DRAFT
KENT CONTINUUM OF
NEED AND PROVISION

By Schools, For Schools

The Kent Continuum of Need and Provision:

what	• Provides a framework and toolkit for all education settings in Kent to support consistent understanding and discussions about expectations for meeting the needs of all children and young people. • Developed through collaboration and grounded in the context of practices and provisions across all education settings in Kent. • Builds on the Kent Mainstream Core Standards developed for mainstream school settings to focus on needs and provisions across all education settings for all children and young people in Kent: https://www.kelsi.org.uk/__data/assets/pdf_file/0004/117256/Special-educational-needs-mainstream-core-standards.pdf
why	• Developed to provide clarification and consistency in discussions and practices for meeting the needs of pupils with more complex needs across our education system. • Responds to the need to make explicit the current context and expectations for all schools and settings across the broad Continuum of Need and Provision, through the use of shared language and shared understanding.
who	• For all schools in the Kent education system to enable reflection on their own practices and provisions. • Informs collaborative discussions with other school professionals, including in Communities of Schools meetings. • Used by Local Authority Officers undertaking statutory duties to provide a shared language when discussing cases with schools, parents and other agencies. • Parents and other professionals from outside agencies will also have a version which will explain the key features and support confidence in the system.
how	• Builds on Kent's Mainstream Core Standards reflecting the broader complexity of need across Kent's education system. Schools will continue to use and embed Kent's Mainstream Core Standards to meet the needs of most children and young people with SEND, and will then be able to use the Kent Continuum of Need and Provision for further guidance of shared expectations and useful strategies to support children and young people with more complex SEND. • Helps to inform focused support and training opportunities for schools.
where	• Informs, guides and supports practices in all schools and settings in the Kent education system.

Legislative and Kent Context

Kent's **Countywide Approach to Inclusive Education 2023- 2024** (p5) sets out KCC's vision for inclusive practice as follows:

SEND Code of Practice (DfE/ DoH: 2015) Para 1.26:

As part of its commitments under articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities, the UK Government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education.

The Children and Families Act 2014

- secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN should be educated.

The Equality Act 2010

-provides protection from discrimination for disabled people.

Para 1.31: The leaders of early years settings, schools and colleges should establish and maintain a culture of high expectations that expects those working with children and young people with SEN or disabilities to include them in all the opportunities available to other children and young people so they can achieve well.

The SEND Code of Practice (DfE/ DoH, 2015) sets out commitments around inclusive education and the removal of barriers preventing children and young people with SEND from learning and participation in mainstream education.

In addition, the SEND Code of Practice (DfE/ DoH, 2015) sets out the presumption that children and young people with SEND should be able to receive their education within a mainstream setting. Schools are required to identify and assess the needs of the pupils with SEND that they support and use their 'best endeavours' to ensure they receive appropriate support and are fully included alongside their peers (CATIE, 2024: 5).

Section 9.79 of the SEND Code of Practice (DfE/ DoH, 2015) and Section 33 and 39 of the Children and Families Act (DfE, 2014), outline that a young person or their parents have the right to request a particular school is named in the EHC Plan. It also explains that the Local Authority must comply with this unless:

• it would be unsuitable for the age, ability, aptitude or SEN of the child or young person,

or

• the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Every child and young person has the right to a mainstream education and therefore if requested, settings cannot say a child or young person cannot be placed with them based on suitability. The expectation is that provision is delivered based on the child's or young person's individual needs within a mainstream setting, seeking advice and guidance from the appropriate professional network (Community of Schools) and adjustments made to accommodate the child or young person.

Within the context of this legislative framework, KCC is committed to supporting all settings and families to ensure that children and young people with SEND are enabled to access the highest quality provision and practice to meet their needs.

To support with this, KCC already has a well-embedded framework for Mainstream Core Standards for the consistent application of strategies and approaches to support children and young people with SEND in mainstream schools. This document supports the legal framework by setting out what Kent identifies as provision that should be universally available for all children and young people and expectations for what mainstream schools should secure to support this. It also summarises the key legal duties of schools in regard to Special Educational Needs and Disability (Mainstream Core Standards, p4).

In acknowledgement of the increased complexity of needs across all school settings, KCC has worked with stakeholders from all education settings to develop further guidance. This is focused on setting out clear expectations for provision for all school settings, including PRUs, SRPs and special schools in meeting the more complex needs of children and young people across a Continuum of support and provision- Kent's Continuum of Needs and Provision.

In developing this, the rights of the child or young person to access a mainstream education are recognised and respected, with an agreed set of expectations for provision across all settings. Further details are provided to enable greater levels of transparency and understanding of the ways that different types of setting would apply those expectations in practice.

Continuum of Need

Kent's Continuum of Need is aligned with the funding descriptors that will be used to support the level of provision that children and young people with different levels of need may require.

Full information with the detail relating to those key descriptors is found in the Appendices, but an overview is provided below:

Band	Summary	Description of Need	Provision Overview
A	Universal	Child or young person may have minor differences from age expectations; needs met through high-quality teaching and scaffolding.	Access to learning through universal offer and well-planned lessons.
B	Emerging	Needs can be supported in mainstream with targeted interventions and minor curriculum adaptations.	Support may include external advice and small group/individual input via the Link Practitioner model.
C	Mild - Moderate	Moderate or multiple mild difficulties in areas such as literacy or numeracy, requiring foundational skill support.	Tailored interventions and personalised support within the local offer, using a graduated approach.
D	Moderate	Persistent moderate difficulties affecting curriculum access and progress; may have overlapping conditions.	Coordinated interventions; continued differentiation despite slower progress than peers.
E	Moderate - Complex	Combination of moderate and frequent challenges across multiple areas such as communication, behaviour, or cognition.	Targeted interventions, curriculum and environment adaptations; development of social skills and self-esteem.
F	Significant and Complex	Significant, persistent challenges impacting communication, cognition, behaviour, and/or physical needs.	Long-term, highly tailored curriculum adaptations to support access and engagement.

G	Severe and Complex	Severe, persistent challenges; significant cognitive needs often combined with mobility or independence difficulties.	Adapted curriculum; intensive, individualised support to ensure meaningful access and progress.
H	Severe and Multiple	Severe and complex learning difficulties impacting all areas of functioning, including communication and self-regulation.	Structured curriculum focusing on functional skills; use of alternative communication methods and intensive support.
I	Profound	Profound and multiple disabilities (PMLD) requiring intensive, individualised support across all areas.	Highly specialised provision with multi-adult support, coordinated medical and behavioural plans.
J	Exceptional	Exceptionally complex needs requiring bespoke packages of support beyond typical provision levels.	Bespoke, multidisciplinary-agreed adaptations ensuring all needs are addressed intensively.

Continuum of Provision- Key Principles:

- The examples provided in the Continuum of Provision are designed to build on from the expectations and strategies already embedded in the Mainstream Core Standards document.

- The Mainstream Core Standards should therefore be used by schools first when reviewing practice and approaches to meet the needs of all children and young people, and then the Kent Continuum of Needs and Provision can be used as a follow-on resource to provide greater levels of detail and examples for schools considering ways to effectively meet the needs of children and young people with more complex needs.

- The Continuum of Provision purposefully outlines expectations for all settings across the Continuum. This ensures that all children and young people have access to the same set of key expectations regardless of their placement.

- The examples of strategies are not exhaustive- they are used to inform and support school's thinking and planning about ways to meet needs.

- The strategies suggested are intended to be applied in appropriate ways which relate to the wider context of the school setting and the profile of needs within that setting.

- Settings should not feel limited to only exploring strategies that are suggested linked to their setting type. Schools and settings can use the information as a resource to better understand a range of different ways to implement effective strategies, and can utilise those in their own setting as appropriate.

- Communities of Schools can also use the Continuum of Provision to support consistent discussions about need, support and provision.

Continuum of Provision

Working with children and young people, their families and carers

Expectations for all settings:

In addition to the Mainstream Core Standards, when supporting the needs of children and young people with more complex needs, all settings will consider and embed the following key expectations:

- Ensure that communication with parents, carers, outside agencies, children and young people is strong, regular and transparent. Wherever possible, decisions and strategies are co-constructed.
- Plan individualised approaches which recognise and support the child or young person's individual needs and strengths.
- Key points of contact for each child and young person and clearly identified and communicated with the parent/carer.
- The voice of the child or young person is actively sought in a developmentally appropriate manner through a variety of methods, ensuring full understanding and engagement.
- Children and young people have a developmentally appropriate awareness of the purpose and intended outcomes of the specific interventions they receive.
- Adaptations and adjustments are part of everyday planning for these children and young people. Everyone involved has a clear understanding of these consistent approaches.

Strategies:

Mainstream- embedded use of the Mainstream Core	Mainstream- More complex needs- *In addition to the expectations set out in the Mainstream Core Standards, mainstream schools may:*	PRU- *In addition to the expectations set out in the Mainstream Core Standards, PRUs may:*	SRP- *In addition to the expectations set out in the Mainstream Core Standards, SRPs may:*	Special schools- *In addition to other SEND guidance and frameworks, special schools may:*	Bespoke
	• Hold more regular progress meetings, ensuring they are documented and shared with parents.	• Prioritise the building of trusting relationships, fostering a supportive environment that	• Utilise bespoke methods for sharing examples of what the child and young person	• Establish a whole school strategy for engaging parents particularly	

	● Collaborate effectively with parents/carers to create risk assessments where applicable. ● Work with children and young people to create a personalised document outlining the factors that may contribute to their engagement & behaviour in lessons, along with the strategies to support them.	encourages engagement and reduces barriers to learning. ● Embed bespoke communication methods to enable more direct and immediate communication with parents, sharing positive news, identified issues and key information. ● Ensure parents, carers and pupils are invited to provide feedback on the services and support provided on short-term placements	has done during the day and progress with parents are embedded- eg photos/ Dojo etc ● Provide regular, effective check-ins with parents/carers depending on settings as appropriate, recognising that the parent may not have the usual day-to-day drop off experience in school (eg when child/ young person arrives and is collected by taxi). ● Provide additional opportunities to include the child's parents/ carers in learning activities in the SRP or setting ● Offer additional support sessions for parents around related issues. These might be individual or group or advice and part of the outreach offer.	those parents who are not members of the local community. ● Embed whole-school approaches to high quality person-centred planning and collaborative decision-making, ensuring that parents and carers are actively and meaningfully involved as partners in the co-production of personalised plans, including in annual and interim reviews of EHCPs, Health Care Plans, Behaviour Support Plans, Pastoral Support Plans, PEPs, and risk assessments and that these align with home -based strategies. ● Establish dedicated parent training, workshops and shared learning opportunities on supporting children and young people's learning, behaviour and well-being as part of the whole-school training strategy.	

Pastoral

Expectations for all settings:

In addition to the Mainstream Core Standards, when supporting the needs of children and young people with more complex needs, all settings will consider and embed the following key expectations:

- Children and young people receive a tailored, multifaceted approach to meeting their pastoral needs, including support from a range of external agencies as appropriate.
- The setting provides positive behaviour strategies, trauma-informed and nurture-based practices and a supportive environment that enhances the well-being and development of children, facilitating their academic success and personal growth.

- The setting makes reasonable adjustments to accommodate the complex needs of children and young people in order that they have the opportunity to be fully included in all aspects of school life.

- The setting provides additional and/or alternative opportunities for enrichment and personal development based on individual needs, being mindful of how pastoral needs may impact significantly on a child or young person.

Strategies

Mainstream- embedded use of the Mainstream Core Standards	Mainstream- More complex needs- *In addition to the expectations set out in the Mainstream Core Standards, mainstream schools may:*	PRU- *In addition to the expectations set out in the Mainstream Core Standards, PRUs may:*	SRP- *In addition to the expectations set out in the Mainstream Core Standards, SRPs may:*	Special schools- *In addition to other SEND guidance and frameworks, special schools may:*	Bespoke
	- Implement a 'Team around the Child' approach. - Enable children and young people to have access to a designated space where they can speak to a trusted adult and take time to talk or reset.	Implement positive behaviour support strategies that help children and young people understand their behaviour and develop coping mechanisms, with a specific focus on emotional resilience.	Embed individualised approaches to meeting the child or young person's social, emotional and personal development needs, appropriate to their developmental level, within the settings approach.	- Develop and embed specific curriculum pathways and bespoke approaches which address complex trauma responses embedded in a whole-school trauma-informed ethos. - Focus on building whole school expertise to support challenging	

● Provide appropriate resources to support children and young people to regulate their emotions, e.g. calming box, weighted blankets etc. ● Enable children and young people to engage in a variety of contexts which may include whole class, paired work, small group, individual as appropriate. ● Adapt the curriculum (particularly PSHE/RSHE) to address a child or young person's complex SEND/ trauma needs.	● Utilise partnerships with a range of appropriate support services such as counselling, mentoring, therapists, youth offending teams, social workers etc to ensure a holistic focus on each child's social, emotional, and academic development. ● Integrate life skills training into provision, equipping students with practical tools for everyday life and future employment pathways. ● Foster an inclusive environment that celebrates diversity, promoting a sense of belonging and acceptance to enhance student confidence and motivation. ● Provide targeted support for communication and emotional regulation, including access to interventions such as speech and language therapy. ● Collaborate with additional multi-agencies to support the safeguarding of cohorts and individual children and young people.	● Utilise higher staff-pupil ratios to support bespoke communication strategies which meet the needs of each individual. ● Implement a structured, whole-setting approach to explicit teaching and modelling of emotional regulation strategies. ● Provide additional appropriate support to enable students to access whole-school enrichment and extracurricular activities.	behaviour appropriately and consistently, providing de-escalation and crisis intervention strategies to minimise risk and manage conflict safely and respectfully. ●Tailor education and support to pupils and young people on a highly individualised basis including 1:1 support for work placements, extra-curricular activities, provide transport for enrichment opportunities if pupils struggle to access.

Assessment

Expectations for all settings:

In addition to the Mainstream Core Standards, when supporting the needs of children and young people with more complex needs, all settings will consider and embed the following key expectations:

- Target setting, monitoring and review processes which reflect small step assessment approaches to ensure accurate tracking of progress are used.
- Use of a wide range of tools to measure incremental progress in both the academic and personal development of the individual, ensuring that monitoring and evaluation is consistently aligned with this approach.
- Further assessment of a child or young person's specific areas of need is undertaken in order to provide in-depth insights to tailor bespoke support and intervention.
- Alternative in-situ assessments are used to ensure students can engage, succeed and demonstrate their learning in ways that align with their individual needs profiles.
- Regular opportunities for the child or young person to evaluate their own performance, supported by personalised tools and strategies are provided.
- Additional adaptation of assessments, in line with national and JCQ requirements and to include use of technology as appropriate, are utilised for children and young people with more complex needs, ensuring their abilities are accurately reflected.

Strategies:

	Mainstream- More complex needs- *In addition to the expectations set out in the Mainstream Core Standards, mainstream schools may:*	PRU- *In addition to the expectations set out in the Mainstream Core Standards, PRUs may:*	SRP- *In addition to the expectations set out in the Mainstream Core Standards, SRPs may:*	Special schools- *In addition to other SEND guidance and frameworks, special schools may:*	Bespoke
Mainstream- embedded use of the Mainstream Core Standards	• Use a range of tools to measure success outside of the national curriculum, including tracking small-step progress through external systems e.g. Boxall, Bsquared or in house rubrics. • Implement further assessment of specific areas of need to enhance understanding of an individual's needs profile and establishes baselines to	• Conduct baseline assessments to support induction and inform appropriate curriculum and intervention approaches. • Ensure a range of more detailed and bespoke assessments are completed to provide a holistic view of a child or young person's abilities, needs and challenges, covering academic, social, emotional and behavioural aspects.	• Embed further detailed assessments to consider any underlying needs which may impact on development or progress. • Use bespoke and individualised assessment tools taking into consideration the developmental stage of	• Inform accurate assessment by embedding observational and alternative assessment methods including specialist assessment tools to capture small steps of progress beyond traditional measures. • Involve parents directly in capturing small steps of	

measure progress and impact of intervention. Tools may include: - Language or Speech Link; - GLS programmes such as LASS, Exact, Dyslexia Portfolio/Screener and Dyscalculia screener, - NARA, - YARK, - CTOP, - DASH, - PASS, - PHAB 2, - Ideal Self and School.	● Use SEMH assessments regularly to inform ongoing review processes and enable timely adjustments to support individual support strategies. ● Share accurate and comprehensive assessment data with the home school to facilitate effective transition and reintegration.	the pupil/ young person to ensure deep understanding of the child or young person's underlying needs. ● Implement assessments that could be used for more complex and specific needs - e.g. - The Engagement Model, - The AET Progression framework, - The Social Communication Play Journal.	progress that is applied across both home and school. ● Use behaviour analysis models as a framework for assessing, understanding and managing behaviours and providing behaviour interventions. ● Partner with therapists and NHS professionals such as Speech and Language Therapists (SALT) and Occupational Therapists (OT), to conduct comprehensive assessments and implement targeted strategies that support individuals' communication and sensory needs.	

Teaching and Learning

Expectations for all settings:

In addition to the Mainstream Core Standards, when supporting the needs of children and young people with more complex needs, all settings will consider and embed the following key expectations:

- Promotion of an inclusive environment where all students feel valued and supported, enabling them to participate fully in learning activities alongside their peers.
- Staff maintain high expectations for all children and young people, believing in their potential to succeed while providing the necessary support to help them achieve those expectations.
- All adults work collaboratively to plan and deliver highly effective provision that supports each child or young person's independence, progress and confidence, regardless of the complexity of their needs.
- Practitioners make additional reasonable adjustments, beyond the Mainstream Core Standards, to support the child or young person's learning, utilising assistive technology as appropriate.
- Use of a variety of teaching methods to cater to diverse needs. This includes modifying content, processes, and assessments so that all children and young people can access the curriculum.

Strategies

Mainstream- embedded use of the Mainstream Core Standards	Mainstream- More complex needs- *In addition to the expectations set out in the Mainstream Core Standards, mainstream schools may:*	PRU- *In addition to the expectations set out in the Mainstream Core Standards, PRUs may:*	SRP- *In addition to the expectations set out in the Mainstream Core Standards, SRPs may:*	Special schools- *In addition to other SEND guidance and frameworks, special schools may:*	Bespoke
	• Design and deliver adapted pathway models for identified children and young people which are suited to their individual needs whilst maintaining high expectations for their achievements. • Implement a Teaching and Learning approach based on developmental stage rather than age in all curriculum areas, incorporating multi-	• Develop tailored learning plans that reflect each individual's strengths, challenges and interests, ensuring that education is relevant and engaging. • Provide access to a more vocational/ bespoke/ adapted curriculum offer	• Provide and support mainstream integration opportunities for children and young people as appropriate. • Enable children and young people to be	• Implement formal, semi-formal and informal curriculum pathways (including bespoke packages), tailored to the unique needs of individuals.	

sensory learning, alternative communication methods, visual schedules, routines, flexibility, structured work/activity system, visually structured activities and sensory tools.

- Enable access to a range of additional interventions such as:
  - play therapy,
  - blocks of intervention/ outreach support to provide highly specialised programs,
  - art therapy,
  - SALT targeted therapy and interventions,
  - OT targeted therapy and interventions,
  - physio targeted therapy and interventions,
  - forest school,
  - music therapy,
  - family therapy,
  - specialist medical and nursing,
  - access to a therapy dog (PAWS trained and accredited),
  - specific assistive technology programmes,
  - HI/VI multi sensory support.

tailored to individual pathways and aspirations.

- Ensure higher staff-pupil ratios to provide individualised attention, enabling staff to address specific challenges and facilitate meaningful interactions.

- Implement flexible curricula to increase accessibility and engagement for children and young people who may find traditional settings challenging.

taught in the dedicated SRP base individually, in small groups (with SRP staff) and/or in their mainstream class (supported by an SRP staff member if needed).
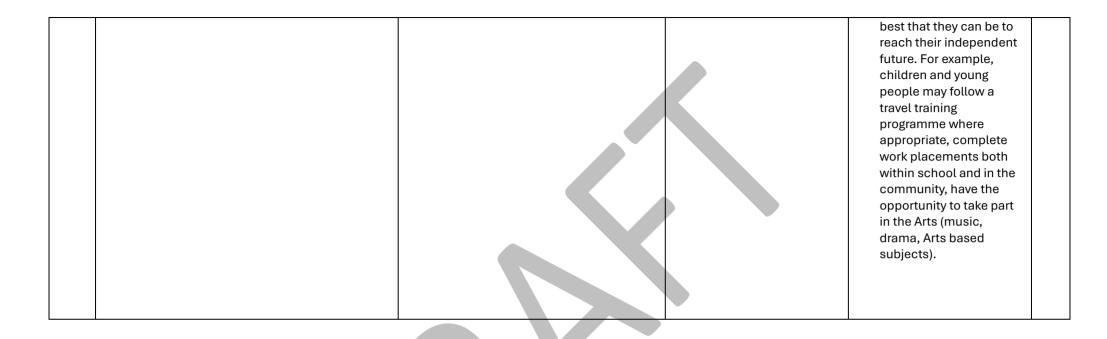
- Implement structured teaching and learning approaches, including:

  - TEACCH
  - Visually structured activities and resources
  - Use of the child or young person's interests and skills as a lever for their motivation.
  - Opportunities for life skills work (e.g. cooking) and community visits may be provided regularly.

In reach support: may provide in-reach support for key identified children and young people as required.

- Embed a developmental and chronological approach, ensuring learning aligns with children and young people's cognitive abilities.

- Ensure that specialist pedagogy is aligned with curriculum pathways.

- Ensure that therapeutic approaches are embedded as part of a whole school strategy to meet the needs of all children and young people. This may involve training school-based staff to practitioner level and beyond.

- Utilise assistive technology integration to support communication, literacy and access to learning.

- Ensure that the curriculum has a particular focus on independence, life skills and creativity in order to enable children and young people to be the

			best that they can be to reach their independent future. For example, children and young people may follow a travel training programme where appropriate, complete work placements both within school and in the community, have the opportunity to take part in the Arts (music, drama, Arts based subjects).	

Physical and Sensory environment

Expectations for all settings:

In addition to the Mainstream Core Standards, when supporting the needs of children and young people with more complex needs, all settings will consider and embed the following key expectations:

- Provide an environment which is accessible for all, fostering the independence of children and young people.

- Develop specific areas of the school and resources which may be proactively and flexibly adapted based on individual profiles of need.

- Provide a sensory diet for children and young people as necessary, incorporating external advice.

Strategies:

	Mainstream- More complex needs- *In addition to the expectations set out in the Mainstream Core Standards, mainstream schools may:*	PRU- *In addition to the expectations set out in the Mainstream Core Standards, PRUs may:*	SRP- *In addition to the expectations set out in the Mainstream Core Standards, SRPs may:*	Special schools- *In addition to other SEND guidance and frameworks, special schools may:*	Bespoke

Mainstream- embedded use of the Mainstream Core Standards	• Work proactively with the child or young person, their parents/carers and outside agencies (as appropriate) to co-construct individualised approaches.
	
	• Utilise strategies including:
	  - A sensory diet plan;
	  - adapted workstations;
	  - standing desks;
	  - breakout areas;
	  - access to a sensory room/area;
		• Provide access to appropriate sensory environments and resources that support emotional regulation and help reduce anxiety or stress.
		
		• Create adaptable spaces that can be reconfigured to suit various activities, supporting a range of learning experiences such as group collaboration or independent study.
			• Have its own dedicated space, designed to suit the specific needs of the cohort.
			
			• Ensure that spaces are designed to be low arousal and purposeful, ensuring a calm, decluttered environment to reduce sensory and cognitive overload
			
			• Provide a dedicated sensory area and/or calming zones to assist with
				• Provide classrooms which are designed and grouped according to an individual's social, emotional and specific care needs including classrooms for a very small number of pupils and classrooms with direct access to personal care suites, safe spaces, outdoor areas and regulation spaces.
				
				• Ensure that students learn in low-stimulation, structured	

	- alternative seating; - additional interventions to support fine/gross motor skills; - additional interventions to support children and young people with HI/VI.	● Offer designated quiet areas where children and young people can take breaks from sensory stimulation, allowing them to regroup and refocus. ● Establish clear structures and consistent routines to create a sense of security and predictability, helping to reduce anxiety and promote engagement.	stress reduction at times of high anxiety. These areas could include: - sensory tents, - textured cushions, - weighted blankets, - mood lighting, - soft furnishings etc. ● Complete a sensory profile to ascertain specific sensory needs. ● Ensure toilets are easily accessible, with visual prompts/reminders clearly displayed (depending on age/stage). ● Provide individual, personalised work stations including: - visual timetables, - written and pictorial signs/labels, - first and then routine, - work trays, - stress-o-meter, - traffic light behaviour system etc. ● Provide access to a dedicated outdoor space, with developmentally appropriate activities.	classrooms designed to minimise sensory overload. ● Ensure that students can regularly access outdoor learning, including forest schools, horticultural therapy and adapted play areas. ● Implement flexible and responsive classroom settings (in response to advice from Occupational Therapy). ● Provide specialist spaces which are adapted to meet the needs of a range of need types, for example hydrotherapy pools, sensory regulation rooms and personal care suites and specialist adaptations such as tactile signage. ● Provide emotion regulation rooms including safe spaces, sensory integration rooms and soft play to support emotional regulation and well-being. ● Access and implement physiotherapy input for children and young people with profound and multiple learning difficulties to ensure that pupils are correctly positioned	

			to meet their health, well-being and learning needs. ● Provide a total communication approach in order to find the communication methods that work best for individual children and young people.	

Resources

Expectations for all settings:

In addition to the Mainstream Core Standards, when supporting the needs of children and young people with more complex needs, all settings will consider and embed the following key expectations:

- Work proactively with the child or young person, their parents/carers and outside agencies (as appropriate) to identify individual resources as needed.
- Ensure children and young people access tailored additional resources as needed based on Personalised or Provision plans.
- Provide specialised ICT technology based on individual needs to enhance learning and engagement.
- Work with external agencies to plan and evaluate resources.
- Ensure staff receive targeted training and ongoing support to utilise the additional resources provided.

Strategies:

| Mainstream- embedded use of the Mainstream Core Standards	Mainstream- More complex needs - *In addition to the expectations set out in the Mainstream Core Standards, mainstream schools may:*	PRU- *In addition to the expectations set out in the Mainstream Core Standards, PRUs may:*	SRP- *In addition to the expectations set out in the Mainstream Core Standards, SRPs may:*	Special schools- *In addition to other SEND guidance and frameworks, special schools may:*	Bespoke
	• Ensure additional sensory resources are provided, e.g. soft play equipment, lighting etc.	• Embed effective SEMH and sensory resources to meet the needs of children and young people. • Provide higher levels of staff-child/ young person ratios.	• Provide a higher staff to child/ young person ratio. • Embed evidence-informed specialist resources relevant to the need type designation of the SRP. • Ensure that specific resources and guidance from the Kent and Medway Communication Assistive Technology team is incorporated and utilised.	• Provide specialist equipment tailored to individual needs, including eye-gaze technology, hoists and adaptive seating. • Ensure a multidisciplinary approach to training staff to maximise the benefit of resources. • Ensure access to a wide range of communication aids, such as AAC devices, switches and Makaton support.	
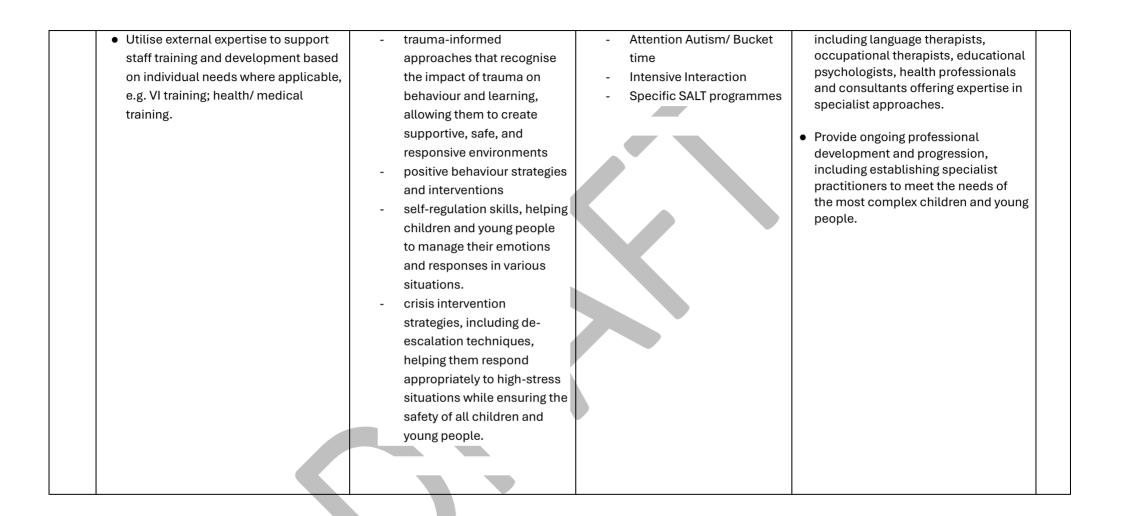
				● Implement resources that support the curriculum that prepare children and young people with highly complex needs to reach their independent future, e.g. independent living house, resources linked to vocational learning for example supported work placements in different areas of the school.	

Staff skills and training

Expectations for all settings:

In addition to the Mainstream Core Standards, when supporting the needs of children and young people with more complex needs, all settings will consider and embed the following key expectations:

- Implement tailored training, enabling staff to provide effective support during both structured and unstructured times.
- Provide training for all staff to ensure they have a thorough understanding of the key protocols, processes and practices required to support children and young people.
- Suitably qualified staff who access and update any specialist training as required.
- Provide support and supervision for staff working closely with children and young people with more complex needs.
- Provide training on recognising mental health issues, understanding referral processes to external mental health services, and incorporating mental health awareness into daily practices.
- Engage with Kent priority training initiatives, including Thrive; AET; Balanced System

Strategies:

Mainstream- embedded use of the Mainstream Core Standards	Mainstream- More complex needs- *In addition to the expectations set out in the Mainstream Core Standards, mainstream schools may:*	PRU- *In addition to the expectations set out in the Mainstream Core Standards, PRUs may:*	SRP- *In addition to the expectations set out in the Mainstream Core Standards, SRPs may:*	Special schools- *In addition to other SEND guidance and frameworks, special schools may:*	Bespoke
	• Ensure staff working closely with children and young people with more complex needs receive tailored training to deepen their knowledge and understanding of specific areas of need e.g. Mental Health First Aider, Balance System, SALT, Sensory Champion and Attention Autism.	• Ensure staff access specific training in relation to a range of SEMH needs, including anxiety, depression, behavioural issues, and attachment disorders, helping staff recognise and understand these challenges in children and young people. • Train staff in:	• SRP leads will hold or be studying for a relevant qualification in their designated area. • Ensure that all staff are kept up to date with training in relation to their designation, both at a whole-school level and specific training in the SRP- eg:	• Ensure ongoing whole school CPD and specialist training, including courses in autism, sensory processing, communication strategies, medical policy and procedures where appropriate, Team Teach or similar, Makaton, moving and handling. • Build partnerships with external professionals and consultants,	

	● Utilise external expertise to support staff training and development based on individual needs where applicable, e.g. VI training; health/ medical training.	- trauma-informed approaches that recognise the impact of trauma on behaviour and learning, allowing them to create supportive, safe, and responsive environments - positive behaviour strategies and interventions - self-regulation skills, helping children and young people to manage their emotions and responses in various situations. - crisis intervention strategies, including de-escalation techniques, helping them respond appropriately to high-stress situations while ensuring the safety of all children and young people.	- Attention Autism/ Bucket time - Intensive Interaction - Specific SALT programmes	including language therapists, occupational therapists, educational psychologists, health professionals and consultants offering expertise in specialist approaches. ● Provide ongoing professional development and progression, including establishing specialist practitioners to meet the needs of the most complex children and young people.	

Transition and transfer

Expectations for all settings:

In addition to the Mainstream Core Standards, when supporting the needs of children and young people with more complex needs, all settings will consider and embed the following key expectations:

- Embed more personalised transition support, adapted to the child or young person's specific needs, co-created with parents/carers and external agencies as necessary.
- Develop and implement robust and comprehensive phase transition arrangements between key stages and schools which begin well in advance.
- Plan and offer longer transition processes, adapted to the child or young person's needs, with increased opportunities to visit new settings as needed.
- Implement high quality, tailored careers education and support, guiding children and young people towards appropriate onward destinations that align with their aspirations and needs.
- Utilise collaborative working arrangements, including a Team around the Child and Young Person approach with external agencies, including Early Years providers, to support individuals' needs.
- Provide appropriate support for transitions throughout the day from lesson to lesson.

Strategies:

Mainstream- embedded use of the Mainstream Core Standards	Mainstream- More complex needs- *In addition to the expectations set out in the Mainstream Core Standards, mainstream schools may:*	PRU- *In addition to the expectations set out in the Mainstream Core Standards PRUs may:*	SRP- *In addition to the expectations set out in the Mainstream Core Standards, SRPs may:*	Special schools- *In addition to other SEND guidance and frameworks, special schools may:*	Bespoke
	• Adapt timetables to provide additional transition opportunities. • Plan opportunities for periods of respite which are built into the schedule, including withdrawal to smaller groups and/or self-directed/individual time-out.	• Recognise that transition points and arrangements will be more frequent as these provisions are not a final destination in themselves (NB- 12 week placements as good practice). • Offer robust, reasonable and comprehensive phase transition	• Utilise different transition times at the start and end of the day to ensure that the pupil accesses the setting when it is calm and quiet.	• Implement personalised transition plans which are co-produced with families, professionals and students to ensure smooth changes between settings and routines within the day including transport/travel to the setting.	

	● Develop plans for unstructured times, providing quiet and calm spaces along with a range of activities. ● Engage with external agencies, e.g. SLTS, Sensory Needs Support Service, SaLT Link Therapist, Occupational Therapy, Physiotherapy, Portage, NELFT including Emotional Wellbeing Team, Community Health or Paediatrics, School Health, Early Help and Social Work, SEND and Inclusion Advisors, KPAS.	arrangements between key stages, when children and young people return to mainstream, when they exit to specialist provision and when they transition to Key Stage 5. ● Provide regular feedback to the home school and ensure they meet their responsibilities to check in, meet and review their pupils placed at the PRU.	● Ensure that staff are aware of and plan appropriate support to manage the transitions between home and school and school and home, particularly where transport is provided. ● Provide planned support with transitions through the day, during mainstream integration opportunities and between structured and unstructured times.	● Provide moving and handling planning to support a students' needs, for example moving from a wheelchair to a taxi.	

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