared through SENCo network meetings
- Shared through SEN updates
- Shared in District Manager and County Education Manager communications

Disseminating the various communications across your team is imperative to ensure all staff are aware and briefed.

Spring Inclusion Briefings

There are a series of briefings for headteachers regarding inclusion, the work of Education and Inclusion and the breadth and depth of the different roles that contribute to good practice for pupils.

These online meetings aim to provide insight into some of the foundational elements which underpin inclusion and which are essential knowledge for anyone working towards creating a culture of inclusion.

The sessions will cover:

- the role and work of the Local Area Partnership Board
- the current landscape of special educational needs and how the graduated approach is central to achieving inclusion in practice
- alignment of the Ofsted toolkit against the principles of the graduated approach, ordinarily available provision and inclusion

The information will also be shared in the SENCo network meetings, which we expect your SENCos to be attending.

Further information is available in the School Communication sent out Friday 9 January.

Monday 9 February 2026: 15:00-16:00 [Click here](#)

Tuesday 10 February 2026: 15:00-16:00 [Click here](#)

Wednesday 11 February 2026 15:00-16:00 [Click here](#)



Health & Safety

- 30 April 2025: Finder Trapping Incident at a school. Investigation completed.
- 6 June 2025: HCC communication of updated guidance for doors, directing all schools to fit finger guards in all nursery, KS1 and SEN settings.
- 14 July 2025: HCC receive Notice of Contravention from HSE for incident at a school from HSE: *I identified contraventions of health and safety law. This letter explains what was wrong, why it was wrong and what you need to do to put things right. Please e-mail or write to me confirming that you have acted on each of these matters by 22nd July 2025. I may visit you again to check that appropriate action has been taken.* Included a 'fine'.
- 20 October 2025: Second finger trapping incident at a school
- 13 November 2025: Letter sent to all Headteachers from Director Children's Services requiring response
- 21 November 2025: Door hinge entrapment support and FAQ published on School comm by H&S
- 27 November 2025: Third finger trapping incident at a school
- 12 December 2025: Fourth finger trapping accident at a school
- 5 January 2026: only 49% schools submitted response on time

Health & Safety

Head of Organisational Resilience – Stuart Mott

What we provide

Dedicated H&S Team: Team of 14 H&S professionals lead by a new H&S Business Partner, Helen Aston.

- Circa 7000 incident reports from Schools each year (6818 in 2025).
- 50-100 RIDDOR reports to HSE (67 in 2025).
- Over 40 formal investigations conducted.
- H&S self assessments and assurance activities.
- Schools comms, training packages, policies and resources.

Access to H&S resources: Through [Hampshire Services for Schools](#)

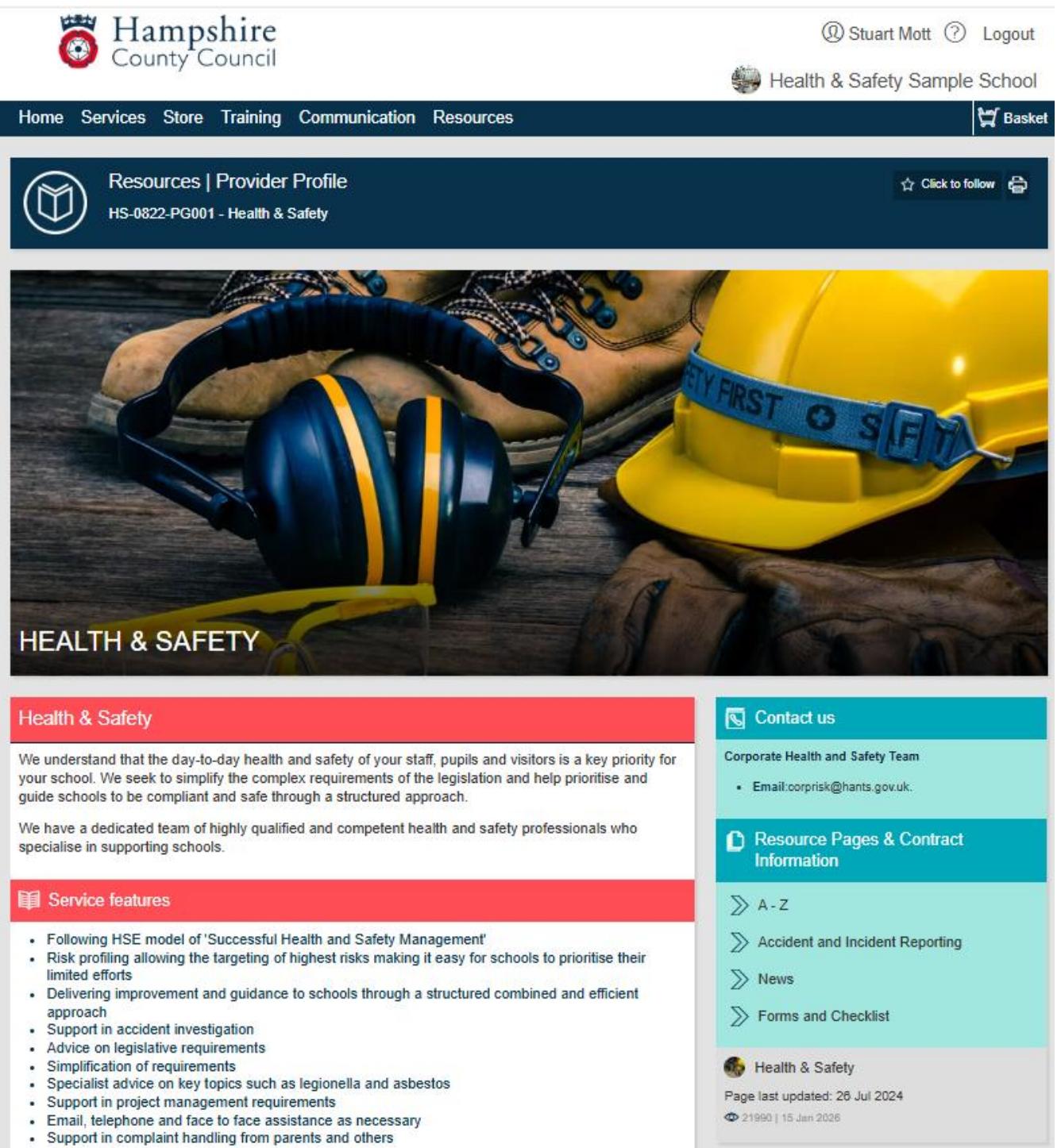
- 75+ different documents from procedures, risk assessments and governor information.
- Support and advice on specialist topics including legionella and asbestos.

Legal Services:

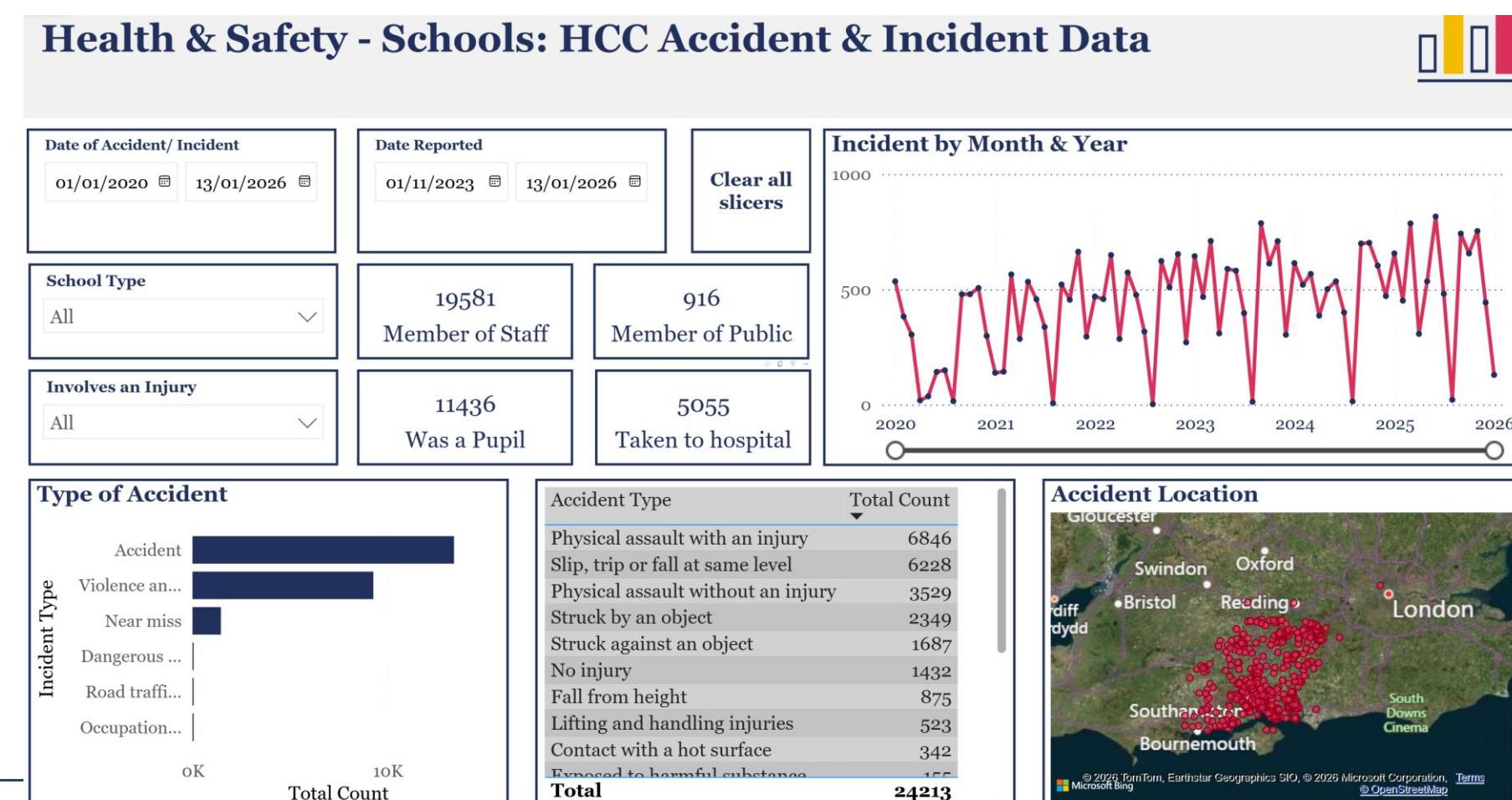
- Dedicated department of lawyers and legal experts.
- To provide clear, reliable support when incidents lead to civil claims or HSE enforcement.

HCC underwrites risk:

- HCC has incurred costs of £1.4m in School H&S Civil Claims in the last five years.



The screenshot shows a website for Hampshire County Council's Health & Safety Sample School. The top navigation bar includes links for Home, Services, Store, Training, Communication, Resources, and a Basket icon. The user is logged in as Stuart Mott. The main content area features a provider profile for HS-0822-PG001 - Health & Safety, with a thumbnail image of a yellow hard hat, blue headphones, and work boots. Below the thumbnail, there are sections for Health & Safety, Service features, and a sidebar with contact information and links to resource pages and contract information.



Health & Safety (continued)

What we need from you

- **Prioritise H&S** - Ensure sufficient time and resources are allocated, discuss it regularly with your staff.
- **Report incidents** - Appropriately and in a timely manner using the H&S accident reporting tool – we report RIDDORs to HSE.
- **Local investigations** - Conducted in a timely manner following the link automatically emailed to the manager following the incident.
- **Near misses** - Encourages learning and embeds a good H&S culture.
- **Be responsive** - Action Schools Comms, respond to our team and take part in H&S initiatives.
- **Stay up to date** - Variety of comms routes (schools comms, webinars, Exec Head meetings / committee meetings).

Things to be aware of

- **H&S Governance in Schools document.** Understand your responsibilities.
- **Communication.** Review taking place to ensure all routes are effective and update schools appropriately.

Contact details - corprisk@hants.gov.uk

ACCIDENT AND INCIDENT REPORTING

Summary

Hampshire County Council staff and service users may, unfortunately, have accidents as a result of work activities. All work related incidents must be recorded and investigated.

The Hampshire County Council procedure sets out the consistent way accidents, incidents and dangerous occurrences are managed. It sets a Council-wide method for recording and assessing the significance of incidents, escalating them to the appropriate level and a consistent recording method for investigation reports and subsequent learning.

The HCC guidance and HSE links provide additional guidance to help comply with the procedure and regulations.

For further assistance please contact: Corprisk@hants.gov.uk

What to report

Data Protection

The reporting form meets the requirements of the Social Security (Claims and Payments) Regulations 1979 and the Social Security Administration Act 1992 and replaces the Accident Book BI 150.

To comply with the General Data Protection Regulations (GDPR) personal details entered on this form will be kept confidential. Information from the form will be stored electronically for up to 70 years.

To ensure that the requirements of the General Data Protection Regulations (GDPR) are met the reports from this form will be used to enable Hampshire County Council meet its legal obligation with regard to health and safety as well as to improve its health and safety performance.

Information from this form will be used in investigations and will be held and stored securely to enable the Council to analyse its health and safety performance with the aim of improving that performance. The Council may use the information in any legal action that could arise from the consequences of the incident reported on this form and may be obliged to disclose information as a statutory requirement.

HCC Incident & Investigation Reporting Documents

» Incident Form

» Incident Report Form - Paper version (docx, 36.04 KB)
Paper version of incident form to be used locally as a temporary record until added to online system

HCC Procedure & Guidance

» Incident reporting procedure (docx, 67.19 KB)
» Incident reporting Guidance (docx, 121.34 KB)

Other Pages

» A - Z
» Home Page

» Health & Safety

Page last updated: 08 Nov 2023
6455 | 15 Jan 2026

H&S POLICY

H&S Policy

The Hampshire County Council Health and Safety Policy, recognises that good health and safety management supports the delivery of services for the people of Hampshire. As part of the overall risk management process and culture, good health and safety management will help reduce the risk of injury and loss, help promote a healthy workforce and help protect all who are affected by the County Council's services.

Each workplace should display a copy of their employer's signed Statement of Intent, and ensure that staff have access to (or copies of) the HSE H&S Law What You Should Know poster.

Schools also require a school H&S policy which will record the organisational arrangements, responsibilities, and roles of staff. This must be shared with staff regularly or when there are changes.

HCC Health & Safety Policy Documents

» School H&S Policy Template (docx, 103.72 KB)

» Health and Safety Governance in Schools (docx, 2.41 MB)

» HCC Statement of Intent (pdf, 179.97 KB)

» HCC H&S Policy Statement (pdf, 244.84 KB)

Useful Links

» HSE What you Should Know Poster

Emergency Contacts

Before Christmas, we contacted you to ask for an update to your Emergency Details, and this will be updated annually. These details are fundamental to our ability in supporting you during crisis. Since then, **240 schools have responded**, thank you, but this means that more than half our schools potentially have outdated information recorded.

To make things easier, we've introduced a streamlined form for you to submit and verify your emergency contact details: [School Emergency Contact Form](#)

Before you begin:

- Please read the GDPR clauses and Privacy Statement carefully.
- Add your school's DfE number – this will automatically populate your establishment name.
- Once you've completed the form and clicked "Complete", you'll receive a summary of all details to the email address you entered.
- This request to update will be annual.



School emergency contacts form

Use this form to update emergency contacts for your school. If you provide an email address, we will send you a confirmation of the details on record. Any fields left blank will not overwrite existing records, to remove existing contacts, populate the relevant fields with a single space. To start, enter your DfE URN to populate the name of your establishment.

Privacy Statement

Hampshire County Council are collecting personal data to ensure that we are able to contact schools in an emergency. In order to do this Hampshire County Council will ask that you complete a form in which you

Finances

- Total core schools provisional funding will total approx. £72.9 billion in 2026/27.
- This includes funding allocated in 2025/26 for the Schools Budget Support Grant (SBSG) and National Insurance Contributions (NICs) Grant, which has been “rolled in” to help simplify the funding system.

Schools

- On top of this rolled in funding, factor values in the school NFF have been increased (approx. 2.1%), however, there is no increase to protection factors; Minimum Funding Guarantee (MFG) and Minimum per Pupil Funding Level (MPFL).

High Needs

- No increase in funding other than rolling in of grants - The DfE have chosen not to follow the NFF in 2026/27 with allocations based on the current year. Approach to funding to be reviewed following reform announcements expected early 2026.
- High Needs funding system remains unsustainable which will need to be addressed through national policy change. Further details on proposed reform and publication of White Paper expected early 2026.

Early Years

- Funding increases reflect extension to entitlements along with an uplift to rates for 2026/27.

Finance Support

- Managing school finances is one of the most complex and time-consuming tasks for any school. Education Financial Services (EFS) bring trusted financial support and advice, ensuring the best use of budget and resources for your school. We take the time to understand what makes your school unique so we can deliver the financial support that is right for you.

Strategic

- Medium / long term planning advice
- Financial modelling
- Sensitivity analysis
- Financial planning software.

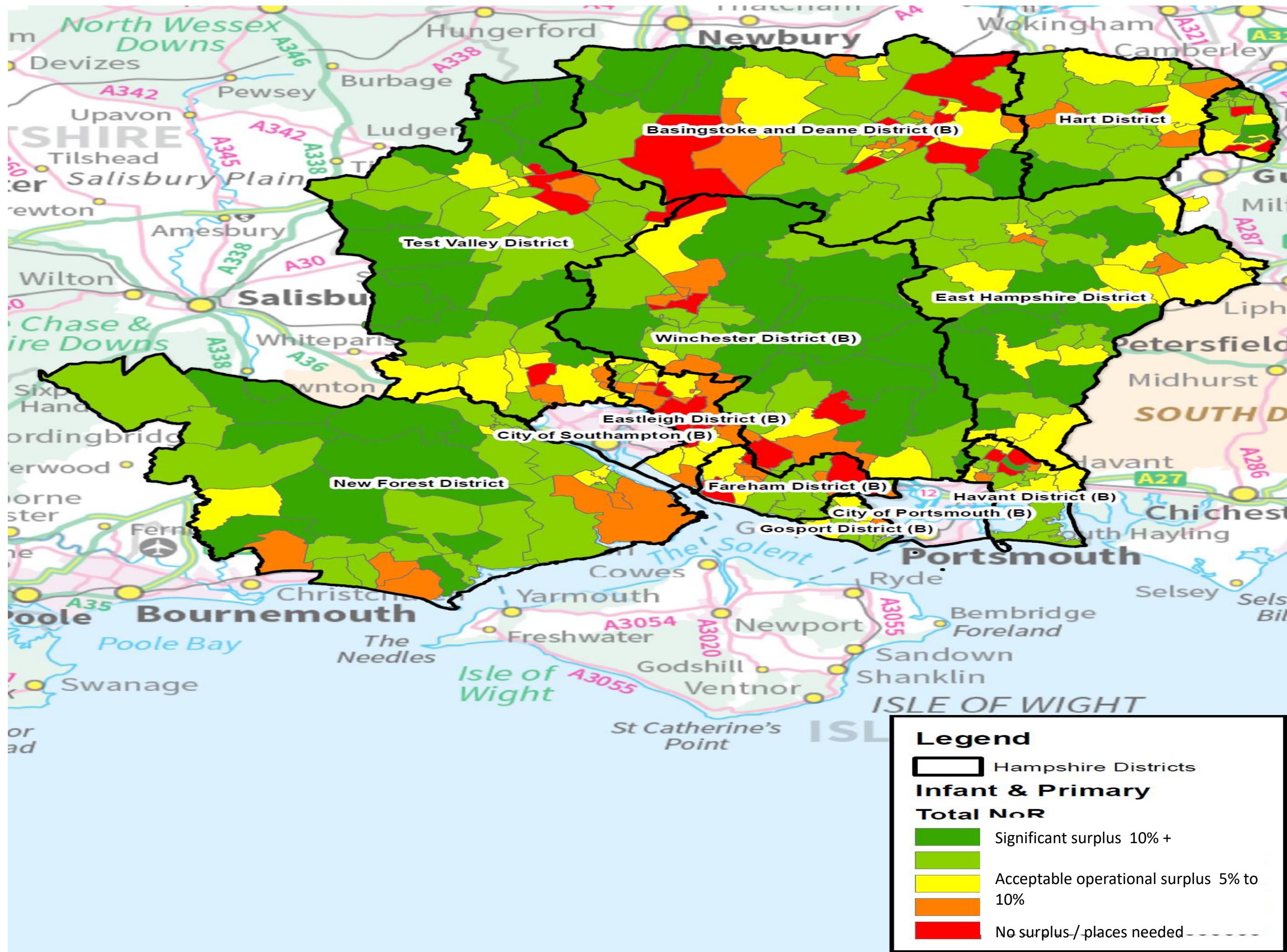
Operational

- Budget monitoring, planning and control
- Interpretation of reports and benchmarking data
- Financial systems queries
- Range of financial training courses.

Compliance

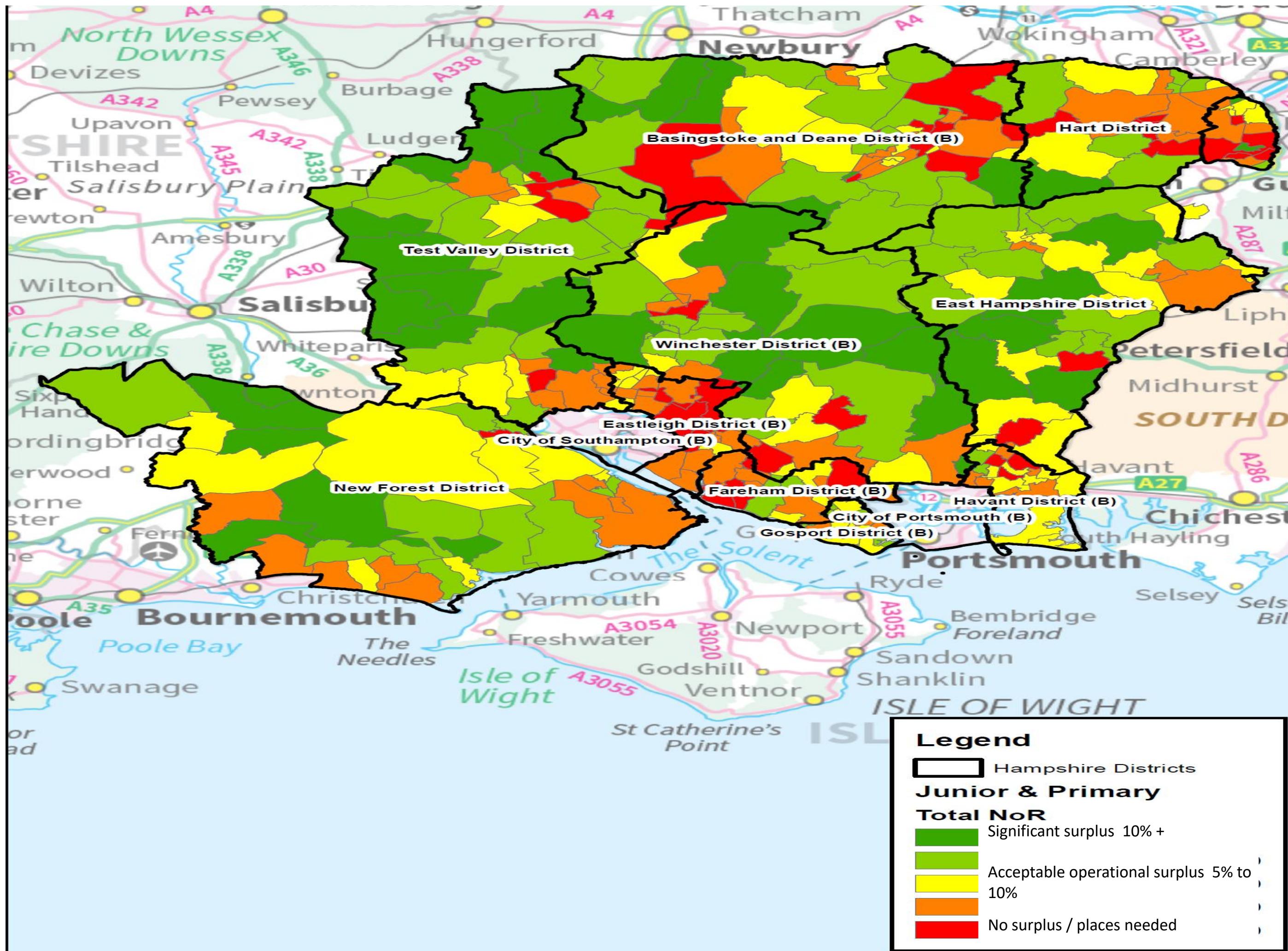
- Scheme for Financial Management
- School finance regulations
- Schools Financial Value Standard
- Use of balances
- Audit recommendations.

Pupils and Demographic Infant & Primary



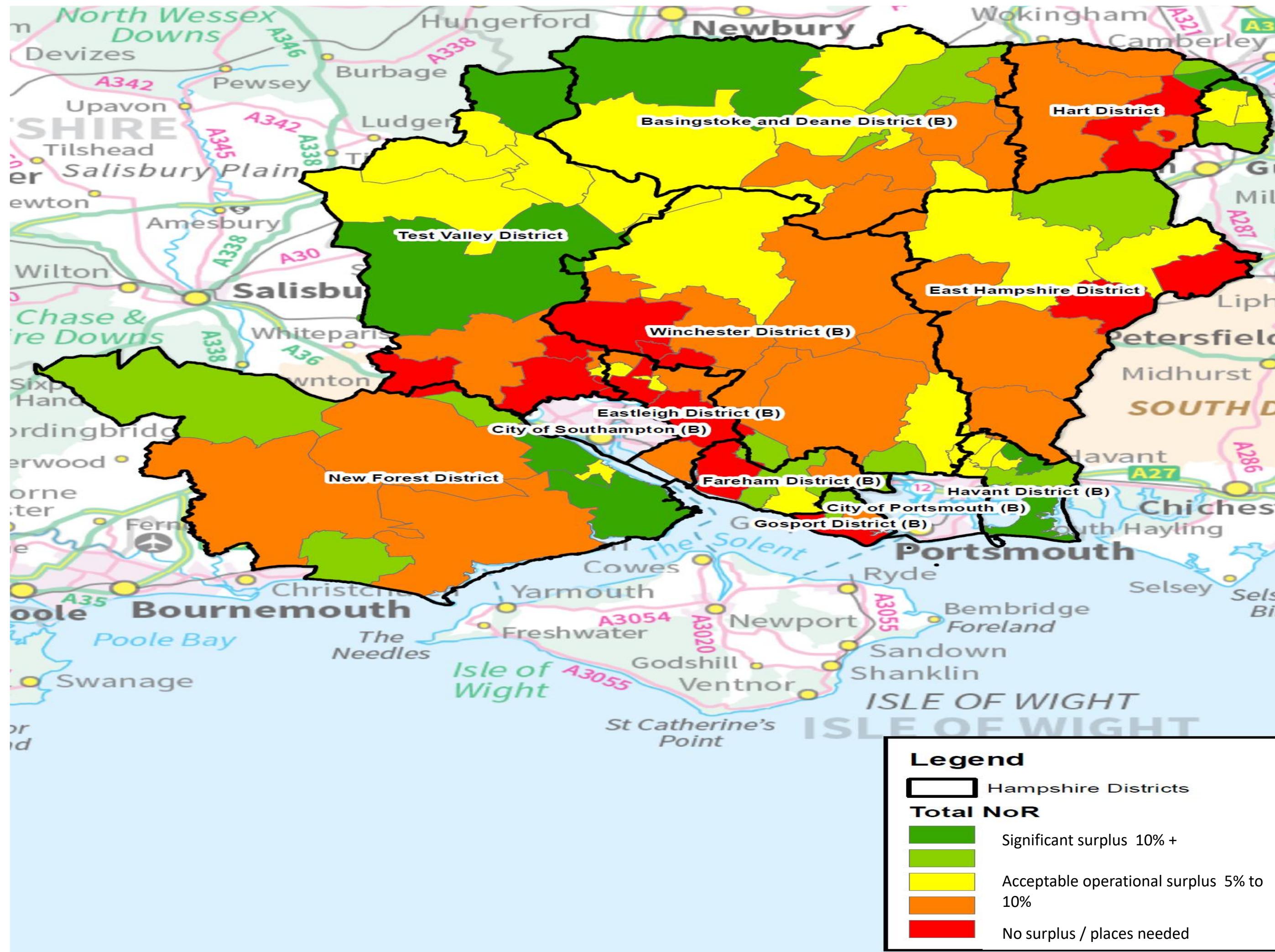
- Significant levels of surplus across the sector
- Small rural schools a particular concern
- Small pockets of pressure to be managed
- Numbers forecast to remain low for the next three years

Pupils and Demographic Junior & Primary



- Significant levels of surplus across the sector
- Small rural schools a particular concern
- Small pockets of pressure to be managed
- Numbers forecast to remain low for the next three years

Pupils and Demographic - Secondary



- Growing levels of surplus expected over the next 3 to 5 years
- Some schools starting to see significant reduction in applications
- PAN reductions being implemented for 2027 / 28 – further likely to be needed.

School places for all our children – schools working collaboratively to support children returning from permanent exclusion (PEx)

- The LA is committed in its endeavour to place children wisely, especially those who are most vulnerable. The School Admissions Code (2021) states that - 'Unplaced and vulnerable children, such as those previously permanently excluded or with challenging behaviour, must be admitted without delay, even above published admission numbers if necessary.'
- 2026 sees the launch of the **Reintegration of Excluded Pupils panels (REPs)**.
- We are piloting the **first REP panel in the Basingstoke and Deane** district in February before rolling this out across the other districts later this term.
- The REP panels have been designed to oversee and coordinate the **reintegration of children who have been permanently excluded from mainstream schools** and are assessed as suitable to return to mainstream education.
- They will ensure decisions are fair, transparent, and consistent across districts.
- This approach also helps the **Education Centres (EC) to maintain capacity for dual-roll behaviour support placements** to prevent future exclusions.
- We know that PEx children are often the most complex and so the panels, **chaired and led by HTs including the EC HT**, will play a vital role in ensuring the highest level of thought, care and due diligence is shown to ensure a successful reintegration to mainstream.

This approach supports the maintenance of an inclusive, fair and equitable local education system.

Education People Services (EPS)

Education People Services is focused on supporting schools with operational and strategic workforce matters, ultimately to support schools to meet school improvement needs and address workforce issues.

The service operates through four teams; strategic, casework, policy and business support.

Advice and guidance is provided through:

- the Manual of People Practice with the service, consulting on a range of policies and procedures on behalf of all Hampshire maintained schools
- the EPS helpdesk where schools can raise queries on any workforce related matter – whether recruitment, pay, policy, employee relations or any other matter involving your staff.
- caseworker support where ongoing support is needed to resolve an individual or collective matter or to support an organisational change

Find out more and/or access the Manual at: [Education Personnel Services | Education and learning | Hampshire County Council](#) and you can also [meet the team](#)

The team also:

- lead the trade union relationship at a county level on behalf of all schools including managing the teacher trade union facilities arrangements
- provide the Education Jobs website; undertake recruitment campaigning, including attendance at recruitment fairs to support on behalf of Hampshire schools and can support governors with Headteacher recruitment administration
- assess new legislation and ensure schools are made aware of new legal requirements and undertake required changes to guidance
- work with the payroll team to implement the pay awards for teachers and support staff
- provide training, particularly Safer Recruitment training, to support schools to stay compliant and effective in their people management
- support strategic initiatives including work on headteacher professional resilience and zero tolerance

2025 Ofsted Education Inspection Framework: key changes and learning

[Education inspection framework: November 2025 - GOV.UK](#)

The 2025 Education Inspection Framework represents the most significant change since 2019. After pilot and test inspections, the agreed framework is now being implemented across all schools. HIAS has already arranged for all headteachers to be briefed directly by senior HMI in the autumn term 2025 and HIAS will continue to share insights from recent Hampshire inspections in all area/district meetings, and which includes:

- **Framework differences:** The 2019 and 2025 frameworks are not aligned; grading structures differ significantly.
- **Expectations:** All schools should anticipate at least one area receiving *Requires Attention*. Inspectors start from the baseline standard of *Expected Standard*.
- **Toolkit familiarity:** Know the Toolkit thoroughly. Keep printed copies of the Toolkit and operating guide available during inspection.
- **Language of the framework:** Understand terms like *typically*, *generally*, *on the whole*, and challenge where observations are not typical.
- **Attendance focus:** Expect a forensic review of attendance trends for all pupil groups, especially vulnerable groups, e.g., persistent absence among FSM pupils. Be ready to evidence impact.
- **Pupil Premium:** The scrutiny of PP strategy is more intense than before. Prepare robust evidence for each element of the strategy.

2025 Ofsted Education Inspection Framework: key changes and learning

- **Judgement timing:** Inspectors can conclude judgements on any of the seven areas at any point during the two-day inspection. Leaders should assess whether they are satisfied with early judgements.
- **Data analysis:** Full understanding of the Inspection Data Summary Report ([IDSР](#)) is essential; inspectors rely heavily on it.
- **Evidence in work:** Leaders must clearly identify examples in learners' work that substantiate their judgements.
- **Governance:** Governors must demonstrate clarity, impact, and ensure board minutes withstand scrutiny.
- Ofsted has provided a series of information links to help school communities understand these changes.

[The role of data on school and further education inspections – Ofsted: education](#)

[Ofsted: explore an area – Ofsted: education](#)

[School inspections: frequently asked questions – Ofsted: education](#)

[Understanding Ofsted report cards and grades - GOV.UK](#)

School Improvement - HIAS

Hampshire Improvement and Advisory Service (HIAS) is a part of the wider Education and Inclusion team and focused on driving sustainable improvement in educational standards and teaching quality, and supporting schools throughout their improvement, from strategic leadership, to curriculum development, and staff enhancement.

HIAS is commissioned to work in a number of other local authorities in respect of school improvement, statutory assessment, and quality assurance development, in London boroughs, Shire counties, and overseas. The DfE has also commissioned HIAS to provide RISE support to specific schools over the next two years.

Linked Adviser Support

All maintained schools (ages 4–16) have a linked adviser, alongside a School Improvement Manager. The adviser conducts the annual Leadership and Learning Partner Review (LLPR), which evaluates strengths, areas for development, and the school's effectiveness in meeting pupil needs. This informs priorities such as leadership, curriculum, and inclusion. Many governing bodies also commission HIAS advisers as external advisers for Headteacher Appraisal.

Expertise

HIAS employs experienced inspectors, advisers, former school leaders, and subject specialists who provide tailored, pragmatic advice to improve outcomes. A number of HIAS advisers are trained Ofsted Inspectors (OIs) in the revised 2025 Education Inspection Framework, which enables the team to provide effective guidance and support to schools.

Many HIAS advisers are accredited members of the Association of Education Advisers (AoEA).

Access Options

Schools can subscribe via service-level agreements for cost-effective support or purchase services ad hoc.

Curriculum Resource Centres

HIAS operates centres for History, RE, Rights & Diversity Education, plus technology and art/design spaces, offering resources, planning areas, and reference libraries.

Comprehensive Offer

HIAS provides support and challenge on a commissioned basis, including:

- **Evaluation:** Reviews of subjects, pedagogy, safeguarding, and leadership.
- **Ofsted Support:** Self-evaluation, action planning, and inspection readiness.
- **Curriculum & Teaching:** Advice for teachers, groups, or whole schools.
- **Management Consultancy:** Organisational planning, staff induction, and recruitment.
- **Professional Training:** Bespoke programmes and conferences.
- **SEN Review:** Assessment of SEND provision, behaviour, and curriculum access.

[Hampshire Improvement and Advisory Service \(HIAS\) | Hampshire Services for Schools](#)

School Improvement: The School Governance Team

The Hampshire School Governance Team has more than 30 years' experience in supporting schools and their governing bodies and knows that professional training and access to advice and support is a necessity, along with having a well skilled Chair and Clerk to ensure that the board is confident and knowledgeable. The Hampshire Governance Team provides extensive training, regular communication, help desk advice, and a responsive and bespoke relational approach on all matters of school governance. It is nationally recognised for excellence.

To support the team's work there are various additional meetings that reflect the wider decision-making structures: County Governors' Forum, Annual Conference, and participation on various steering groups.

In addition to a service level agreement subscription for support, the Hampshire School Governance Team also provides accreditation training for clerks, enabling them to be professionally competent, have educational awareness, understand the principles of the legal frameworks supporting education, enabling them to advise their governing body around process, administration, and legal compliance.

More than 93% Hampshire schools purchase a subscription to enable them access to Hampshire Governance support and advice, and a number of schools outside of Hampshire purchase the service.

In addition, 56% Hampshire schools use a Hampshire Governance Team Clerk.

[School Governance Team | Hampshire Services for Schools](#)

Curriculum and Assessment Review- 2025

The new curriculum will be implemented in full, for first teaching from **September 2028**.

Government will aim to **publish the final revised national curriculum by spring 2027** – giving schools **four terms** to prepare for the changes.

New curriculum to give young people the skills for life and work -
GOV.UK

Once the recommendations are implemented HIAS will support schools in meeting the recommendations through revised training programmes, the focus on curriculum network meetings to include examination board leaders, as well as the relevant HMIs, and ensure that the subject lead knowledge is strong and informed by professional association accreditation.

Governor Services and HIAS will work together and support governance knowledge by adjusting their professional development offer to brief governors well.



**Government
response to the
Curriculum and
Assessment Review**

November 2025

Key Primary recommendations and government response - English, mathematics:

English:

- **Oracy:** Introduce a national oracy framework to sit alongside reading and writing. *(Accepted by DfE)*
- **Grammar:** Review and re-sequence grammar content—moving some elements to later key stages and removing some from KS2—to prioritise applied, practical grammar. *(Accepted by DfE)*
- **GPS Test:** Replace the current GPS test with a revised version that keeps some existing elements but adds tasks assessing composition and applied grammar and punctuation. *(Partially accepted—STA to amend test)*
- **Curriculum Sequencing (KS1–3):** Keep the existing amount of content but re-sequence it to support deeper mastery, reduce repetition, and increase opportunities for complex problem-solving. *(Accepted by DfE)*

Mathematics:

- Ensure mathematics is the subject where new mathematical concepts are introduced first. *(Accepted)*
- Update the non-statutory KS1 mathematics test to match curriculum changes. *(Accepted)*
- Explore ways to increase school uptake of the KS1 test. *(Accepted)*
- Make minimal changes to KS2 assessments to align with the re-sequenced curriculum, with a stronger focus on mental arithmetic and reasoning. *(Accepted)*

Key Primary recommendations and government response – RE & citizenship:

Religious Education:

- Add RE to the national curriculum in a phased approach. *(Accepted by DfE)*

Citizenship:

- Make citizenship statutory in primary schools. *(Accepted)*
- Introduce a core body of essential content, including financial literacy, media literacy, climate change and sustainability. *(Accepted)*
- Clarify KS1–2 citizenship content and remove overlap with the RSHE curriculum. *(Accepted)*

Key Secondary and Post 16 recommendations and government response:

English

- Year 8 diagnostic English test **not accepted**; instead, a statutory Year 8 reading test will be introduced, and schools will be expected to assess progress in writing and mathematics.
- Update KS4 English and GCSE English Language content to strengthen focus on language, expression and analysis of a wider range of texts. *(Accepted)*
- Review KS4 and GCSE English Literature genres to ensure study of recognised English literature while widening representation and diversity. *(Accepted)*

Mathematics

- Re-sequence curriculum content and refine SATs and the Year 8 assessment approach. *(Accepted)*
- Year 8 diagnostic mathematics test **not accepted**; instead, schools must assess writing and mathematics progress and will receive support to choose suitable tools.

Science

- Ensure entitlement to triple science at GCSE so that any pupil wishing to study it can do so. *(Accepted)*

Geography

- Strengthen fieldwork and embed climate change more explicitly. *(Accepted)*

History

- Clarify statutory requirements and review content and assessments. *(Accepted)*

Languages

- Explore more coordinated local planning for languages from KS2–KS4 based on local context. *(Accepted)*

Key Secondary and Post 16 recommendations and government response:

Religious Education (RE)

- Add RE to the national curriculum, using a phased approach. *(Accepted)*

Computing

- Replace GCSE Computer Science with a broader **Computing GCSE** reflecting the full curriculum. *(Accepted)*

Music

- Improve investment to support learning instruments. *(Accepted)*

Physical Education (PE)

- Redraft purpose of study to emphasise competitive sport **and** the wider physical, social, cognitive and emotional benefits of physical activity. *(Accepted)*

Thank you for your time, and for the phenomenal job that you do

I hope that I have covered most of the queries and points shared into the teams, albeit some that were particularly specific will need picking up with the correct colleagues.

Questions?