




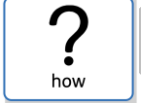



**DRAFT**  
**KENT CONTINUUM OF**  
**NEED AND PROVISION**

**By Schools, For Schools**

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## The Kent Continuum of Need and Provision:

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|  <p>what</p>    | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Developed through collaboration and grounded in the context of practices and provisions across all education settings in Kent.</li> <li>• 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:<br/> <a href="https://www.kelsi.org.uk/_data/assets/pdf_file/0004/117256/Special-educational-needs-mainstream-core-standards.pdf">https://www.kelsi.org.uk/_data/assets/pdf_file/0004/117256/Special-educational-needs-mainstream-core-standards.pdf</a> </li> </ul> |
|  <p>why</p>     | <ul style="list-style-type: none"> <li>• Developed to provide clarification and consistency in discussions and practices for meeting the needs of pupils with more complex needs across our education system.</li> <li>• 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.</li> </ul>  |
|  <p>who</p>    | <ul style="list-style-type: none"> <li>• For all schools in the Kent education system to enable reflection on their own practices and provisions.</li> <li>• Informs collaborative discussions with other school professionals, including in Communities of Schools meetings.</li> <li>• Used by Local Authority Officers undertaking statutory duties to provide a shared language when discussing cases with schools, parents and other agencies.</li> <li>• Parents and other professionals from outside agencies will also have a version which will explain the key features and support confidence in the system.</li> </ul>  |
|  <p>how</p>   | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Helps to inform focused support and training opportunities for schools.</li> </ul>   |
|  <p>where</p> | <ul style="list-style-type: none"> <li>• Informs, guides and supports practices in all schools and settings in the Kent education system.</li> </ul>  |

## 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:

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| <b>Band</b> | <b>Summary</b>          | <b>Description of Need</b>   | <b>Provision Overview</b>   |
|-------------|-------------------------|--|---|
| 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.                           |

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| 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.                          |

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## **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 Standards | <b>Mainstream- More complex needs-</b>   | <b>PRU-</b>  | <b>SRP-</b>   | <b>Special schools-</b>   | Bespoke |
|---|--|--|---|---|---------|
|   | <i>In addition to the expectations set out in the Mainstream Core Standards, mainstream schools may:</i>                                       | <i>In addition to the expectations set out in the Mainstream Core Standards, PRUs may:</i>   | <i>In addition to the expectations set out in the Mainstream Core Standards, SRPs may:</i>  | <i>In addition to other SEND guidance and frameworks, special schools may:</i>  |         |
|   | <ul style="list-style-type: none"> <li>● Hold more regular progress meetings, ensuring they are documented and shared with parents.</li> </ul> | <ul style="list-style-type: none"> <li>● Prioritise the building of trusting relationships, fostering a supportive environment that encourages engagement and reduces barriers to learning.</li> </ul> | <ul style="list-style-type: none"> <li>● Utilise bespoke methods for sharing examples of what the child and young person has done during the day and progress with parents are</li> </ul> | <ul style="list-style-type: none"> <li>● Establish a whole school strategy for engaging parents particularly those parents who are not members of the local community.</li> </ul> |         |

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|  | <ul style="list-style-type: none"> <li>● Collaborate effectively with parents/carers to create risk assessments where applicable.</li> <li>● Work with children and young people to create a personalised document outlining the factors that may contribute to their engagement &amp; behaviour in lessons, along with the strategies to support them.</li> </ul> | <ul style="list-style-type: none"> <li>● Embed bespoke communication methods to enable more direct and immediate communication with parents, sharing positive news, identified issues and key information.</li> <li>● Ensure parents, carers and pupils are invited to provide feedback on the services and support provided on short-term placements</li> </ul> | <p>embedded- eg photos/ Dojo etc</p> <ul style="list-style-type: none"> <li>● 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).</li> <li>● Provide additional opportunities to include the child's parents/ carers in learning activities in the SRP or setting</li> <li>● Offer additional support sessions for parents around related issues. These might be individual or group or advice and part of the outreach offer.</li> </ul> | <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> </ul> |
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## Resources to support Working with children and young people, their families and carers

| Name of Resource   | Brief description   | Link  |
|--|---|---|
| AAC  | The KM CAT Service delivers scheduled remote & face-to-face training, e-learning modules, and bespoke courses for professionals, parents and carers on AAC/AT tools and strategies (e.g. Clicker 8, Proloquo2Go, eye gaze) to build skills and awareness. | <a href="https://www.kelsi.org.uk/support-for-children-and-young-people/support-for-schools/kent-and-medway-communication-and-assistive-technology-service/kent-cat-training-courses">https://www.kelsi.org.uk/support-for-children-and-young-people/support-for-schools/kent-and-medway-communication-and-assistive-technology-service/kent-cat-training-courses</a> |
| Attendance Handbook  | The Kent School Attendance Handbook provides guidance, policies, and best practices to support schools in improving pupil attendance, managing absences, and ensuring statutory compliance.   | <a href="#">School-Attendance-Handbook.pdf</a>  |
| Communication and Language in the Early Years                  | Kent's Early Years and Childcare Quality Team supports early years settings with training, resources, and strategies to enhance children's communication and language development.  | <a href="#">Communication and language in the early years - KELSIS</a>  |
| Family Hubs- locality based                                    | Kent Family Hub provides local support, services, and activities for families and young people, including SEND, health, childcare, and wellbeing resources.   | <a href="#">Kent Family Hub - Kent County Council</a>   |
| iASK   | iASK provides free, impartial advice and support for children and young people with SEND and their families.  | <a href="#">Information, Advice and Support Kent (iASK) - Kent County Council</a>   |
| Kent PRU and Attendance Service (KPAS) information page        | The Kent PRU and Attendance Service (KPAS) supports schools and partners to improve pupil attendance and reduce exclusions.   | <a href="https://www.kelsi.org.uk/kent-PRU-and-attendance-service-KPAS/about-the-service">https://www.kelsi.org.uk/kent-PRU-and-attendance-service-KPAS/about-the-service</a>   |
| Lancaster model/ questionnaires                                | The Lancaster Model is an early-intervention system using online questionnaires to identify children's vulnerabilities and trigger timely support before issues escalate.   | <a href="#">Home – The Lancaster Model</a>  |
| Let's Talk Together  | This free booklet helps families engage in meaningful, enjoyable interactions at home to support their child's communication development.   | <a href="#">Let's Talk Together</a>   |
| Mainstream Core Standards                                      | The Mainstream Core Standards outline the baseline SEND support and inclusive teaching expected in Kent mainstream schools.   | <a href="https://www.kelsi.org.uk/special-education-needs/inclusion/the-mainstream-core-standards">https://www.kelsi.org.uk/special-education-needs/inclusion/the-mainstream-core-standards</a>   |
| NHS Advice for supporting families who have children with SEND | Kent Family NHS supports children with SEND by providing guidance, referrals, and access to health and educational services to help families identify needs and plan appropriate support.   | <a href="#">Special educational need and disability (SEND) - Kent family</a>  |
| Parent Consultation line- EP Service                           | The Kent Educational Psychology Service offers a free 30-minute phone or video consultation for parents/carers to discuss concerns about their child's learning, emotional wellbeing, behaviour or routines, aiming to explore solutions together.        | <a href="#">Parent Consultation Line - KELSIS</a>   |

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| Relational Approaches to support School Belonging | The Relational Approaches Guide & Toolkit from Kent County Council offers principles, self-audits and practical strategies for schools to foster belonging, improve attendance and behaviour through trauma-informed, relationship-centred practices. | <a href="https://www.kelsi.org.uk/_data/assets/pdf_file/0016/206341/KCC-Relational-Approaches-to-support-School-Belonging-and-Attendance-Guide-and-Toolkit.pdf">https://www.kelsi.org.uk/_data/assets/pdf_file/0016/206341/KCC-Relational-Approaches-to-support-School-Belonging-and-Attendance-Guide-and-Toolkit.pdf</a> |
| School Avoidance Resource Pack                    | The EBSA Parent Resource Pack offers guidance and practical strategies (grouped around regulation, relating, reasoning, and routines) to help parents support children who struggle to attend school due to emotional/anxiety factors.                | <a href="https://www.kelsi.org.uk/_data/assets/pdf_file/0007/160882/EBSA-parent-resource-pack.pdf">https://www.kelsi.org.uk/_data/assets/pdf_file/0007/160882/EBSA-parent-resource-pack.pdf</a>   |
| Solihull Training Resources                       | Solihull Training Resources offers early years practitioners webinars, workshops, and modules on SEND, safeguarding, leadership, and child development.   | <a href="https://www.solgrid.org.uk/eyc/training/solihull-training-resources/">https://www.solgrid.org.uk/eyc/training/solihull-training-resources/</a>   |

**In addition, the following research and evidence-based resources may be helpful:**

| Name of Resource   | Brief description   | Link   |
|--|---|--|
| DfE<br>Engaging parents and families                       | The <i>Engaging Parents and Families</i> guide provides school leaders with practical strategies to strengthen family involvement. It emphasises clear communication, positive relationships, and dedicated support, helping schools improve student outcomes and address needs early.  | <a href="#">Engaging parents and families</a>  |
| EEF<br>Parental Engagement Guide                           | The EEF's <i>Parental Engagement Guidance Report</i> helps school leaders develop evidence-informed strategies to strengthen family partnerships. It offers practical recommendations on effective communication, supporting learning at home, and tailoring approaches for families with greater needs, enabling leaders to create more strategic and impactful parental engagement. | <a href="#">EEF Parental Engagement Guidance Report.pdf</a>  |
| EEF<br>Working with parents to support children's learning | The EEF's <i>Working with Parents to Support Children's Learning</i> guides school leaders in fostering meaningful parental engagement. It emphasises tailored communication, planning, and targeted support to strengthen home-school partnerships and improve pupil learning outcomes.  | <a href="#">Working with Parents to Support Children's Learning   EEF</a>  |
| Kelty & Wakabayashi (2020)<br>Family Engagement in Schools | <i>Family Engagement in Schools</i> (Kelty & Wakabayashi, 2020) guides school leaders on creating meaningful, inclusive family engagement. It highlights trust, two-way communication, and accessible opportunities, helping leaders design strategies that connect home, school, and community to improve pupil outcomes.  | <a href="#">Family Engagement in Schools: Parent, Educator, and Community Perspectives - Noel E. Kelty, Tomoko Wakabayashi, 2020</a> |

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| <p>nasen and whole-school SEND<br/>SEND Reflection Framework</p>                       | <p>The SEND Reflection Framework, developed by Nasen, is a self-evaluation tool designed to help schools assess and enhance their provision for students with special educational needs and disabilities (SEND). It offers a structured approach to reflect on key areas such as knowledge of the learner, quality of teaching, learning environment, transitions, systems and processes, and collaboration with families and other professionals. By engaging with this framework, school leaders can identify strengths and areas for development, fostering a culture of continuous improvement and ensuring that SEND provision is effective and inclusive.</p> | <p><a href="#">send_reflection_framework_web.pdf</a></p>   |
| <p>National College of School Leadership<br/>How to involve hard-to-reach parents-</p> | <p><i>How to Involve Hard-to-Reach Parents</i> (Campbell, 2011) helps school leaders engage parents who are typically less involved. It highlights building trust, offering flexible opportunities, and ensuring accessible, culturally sensitive communication to strengthen home-school partnerships and improve pupil outcomes.</p>  | <p><a href="#">How to involve hard to reach parents : encouraging meaningful parental involvement with schools</a></p> |

**Case Studies to exemplify examples of practice in our Kent schools and settings (mainstream, PRU, SRP and special schools) for Working with children and young people, their families and carers can be accessed here:**

[Case Studies](#)

## 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 | <b>Mainstream- More complex needs-</b>   | <b>PRU-</b>  | <b>SRP-</b>  | <b>Special schools-</b>   | Bespoke |
|---|--|--|--|---|---------|
|   | <i>In addition to the expectations set out in the Mainstream Core Standards, mainstream schools may:</i>   | <i>In addition to the expectations set out in the Mainstream Core Standards, PRUs may:</i>   | <i>In addition to the expectations set out in the Mainstream Core Standards, SRPs may:</i>   | <i>In addition to other SEND guidance and frameworks, special schools may:</i>  |         |
|   | <ul style="list-style-type: none"> <li>● Implement a ‘Team around the Child’ approach.</li> <li>● 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.</li> </ul> | <ul style="list-style-type: none"> <li>● 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.</li> </ul> | <ul style="list-style-type: none"> <li>● 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.</li> </ul> | <ul style="list-style-type: none"> <li>● Develop and embed specific curriculum pathways and bespoke approaches which address complex trauma responses embedded in a whole-school trauma-informed ethos.</li> <li>● Focus on building whole school expertise to support challenging</li> </ul> |         |

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|  | <ul style="list-style-type: none"> <li>● Provide appropriate resources to support children and young people to regulate their emotions, e.g. calming box, weighted blankets etc.</li> <li>● Enable children and young people to engage in a variety of contexts which may include whole class, paired work, small group, individual as appropriate.</li> <li>● Adapt the curriculum (particularly PSHE/RSHE) to address a child or young person's complex SEND/ trauma needs.</li> </ul> | <ul style="list-style-type: none"> <li>● 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.</li> <li>● Integrate life skills training into provision, equipping students with practical tools for everyday life and future employment pathways.</li> <li>● Foster an inclusive environment that celebrates diversity, promoting a sense of belonging and acceptance to enhance student confidence and motivation.</li> <li>● Provide targeted support for communication and emotional regulation, including access to interventions such as speech and language therapy.</li> <li>● Collaborate with additional multi-agencies to support the safeguarding of cohorts and individual children and young people.</li> </ul> | <ul style="list-style-type: none"> <li>● Utilise higher staff-pupil ratios to support bespoke communication strategies which meet the needs of each individual.</li> <li>● Implement a structured, whole-setting approach to explicit teaching and modelling of emotional regulation strategies.</li> <li>● Provide additional appropriate support to enable students to access whole-school enrichment and extracurricular activities.</li> </ul> | <p>behaviour appropriately and consistently, providing de-escalation and crisis intervention strategies to minimise risk and manage conflict safely and respectfully.</p> <ul style="list-style-type: none"> <li>● 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.</li> </ul> |  |
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## Resources to support Pastoral

| Name of Resource                                | Brief description  | Link  |
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| Bereavement small steps                         | Small Steps is a guidance tool for pre-school settings to help young children begin their grieving journey, providing support to both children and carers as they navigate early steps after a death.  | <a href="#">Grief-and-Loss-Small-Steps.pdf</a>  |
| CHUMS Bereavement Support                       | The Specialist Bereavement Service provides tailored, evidence-based support for children and young people experiencing complicated grief, including 1:1 and group sessions, workshops for parents, and training for schools and professionals.          | <a href="#">CHUMS bereavement support - KELSI</a>   |
| ELSA training                                   | The ELSA programme trains and supports school staff to deliver targeted emotional literacy interventions, increasing schools' capacity to support pupils' social, emotional, and mental health needs through structured, goal-oriented sessions.         | <a href="#">Emotional Literacy Support Assistants (ELSA) programme - KELSI</a>  |
| I-Thrive  | i-THRIVE Wellbeing for Schools offers events, workshops, newsletters, and resources to help schools and partner agencies support young people's emotional wellbeing and mental health across Kent and Medway.  | <a href="https://www.kelsi.org.uk/news-and-events/news/primary/i-thrive-wellbeing-for-schools">https://www.kelsi.org.uk/news-and-events/news/primary/i-thrive-wellbeing-for-schools</a> |
| Jigsaw  | Jigsaw PSHE is a whole-school curriculum that delivers age-appropriate personal, social, health, and economic education, integrating emotional literacy, mindfulness, and resilience across weekly lessons.  | <a href="#">Jigsaw</a>  |
| Kent Resilience Hub                             | The Kent Resilience Hub provides schools with free resources, toolkits, and training to promote student and staff wellbeing, build resilience, and support mental health across the whole school.  | <a href="https://kentresiliencehub.org.uk">https://kentresiliencehub.org.uk</a>   |
| NHS guidance for supporting emotional wellbeing | Kent Family NHS provides guidance, strategies, and online courses to help parents support their child's emotional wellbeing and access additional confidential advice if needed.   | <a href="#">Supporting your child or teen's emotional wellbeing - Kent family</a>   |
| Nurtureuk                                       | The nurture model uses the Six Principles of Nurture and tools like the Boxall Profile to support pupils' social, emotional, and mental health, helping them develop resilience, self-confidence, and skills to succeed academically and socially.       | <a href="#">NurtureUK - KELSI</a>   |
| Online safety – Cyberbullying                   | KCC provides schools with guidance, resources, and training to prevent and respond to cyberbullying, promoting a whole-school approach to online safety.   | <a href="#">Cyberbullying - KELSI</a>   |
| SEMH Toolkit                                    | This toolkit provides guidance for school staff to support pupils with SEMH, helping them thrive socially, emotionally, and academically by developing systems, identifying needs, and using a graduated approach, without serving as a diagnostic tool. | <a href="https://www.kelsi.org.uk/special-education-needs/inclusion/semh-toolkit">https://www.kelsi.org.uk/special-education-needs/inclusion/semh-toolkit</a>                           |
| Support for children of Armed Forces personnel  | KCC supports children of armed forces personnel in schools with resources, guidance, and strategies to ease transitions, promote inclusion, and meet their unique needs.   | <a href="#">Supporting children of armed forces personnel in school - KELSI</a>   |

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| Winstons Wish | Winston's Wish provides free online grief support for children and young people across the UK who are bereaved or facing the death of someone significant. | <a href="#">Winston's Wish - Bereavement Support for Children</a> |
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**In addition, the following research and evidence-based resources may be helpful:**

| <b>Name of Resource</b>   | <b>Brief description</b>  | <b>Link</b>  |
|---|---|--|
| Ambition Institute<br>Achieve and Thrive: a research-based guide to pupil motivation and engagement | The Ambition Institute's <i>Achieve and Thrive</i> guide offers school leaders evidence-based strategies to enhance pupil motivation and engagement. It emphasises the importance of creating safe, predictable environments and gradually fostering internal motivation by meeting students' psychosocial needs. The guide outlines three key needs: competence (feeling capable through challenging tasks), relatedness (feeling valued and connected), and autonomy (having ownership and agency in learning). By focusing on these areas, schools can improve pupil outcomes, including attendance, academic performance, and overall well-being. | <a href="#">Achieve and thrive A research-based guide to pupil motivation and engagement S_OBg1rjY.pdf</a> |
| EEF<br>Improving behaviour in schools   | The EEF's <i>Improving Behaviour in Schools</i> guidance provides school leaders with evidence-based strategies, emphasising understanding pupil needs, consistent classroom management, teaching learning behaviours, and whole-school approaches, alongside targeted interventions and simple routines to support positive behaviour.   | <a href="#">Improving Behaviour in Schools   EEF</a>   |
| EEF<br>Improving social and emotional learning in primary schools                                   | The EEF's <i>Improving Social and Emotional Learning in Primary Schools</i> guidance helps leaders embed SEL through explicit teaching, a supportive environment, whole-staff involvement, family engagement, and impact monitoring, improving outcomes—especially for disadvantaged pupils—while highlighting the importance of teacher development.   | <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>                           |
| EEF<br>Personal Social and Emotional Development  | The EEF's Early Years Evidence Store on PSED offers school leaders evidence-based strategies to support young children's social and emotional growth, highlighting combined approaches like teaching emotional awareness, modelling relationships, and promoting self-care to enhance self-regulation and learning.   | <a href="#">EEF   Personal Social and Emotional Development</a>  |
| EEF<br>Self-regulation and executive function   | The EEF's Early Years Evidence Store on Self-Regulation and Executive Function guides leaders in supporting young children's development through challenges, self-awareness, collaborative learning, physical activity, and reflective talk, enhancing self-regulation and learning outcomes.   | <a href="#">EEF   Self-Regulation and Executive Function</a>   |

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| <p>EEF<br/>Supporting Attendance</p>   | <p>The EEF's <i>Supporting Attendance</i> resource guides school leaders in improving pupil attendance through understanding families, fostering belonging, effective communication, high-quality teaching, and targeted interventions, with tools to plan, monitor, and tailor strategies for positive engagement.</p>                        | <p><a href="#">Supporting attendance   EEF</a></p>  |
| <p>NSPCC<br/>Building emotional intelligence and resilience in primary school children</p> | <p>The NSPCC's Emotional Resilience programme in Govan shows how schools can boost pupils' emotional intelligence and wellbeing, strengthen teacher-pupil relationships, and support peer and family connections, highlighting the importance for leaders of prioritising, resourcing, and reflecting on emotional resilience initiatives.</p> | <p><a href="#">Building emotional intelligence and resilience in primary school children   NSPCC Learning</a></p> |

**Case Studies to exemplify examples of practice in our Kent schools and settings (mainstream, PRU, SRP and special schools) for Pastoral can be accessed here:**

[Case Studies](#)

## 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:

|  | <b>Mainstream- More complex needs-</b>  | <b>PRU-</b>  | <b>SRP-</b>  | <b>Special schools-</b>  |                |
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| <b>Mainstream- embedded use of the Mainstream Core Standards</b> | <i>In addition to the expectations set out in the Mainstream Core Standards, mainstream schools may:</i>  | <i>In addition to the expectations set out in the Mainstream Core Standards, PRUs may:</i>   | <i>In addition to the expectations set out in the Mainstream Core Standards, SRPs may:</i>   | <i>In addition to other SEND guidance and frameworks, special schools may:</i>   | <b>Bespoke</b> |
|  | <ul style="list-style-type: none"> <li>● 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.</li> <li>● Implement further assessment of specific areas of need to enhance understanding of an individual’s needs profile and establishes baselines to</li> </ul> | <ul style="list-style-type: none"> <li>● Conduct baseline assessments to support induction and inform appropriate curriculum and intervention approaches.</li> <li>● 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.</li> </ul> | <ul style="list-style-type: none"> <li>● Embed further detailed assessments to consider any underlying needs which may impact on development or progress.</li> <li>● Use bespoke and individualised assessment tools taking into consideration the developmental stage of</li> </ul> | <ul style="list-style-type: none"> <li>● Inform accurate assessment by embedding observational and alternative assessment methods including specialist assessment tools to capture small steps of progress beyond traditional measures.</li> <li>● Involve parents directly in capturing small steps of</li> </ul> |                |

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|  | <p>measure progress and impact of intervention. Tools may include:</p> <ul style="list-style-type: none"> <li>- Language or Speech Link;</li> <li>- GLS programmes such as LASS, Exact, Dyslexia Portfolio/Screeners and Dyscalculia screener,</li> <li>- NARA,</li> <li>- YARK,</li> <li>- CTOP,</li> <li>- DASH,</li> <li>- PASS,</li> <li>- PHAB 2,</li> <li>- Ideal Self and School.</li> </ul> | <ul style="list-style-type: none"> <li>● Use SEMH assessments regularly to inform ongoing review processes and enable timely adjustments to support individual support strategies.</li> <li>● Share accurate and comprehensive assessment data with the home school to facilitate effective transition and reintegration.</li> </ul> | <p>the pupil/ young person to ensure deep understanding of the child or young person's underlying needs.</p> <ul style="list-style-type: none"> <li>● Implement assessments that could be used for more complex and specific needs - e.g. <ul style="list-style-type: none"> <li>- The Engagement Model,</li> <li>- The AET Progression framework,</li> <li>- The Social Communication Play Journal.</li> </ul> </li> </ul> | <p>progress that is applied across both home and school.</p> <ul style="list-style-type: none"> <li>● Use behaviour analysis models as a framework for assessing, understanding and managing behaviours and providing behaviour interventions.</li> <li>● 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.</li> </ul> |  |
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### Resources to support Assessment

| Name of Resource          | Brief description  | Link  |
|---------------------------|--|---|
| AET progression framework | The AET Standards Frameworks help leaders assess, plan, and improve inclusive practices to enhance engagement, outcomes, and support for autistic pupils across all types of educational settings. | <a href="#">The Framework Documents - KELSI</a> |
| Boxall Profile            | The Boxall Profile is an assessment tool that identifies a child's social, emotional, and behavioural needs to guide targeted support and monitor progress.  | <a href="#">NurtureUK - KELSI</a>               |
| GL Assessments            | GL offers a range of assessment tools, including CAT 3, NGRT, PASS UK (wellbeing), WellComm (speech and language).   | <a href="#">Assessments - GL Assessment</a>     |

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| Kent Portage Scales                           | Portage provides bespoke, small-steps learning support for pre-school children with SEND, working in partnership with families through home sessions and learning groups to support development and transitions into early years settings.  | <a href="#">Kent Portage - KELS!</a>  |
| NHS Screening Programmes                      | Kent Family NHS provides a range of screening programmes for children and young people aged 5 to 19, including vision, hearing, and height/weight assessments, as well as health and development reviews using The Lancaster Model (TLM), to identify and address health and wellbeing needs early. | <a href="#">Screening programmes - Kent family</a>                                  |
| Small steps progress tracker                  | A range of resources to support the tracking of pupils working at an EYFS level.  | <a href="#">Supporting Documents - KELS!</a>  |
| Speechlink and Languagelink                   | These toolkits provide assessments, training, resources, and specialist support to help schools identify and support pupils with speech and language needs in the classroom.  | <a href="#">Speech and Language Link - SLCN support for schools - Home</a>          |
| This is Me                                    | “This is Me” is a tool that highlights a neurodivergent child’s strengths and needs, supporting understanding of sensory differences, routines, and information processing.   | <a href="#">Learning Disabilities, Autism and ADHD   NELFT NHS Foundation Trust</a> |
| VSK Strengths and Difficulties Questionnaires | Strengths and Difficulties Questionnaire (SDQ) are used to assess the emotional and behavioural wellbeing of children in care, gathering information from carers, school staff, and the children themselves to inform health assessments, plans, and potential additional support.                  | <a href="#">Strengths and Difficulties Questionnaire   Virtual School Kent</a>      |

**In addition, the following research and evidence-based resources may be helpful:**

| <b>Name of Resource</b>   | <b>Brief description</b>  | <b>Link</b>   |
|---|---|---|
| DfE<br>Help for Early Years providers: using the assessment tools | The DfE’s guidance for early years practitioners provides flexible SEND assessment tools across communication, cognition, social-emotional, and sensory/physical areas. It supports observing needs, setting SMART targets, using one-page profiles and play plans, and collaborating with parents to plan and review strategies that promote each child’s development.                                       | <a href="#">Help for early years providers : Using the assessment tools</a> |
| EEF<br>Teacher feedback to improve pupil learning                 | The EEF’s <i>Teacher Feedback to Improve Pupil Learning</i> guidance helps school leaders enhance classroom feedback by emphasising high-quality teaching, timely and actionable feedback, and strategies to ensure pupils act on guidance. It encourages schools to develop clear feedback policies while allowing teachers professional judgment in delivery, maximising learning outcomes across contexts. | <a href="#">Teacher Feedback to Improve Pupil Learning   EEF</a>            |

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| EEF<br>Special Educational Needs in Mainstream Schools             | The EEF's <i>Special Educational Needs in Mainstream Schools</i> guidance emphasises using assessment to identify pupils' current understanding, monitor progress, and tailor teaching. Effective assessment involves ongoing observation, formative checks, and scaffolding to inform adaptive instruction, ensuring pupils with SEND receive targeted support and interventions that address their specific learning needs.    | <a href="#">Special Educational Needs in Mainstream Schools   EEF</a>     |
| EEF<br>Written marking   | The EEF's review <i>A Marked Improvement?</i> highlights that while teachers spend significant time on written marking, evidence on its impact is limited. It recommends a "mark less, mark better" approach, focusing on specific, actionable feedback, differentiating careless mistakes from misunderstandings, and allowing pupils time to reflect and act. This strategy supports learning while reducing teacher workload. | <a href="#">Written marking   EEF</a>                                     |
| SedEd<br>Adaptive teaching and assessment to support SEND students | The SecEd article highlights adaptive teaching for SEND students, emphasising real-time adjustments, targeted feedback, and evidence-based interventions to meet individual needs, enhancing engagement and learning outcomes in inclusive classrooms.   | <a href="#">Adaptive teaching and assessment to support SEND students</a> |

**Case Studies to exemplify examples of practice in our Kent schools and settings (mainstream, PRU, SRP and special schools) for Assessment can be accessed here:**

[Case Studies](#)

## 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 | <b>Mainstream- More complex needs-</b>  | <b>PRU-</b>   | <b>SRP-</b>  | <b>Special schools-</b>   | Bespoke |
|---|---|---|--|---|---------|
|   | <i>In addition to the expectations set out in the Mainstream Core Standards, mainstream schools may:</i>  | <i>In addition to the expectations set out in the Mainstream Core Standards, PRUs may:</i>  | <i>In addition to the expectations set out in the Mainstream Core Standards, SRPs may:</i>   | <i>In addition to other SEND guidance and frameworks, special schools may:</i>  |         |
|   | <ul style="list-style-type: none"> <li>● 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.</li> <li>● Implement a Teaching and Learning approach based on developmental stage rather than age in all curriculum areas, incorporating multi-</li> </ul> | <ul style="list-style-type: none"> <li>● Develop tailored learning plans that reflect each individual's strengths, challenges and interests, ensuring that education is relevant and engaging.</li> <li>● Provide access to a more vocational/ bespoke/ adapted curriculum offer</li> </ul> | <ul style="list-style-type: none"> <li>● Provide and support mainstream integration opportunities for children and young people as appropriate.</li> <li>● Enable children and young people to be</li> </ul> | <ul style="list-style-type: none"> <li>● Implement formal, semi-formal and informal curriculum pathways (including bespoke packages), tailored to the unique needs of individuals.</li> </ul> |         |

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|  | <p>sensory learning, alternative communication methods, visual schedules, routines, flexibility, structured work/activity system, visually structured activities and sensory tools.</p> <ul style="list-style-type: none"> <li>● Enable access to a range of additional interventions such as: <ul style="list-style-type: none"> <li>- play therapy,</li> <li>- blocks of intervention/ outreach support to provide highly specialised programs,</li> <li>- art therapy,</li> <li>- SALT targeted therapy and interventions,</li> <li>- OT targeted therapy and interventions,</li> <li>- physio targeted therapy and interventions,</li> <li>- forest school,</li> <li>- music therapy,</li> <li>- family therapy,</li> <li>- specialist medical and nursing,</li> <li>- access to a therapy dog (PAWS trained and accredited),</li> <li>- specific assistive technology programmes,</li> <li>- HI/VI multi sensory support.</li> </ul> </li> </ul> | <p>tailored to individual pathways and aspirations.</p> <ul style="list-style-type: none"> <li>● Ensure higher staff-pupil ratios to provide individualised attention, enabling staff to address specific challenges and facilitate meaningful interactions.</li> <li>● Implement flexible curricula to increase accessibility and engagement for children and young people who may find traditional settings challenging.</li> </ul> | <p>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).</p> <ul style="list-style-type: none"> <li>● Implement structured teaching and learning approaches, including: <ul style="list-style-type: none"> <li>- TEACCH</li> <li>- Visually structured activities and resources</li> <li>- Use of the child or young person's interests and skills as a lever for their motivation.</li> <li>- Opportunities for life skills work (e.g. cooking) and community visits may be provided regularly.</li> </ul> </li> </ul> <p><b>In reach support:</b> may provide in-reach support for key identified children and young people as required.</p> | <ul style="list-style-type: none"> <li>● Embed a developmental and chronological approach, ensuring learning aligns with children and young people's cognitive abilities.</li> <li>● Ensure that specialist pedagogy is aligned with curriculum pathways.</li> <li>● 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.</li> <li>● Utilise assistive technology integration to support communication, literacy and access to learning.</li> <li>● 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</li> </ul> |
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|  |  |  |  | <p>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).</p> |  |
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### Resources to support Teaching and Learning

| Name of Resource   | Brief description   | Link  |
|--|---|---|
| AET  | Access to training materials from the AET Schools Professional Development programmes to support children with Autism across all phases.  | <a href="https://www.kelsi.org.uk/special-education-needs/special-educational-needs/autism-education-trust-aet">https://www.kelsi.org.uk/special-education-needs/special-educational-needs/autism-education-trust-aet</a> |
| Early Years Universal CPD  | The Early Years Universal CPD Package provides Kent practitioners with flexible, evidence-informed training and resources to enhance early years provision and meet the diverse needs of children and families. | <a href="#">Early Years Universal CPD Package - KELS</a>  |
| EEF  | The EEF supports teaching and learning by providing schools with evidence-based guidance and resources to help improve outcomes.  | <a href="https://educationendowmentfoundation.org.uk">https://educationendowmentfoundation.org.uk</a>   |
| Interventions for literacy   | The Interventions for Literacy research page provides key evidence-based reviews and reports on effective approaches for supporting children and young people with literacy difficulties, including dyslexia.   | <a href="https://interventionsforliteracy.org.uk/home/research/">https://interventionsforliteracy.org.uk/home/research/</a>   |
| Kent's approach to literacy development difficulties, including dyslexia | Kent's approach to literacy difficulties, including dyslexia, focuses on early identification, evidence-based interventions, and inclusive support within mainstream schools.                                   | <a href="#">Kents-approach-to-literacy-development-difficulties-inc.-dyslexia.pdf</a>   |

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| Sound Progress                             | Sound Progress is a UK-based platform that offers a digital toolkit for implementing precision teaching in literacy, providing schools with tools to monitor and enhance students' reading and spelling progress. | <a href="#">SoundProgress</a>   |
| Sutton Trust teaching and learning toolkit | The Sutton Trust–EEF Teaching and Learning Toolkit summarises research on 34 teaching approaches, showing their impact, evidence strength, and cost to help schools improve outcomes for disadvantaged pupils.    | <a href="#">Toolkit   The Education Endowment Foundation</a>  |
| The Writing Framework                      | The Writing Framework provides research-based guidance for teaching writing in primary schools, focusing on early skills, sentence composition, and supporting pupils with additional needs.                      | <a href="https://www.gov.uk/government/publications/the-writing-framework">https://www.gov.uk/government/publications/the-writing-framework</a> |

**In addition, the following research and evidence-based resources may be helpful:**

| <b>Name of Resource</b>                                   | <b>Brief description</b>   | <b>Link</b>  |
|---|--|--|
| DfE<br>SEN Support: A rapid evidence assessment           | The DfE's <i>SEN Support</i> report highlights key strategies for supporting pupils with SEND, including teacher training, tailored assessment, differentiated instruction, peer and parental involvement, individualised support, and fostering motivation, while noting evidence gaps.   | <a href="#">SEN support: A rapid evidence assessment</a>   |
| Education and Training Foundation<br>SEN Support Resource | The Education and Training Foundation's <i>SEN Support Resource</i> guides mainstream educators in supporting SEND students using the "Assess, Plan, Do, Review" framework, emphasising high-quality teaching, tailored interventions, and regular evaluation to enhance learning across all educational phases and types of SEND.   | <a href="#">SEN_Support_Resource.pdf</a>   |
| EEF<br>Special Educational Needs in Mainstream Schools    | The EEF's <i>Special Educational Needs in Mainstream Schools</i> guidance emphasises high-quality, adaptive teaching to support SEND pupils. It recommends clear instruction, teaching metacognitive strategies, scaffolding, flexible grouping, and using technology, all integrated into everyday classroom practice to create an inclusive environment that promotes learning for all students. | <a href="#">Special Educational Needs in Mainstream Schools   EEF</a>                                  |
| EEF<br>Teaching and Learning                              | The EEF's Teaching and Learning Toolkit is an evidence-based resource for school leaders, summarising the effectiveness, cost, and implementation guidance of over 30 teaching strategies to improve pupil outcomes and close attainment gaps, with regular updates reflecting the latest research.  | <a href="#">Teaching and Learning Toolkit   EEF</a>  |
| nasen and Whole-School SEND<br>Tecaher SEND Handbook      | The <i>Teacher SEND Handbook</i> provides practical guidance for inclusive teaching, emphasising understanding individual needs, differentiating instruction, collaborating with staff, engaging families, and fostering a supportive classroom for students with SEND.  | <a href="#">Teacher SEND handbook 30th January 2024.pdf</a>  |
| Rosenshine<br>Principles of Instruction                   | Rosenshine's <i>Principles of Instruction</i> outlines ten evidence-based strategies for effective teaching, including reviewing prior learning, presenting material in small steps, questioning   | <a href="#">Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by</a> |

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|   | frequently, modelling, guiding practice, checking understanding, scaffolding difficult tasks, promoting independent practice, and conducting regular reviews to enhance mastery.   | <a href="#">Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT</a> |
| Steplab<br>Inclusive Teaching: A new approach for SEND challenges | Steplab's <i>Inclusive Teaching</i> paper outlines strategies to improve SEND education by promoting high-impact instruction, accessible learning environments, context-specific adaptations, responsive leadership, and continuous improvement. These principles support a more inclusive, classroom-focused approach that enhances learning outcomes for all students. | <a href="#">Inclusive Teaching: A New Approach for SEND Challenges</a>               |

**Case Studies to exemplify examples of practice in our Kent schools and settings (mainstream, PRU, SRP and special schools) for Teaching and Learning can be accessed here:**

[Case Studies](#)

## 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- embedded use of the Mainstream Core Standards | Mainstream- More complex needs-  | PRU-   | SRP-  | Special schools-  | Bespoke |
|---|--|--|---|---|---------|
|   | <p><i>In addition to the expectations set out in the Mainstream Core Standards, mainstream schools may:</i></p> <ul style="list-style-type: none"> <li>● Work proactively with the child or young person, their parents/carers and outside agencies (as appropriate) to co-construct individualised approaches.</li> <li>● Utilise strategies including:                             <ul style="list-style-type: none"> <li>- A sensory diet plan;</li> <li>- adapted workstations;</li> <li>- standing desks;</li> <li>- breakout areas;</li> <li>- access to a sensory room/area;</li> </ul> </li> </ul> | <p><i>In addition to the expectations set out in the Mainstream Core Standards, PRUs may:</i></p> <ul style="list-style-type: none"> <li>● Provide access to appropriate sensory environments and resources that support emotional regulation and help reduce anxiety or stress.</li> <li>● Create adaptable spaces that can be reconfigured to suit various activities, supporting a range of learning experiences such as group collaboration or independent study.</li> </ul> | <p><i>In addition to the expectations set out in the Mainstream Core Standards, SRPs may:</i></p> <ul style="list-style-type: none"> <li>● Have its own dedicated space, designed to suit the specific needs of the cohort.</li> <li>● Ensure that spaces are designed to be low arousal and purposeful, ensuring a calm, decluttered environment to reduce sensory and cognitive overload</li> <li>● Provide a dedicated sensory area and/or calming zones to assist with</li> </ul> | <p><i>In addition to other SEND guidance and frameworks, special schools may:</i></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Ensure that students learn in low-stimulation, structured</li> </ul> |         |

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|  | <ul style="list-style-type: none"> <li>- alternative seating;</li> <li>- additional interventions to support fine/gross motor skills;</li> <li>- additional interventions to support children and young people with HI/VI.</li> </ul> | <ul style="list-style-type: none"> <li>● Offer designated quiet areas where children and young people can take breaks from sensory stimulation, allowing them to regroup and refocus.</li> <li>● Establish clear structures and consistent routines to create a sense of security and predictability, helping to reduce anxiety and promote engagement.</li> </ul> | <p>stress reduction at times of high anxiety. These areas could include:</p> <ul style="list-style-type: none"> <li>- sensory tents,</li> <li>- textured cushions,</li> <li>- weighted blankets,</li> <li>- mood lighting,</li> <li>- soft furnishings etc.</li> </ul> <ul style="list-style-type: none"> <li>● Complete a sensory profile to ascertain specific sensory needs.</li> <li>● Ensure toilets are easily accessible, with visual prompts/reminders clearly displayed (depending on age/stage).</li> <li>● Provide individual, personalised work stations including: <ul style="list-style-type: none"> <li>- visual timetables,</li> <li>- written and pictorial signs/labels,</li> <li>- first and then routine,</li> <li>- work trays,</li> <li>- stress-o-meter,</li> <li>- traffic light behaviour system etc.</li> </ul> </li> <li>● Provide access to a dedicated outdoor space, with developmentally appropriate activities.</li> </ul> | <p>classrooms designed to minimise sensory overload.</p> <ul style="list-style-type: none"> <li>● Ensure that students can regularly access outdoor learning, including forest schools, horticultural therapy and adapted play areas.</li> <li>● Implement flexible and responsive classroom settings (in response to advice from Occupational Therapy).</li> <li>● 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.</li> <li>● Provide emotion regulation rooms including safe spaces, sensory integration rooms and soft play to support emotional regulation and well-being.</li> <li>● Access and implement physiotherapy input for children and young people with profound and multiple learning difficulties to ensure that pupils are correctly positioned</li> </ul> |  |
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|  |  |  |  | <p>to meet their health, well-being and learning needs.</p> <ul style="list-style-type: none"> <li>● Provide a total communication approach in order to find the communication methods that work best for individual children and young people.</li> </ul> |  |
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### Resources to support Physical and Sensory Environment

| Name of Resource                         | Brief description  | Link  |
|--|--|---|
| AET Sensory checklist                    | The AET Sensory Assessment Checklist helps identify autistic pupils' sensory sensitivities to guide tailored support.  | <a href="#">AET Sensory-assessment-checklist1</a>   |
| Autism design principles                 | The Autism Design Principles for Schools guide provides eight practical, evidence-informed principles for creating inclusive school environments that support the learning, well-being, and engagement of autistic pupils. | <a href="https://www.autismeducationtrust.org.uk/resources/autism-design-principles-schools">https://www.autismeducationtrust.org.uk/resources/autism-design-principles-schools</a>   |
| Curriculum framework – Vision Impairment | The RNIB CFVI (Core Functionality Vision Impairment) resource offers guidance and strategies for education professionals to support pupils with vision impairment by focusing on fundamental functional vision skills.     | <a href="https://www.rnib.org.uk/professionals/education-professionals/cfvi/">https://www.rnib.org.uk/professionals/education-professionals/cfvi/</a>   |
| Sensible SENCO                           | The Sensory & Physical Needs section of SENSible SENCO provides freely downloadable tools and resources for SENCOs to support pupils with hearing, vision, physical or sensory needs.                                      | <a href="#">Free SENCO Resources - Sensory and Physical Needs - SENSible SENCO</a>  |
| Sensory/ PD – Glue ear fact sheet        | This is the NDCS webpage re glue ear.  | <a href="https://www.ndcs.org.uk/advice-and-support/all-advice-and-support-topics/causes-types-and-signs-deafness/causes-deafness-and-hearing-loss/glue-ear">https://www.ndcs.org.uk/advice-and-support/all-advice-and-support-topics/causes-types-and-signs-deafness/causes-deafness-and-hearing-loss/glue-ear</a> |
| Sign health                              | A link to the charity Sign Health's webpage about how they support deaf young people. Their focus is on improving well-being.  | <a href="https://signhealth.org.uk/with-deaf-people/supporting-young-people/">https://signhealth.org.uk/with-deaf-people/supporting-young-people/</a>   |
| Specialist deaf curriculum framework     | The British Association of Teachers of Deaf Children and Young People (BATOD) "Specialist Deaf Curriculum Framework" is a UK-wide resource supporting deaf children and young people (and                                  | <a href="https://www.batod.org.uk/resources-category/specialist-deaf-curriculum-framework/">https://www.batod.org.uk/resources-category/specialist-deaf-curriculum-framework/</a>   |

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|                              | their families and professionals) to develop independence and decision-making from identification through to adulthood.       |   |
| The Pod Children's Therapies | The Pod is an online hub offering resources to support children's therapy, including speech, occupational, and physiotherapy. | <a href="#">Children's Therapies - The Pod   Kent Community Health NHS Foundation Trust</a> |

**In addition, the following research and evidence-based resources may be helpful:**

| <b>Name of Resource</b>  | <b>Brief description</b>   | <b>Link</b>  |
|--|--|--|
| Cumbria County Council Supporting children with sensory processing needs                     | Cumbria County Council's guidance on supporting children with sensory processing needs advises early years practitioners to create sensory-friendly environments, provide tailored sensory activities and resources, and promote self-awareness of sensory needs. It emphasises observing and responding to individual behaviours, addressing both hypersensitivity and hyposensitivity, to support learning, well-being, and self-regulation. | <a href="#">Supporting children with sensory processing needs</a>  |
| Education and Training Foundation SEN Support Resource                                       | The Education and Training Foundation's <i>SEN Support Resource</i> highlights creating inclusive physical and sensory environments for students with SEND. It recommends adapting classroom layouts, using assistive technologies, supporting sensory regulation, and collaborating with specialists and families to develop individualised plans, ensuring all students can access learning effectively.                                     | <a href="#">SEN_Support_Resource.pdf</a>   |
| EEF Physical Development   | The EEF's Early Years Evidence Store on Physical Development recommends promoting regular physical activity, teaching movement and handling skills, and developing fine motor skills for mark-making and literacy. These strategies support children's physical growth, overall learning, and wellbeing, though further research is needed to strengthen the evidence base.  | <a href="#">EEF   Physical Development</a>   |
| The Education Hub Supporting children with sensory processing differences in early childhood | The Education Hub advises early childhood educators to support children with sensory processing differences by creating inclusive, adaptable environments, balancing active and quiet activities, providing calming spaces, and collaborating with families to tailor strategies that promote self-regulation and full participation in learning.  | <a href="#">Supporting children with sensory processing differences in early childhood - THE EDUCATION HUB</a> |

**Case Studies to exemplify examples of practice in our Kent schools and settings (mainstream, PRU, SRP and special schools) for Physical and Sensory Environment can be accessed here:**

[Case Studies](#)

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## 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 | <b>Mainstream- More complex needs -</b>   | <b>PRU-</b>  | <b>SRP-</b>  | <b>Special schools-</b>  | Bespoke |
|---|---|--|--|--|---------|
|   | <i>In addition to the expectations set out in the Mainstream Core Standards, mainstream schools may:</i>                                      | <i>In addition to the expectations set out in the Mainstream Core Standards, PRUs may:</i>   | <i>In addition to the expectations set out in the Mainstream Core Standards, SRPs may:</i>   | <i>In addition to other SEND guidance and frameworks, special schools may:</i>   |         |
|   | <ul style="list-style-type: none"> <li>● Ensure additional sensory resources are provided, e.g. soft play equipment, lighting etc.</li> </ul> | <ul style="list-style-type: none"> <li>● Embed effective SEMH and sensory resources to meet the needs of children and young people.</li> <li>● Provide higher levels of staff-child/ young person ratios.</li> </ul> | <ul style="list-style-type: none"> <li>● Provide a higher staff to child/ young person ratio.</li> <li>● Embed evidence-informed specialist resources relevant to the need type designation of the SRP.</li> <li>● Ensure that specific resources and guidance from the Kent and Medway Communication Assistive Technology team is incorporated and utilised.</li> </ul> | <ul style="list-style-type: none"> <li>● Provide specialist equipment tailored to individual needs, including eye-gaze technology, hoists and adaptive seating.</li> <li>● Ensure a multidisciplinary approach to training staff to maximise the benefit of resources.</li> <li>● Ensure access to a wide range of communication aids, such as AAC devices, switches and Makaton support.</li> </ul> |         |

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|  |  |  |  | <ul style="list-style-type: none"> <li>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.</li> </ul> |  |
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### Resources to support Resources

| Name of Resource   | Brief description   | Link   |
|--|---|--|
| DLD Bubble Toolkit   | The DLD Bubble Toolkit provides practitioners with strategies, activities, and resources to support children and young people with Developmental Language Disorder in developing communication skills.                                  | <a href="#">Teacher Kit - RADLD</a><br><a href="#">PowerPoint Presentation</a>   |
| Kent and Medway Communicative and Assistive Technology Service | The Kent and Medway CAT Service provides specialist assessment, intervention, and support in communication and assistive technology to empower children and young people, enhancing their inclusion, independence, and wellbeing.       | <a href="#">Kent and Medway Communication and Assistive Technology Service - KELS!</a>   |
| Kent Emotional Wellbeing Team                                  | The Kent Emotional Wellbeing Team supports schools by providing interventions, guidance, and resources to promote children and young people's mental health and emotional wellbeing.  | <a href="#">Kent - Emotional Wellbeing Teams   NELFT NHS Foundation Trust</a>  |
| STLS PD and Sensory Service                                    | KCC STLS PD and Sensory Services support schools by providing specialist advice, resources, training, and communication assistance to help children with physical disabilities and sensory impairments access and succeed in education. | <a href="#">Specialist Teaching and Learning Services (STLS) PD and Sensory Service - KELS!</a>  |
| STLS Resources   | KCC STLS supports schools by providing specialist advice, training, and access to tailored resources to help staff meet the needs of children with sensory, physical, or complex disabilities.  | <a href="#">Specialist Teaching and Learning Services (STLS) - KELS!</a><br><br><a href="mailto:STLS@kent.gov.uk">STLS@kent.gov.uk</a> |
| VSK  | VSK supports children and young people in care by influencing policy, improving services, providing professional guidance and training, and enhancing educational, social, and leisure opportunities.                                   | <a href="https://virtualschool.lea.kent.sch.uk">https://virtualschool.lea.kent.sch.uk</a>  |

**In addition, the following research and evidence-based resources may be helpful:**

| Name of Resource   | Brief description   | Link   |
|--|---|--|
| EEF<br>Selecting interventions   | The EEF’s <i>Selecting Interventions</i> guidance advises school leaders to maximise resources by choosing evidence-based strategies that match student needs, are feasible within staff and budget constraints, and include clear monitoring and evaluation, ensuring sustainable and effective use of time, funding, and personnel.   | <a href="#">Selecting interventions   EEF</a>  |
| Makaton  | Research from the Makaton Charity shows that using signs and symbols supports communication, language, and literacy for students with SEND, reducing frustration and promoting inclusion. School leaders can maximise resources by integrating Makaton, training staff, and using available Makaton resources to support learning and independence.   | <a href="#">Research - About Makaton</a>   |
| Naidex<br>The best equipment to help students with independent learning  | The Naidex article highlights that investing in assistive technology—such as digital reading tools, AAC devices, ergonomic keyboards, fidget aids, and hearing support—can promote independence for SEND students, reduce reliance on learning support assistants, and enhance engagement and participation in the classroom.   | <a href="#">The Best Equipment To Help SEND Students With Independent Learning</a>   |
| Nasen<br>Assistive Technology mini-guide   | The Nasen <i>Assistive Technology Miniguide</i> advises school leaders to maximise SEND support by strategically assessing needs, planning and implementing AT using the SETT framework, normalising its use across the school, and providing ongoing staff training to ensure effective, inclusive, and efficient use of resources.  | <a href="#">Assistive Technology Miniguide   Nasen</a>   |
| National Council for Special Education<br>Assistive Technology/ equipment in supporting the education of children with SEN- What works best? | The NCSE Research Report No. 22 highlights that assistive technology (AT) can effectively support students with SEND when carefully matched to individual needs. Successful implementation requires training for students and educators, clear policies for allocation and use, and collaboration among teachers, parents, and external agencies. School leaders can maximise resources by assessing needs, providing targeted training, establishing transparent procedures, and fostering stakeholder collaboration to enhance learning outcomes. | <a href="#">National Council for Special Education - Assistive Technology/Equipment in Supporting the Education of Children with Special Educational Needs – What Works Best? - Research Report No. 22</a> |
| SEMH in Schools<br>Integrating therapeutic interventions into school practices   | SEMH in Schools highlights that integrating therapeutic interventions enables school leaders to maximise resources by delivering targeted, evidence-based support, collaborating with mental health professionals, and monitoring impact, fostering a supportive and inclusive environment that improves student well-being and learning outcomes.  | <a href="#">Integrating Therapeutic Interventions into School Practices</a>  |

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| <p>Together for Short Lives<br/>Aids and Equipment</p> | <p>Together for Short Lives advises school leaders to ensure children with complex or life-limiting conditions have access to appropriate aids and equipment, understand who is responsible for provision and maintenance, and collaborate with specialist organisations to support students' learning and wellbeing effectively.</p> | <p><a href="#">Aids and Equipment - Together for Short Lives</a></p> |
|--|---|--|

**Case Studies to exemplify examples of practice in our Kent schools and settings (mainstream, PRU, SRP and special schools) for Resources can be accessed here:**

[Case Studies](#)

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## 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:

|  | <b>Mainstream- More complex needs-</b>   | <b>PRU-</b>   | <b>SRP-</b>   | <b>Special schools-</b>  |                |
|--|--|---|---|--|----------------|
| <b>Mainstream- embedded use of the Mainstream Core Standards</b> | <i>In addition to the expectations set out in the Mainstream Core Standards, mainstream schools may:</i>   | <i>In addition to the expectations set out in the Mainstream Core Standards, PRUs may:</i>  | <i>In addition to the expectations set out in the Mainstream Core Standards, SRPs may:</i>  | <i>In addition to other SEND guidance and frameworks, special schools may:</i>   | <b>Bespoke</b> |
|  | <ul style="list-style-type: none"> <li>● 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.</li> </ul> | <ul style="list-style-type: none"> <li>● 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.</li> <li>● Train staff in:</li> </ul> | <ul style="list-style-type: none"> <li>● SRP leads will hold or be studying for a relevant qualification in their designated area.</li> <li>● 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:</li> </ul> | <ul style="list-style-type: none"> <li>● 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.</li> <li>● Build partnerships with external professionals and consultants,</li> </ul> |                |

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|  | <ul style="list-style-type: none"> <li>● Utilise external expertise to support staff training and development based on individual needs where applicable, e.g. VI training; health/ medical training.</li> </ul> | <ul style="list-style-type: none"> <li>- trauma-informed approaches that recognise the impact of trauma on behaviour and learning, allowing them to create supportive, safe, and responsive environments</li> <li>- positive behaviour strategies and interventions</li> <li>- self-regulation skills, helping children and young people to manage their emotions and responses in various situations.</li> <li>- 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.</li> </ul> | <ul style="list-style-type: none"> <li>- Attention Autism/ Bucket time</li> <li>- Intensive Interaction</li> <li>- Specific SALT programmes</li> </ul> | <p>including language therapists, occupational therapists, educational psychologists, health professionals and consultants offering expertise in specialist approaches.</p> <ul style="list-style-type: none"> <li>● Provide ongoing professional development and progression, including establishing specialist practitioners to meet the needs of the most complex children and young people.</li> </ul> |  |
|--|--|---|--|--|--|

### Resources to support Staff Skills and Training

| Name of Resource | Brief description  | Link  |
|------------------|--|---|
| AET              | Access to training materials from the AET Schools Professional Development programmes to support children with Autism across all phases. | <a href="https://www.kelsi.org.uk/special-education-needs/special-educational-needs/autism-education-trust-aet">https://www.kelsi.org.uk/special-education-needs/special-educational-needs/autism-education-trust-aet</a><br><br><a href="#">Autism Education Trust</a> |

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|--|---|--|
| Chartered College  | The Chartered College of Teaching provides research, courses, and resources to support inclusive education and SEND, including leadership training and practical guidance for schools.  | <a href="#">Chartered College of Teaching - Chartered College of Teaching</a>            |
| Dingley's Promise Training                                     | Dingley's Promise provides online training for early years practitioners on inclusion, communication, behaviour, and leadership, with optional accreditation for completing key modules.  | <a href="#">Short Courses - Dingley's Promise</a>  |
| Kent and Medway Communication and Assistive Technology Service | The Kent and Medway Communication and Assistive Technology Service provides assessments, AAC/AT support, consultations, and training to help children and young people communicate and learn effectively.   | <a href="#">Kent and Medway Communication and Assistive Technology Service - KELSI</a>   |
| NASEN  | Nasen provides a rich library of evidence-informed resources, guides, webinars, CPD materials, toolkits, and frameworks to support educators with inclusive practice, universal provision, the graduated approach, SEND leadership, transitions and more.   | <a href="#">Resources listing   Nasen</a>  |
| National College   | The National College's library offers a curated selection of professional development content and resources (e-learning modules, guides, webinars, policy templates) focused on inclusion, SEND, equity and leadership, enabling educators to filter by role/phase and access relevant CPD materials. | <a href="#">Library   The National College</a>   |
| The Education People   | The Education People offer CPD, workshops, webinars and events on inclusion (e.g. "Developing a Practical Toolkit to Support Inclusion in the Classroom") as part of their wider school improvement and equality/inclusion services.  | <a href="#">Training and events</a>  |
| The Pod Language videos  | Access to training, workshops, and targeted support for schools, early years settings, parents, and carers to build skills in identifying, supporting, and intervening with children's speech, language, communication, and swallowing needs.   | <a href="#">Speech and language therapy   Kent Community Health NHS Foundation Trust</a> |
| Voice 21 Oracy Education                                       | The Voice 21 "Resources" hub offers free blogs, webinars/videos, and research tools (e.g. the Oracy Starter Kit, benchmarks and reports) to support schools in developing oracy practice.   | <a href="#">Resources</a>  |

**In addition, the following research and evidence-based resources may be helpful:**

| <b>Name of Resource</b>                 | <b>Brief description</b>  | <b>Link</b>   |
|---|---|---|
| Ambition Institute Incremental Coaching | The Ambition Institute's <i>Incremental Coaching</i> model supports teacher development through short, frequent observations and one-to-one, action-focused follow-up conversations. By targeting small, specific improvements and using a consistent, non-judgemental framework, it helps teachers enhance practice, reduce variability in teaching quality, and fits within existing school timetables without linking to performance management. | <a href="#">Incremental Coaching - 12-page report summary.pdf</a> |

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| Confederation of School Trusts<br>Theory to practice | The <i>Theory to Practice</i> report outlines how school trusts can implement high-impact professional development at scale by setting clear goals, building capacity, and translating improvement initiatives into practice, ensuring all students benefit from high-quality teaching.  | <a href="#">Theory-to-practice-Web-2025-03-26.pdf</a>                  |
| EEF<br>Deployment of Teaching Assistants             | The EEF's guidance on teaching assistants emphasises using TAs to complement high-quality teaching through clear role definitions, structured training, targeted interventions, collaborative planning with teachers, and regular monitoring, ensuring their deployment effectively supports student learning and improves outcomes.   | <a href="#">Deployment of Teaching Assistants   EEF</a>                |
| EEF<br>Effective Professional Development            | The EEF's <i>Effective Professional Development</i> guidance highlights that impactful PD builds teacher knowledge, motivates engagement, develops practical techniques, and embeds new practices into routine teaching. It should be sustained, aligned with school priorities, and supported by leadership, with clear goals, monitoring, and feedback to improve pupil outcomes.    | <a href="#">Effective Professional Development   EEF</a>               |
| EEF<br>Making Best Use of Teaching Assistants        | The EEF's <i>Making Best Use of Teaching Assistants</i> guidance advises deploying TAs to complement high-quality teaching through clear role definitions, targeted training, structured interventions, collaborative planning with teachers, and regular monitoring to improve pupil outcomes effectively.  | <a href="#">Making Best Use of Teaching Assistants   EEF</a>           |
| EEF<br>Scaffolding Framework                         | – Education Endowment Fund<br>The EEF's <i>Scaffolding Framework for Teaching Assistant–Pupil Interactions</i> guides TAs to support pupil independence through five levels: self-scaffolding, prompting, clueing, modelling, and correcting. By adjusting support to match task challenge and pupil needs, TAs help learners build skills while gradually fostering greater autonomy. | <a href="#">Scaffolding framework   Education Endowment Foundation</a> |

**Case Studies to exemplify examples of practice in our Kent schools and settings (mainstream, PRU, SRP and special schools) for Staff Skills and Training can be accessed here:**

[Case Studies](#)

## 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 | <b>Mainstream- More complex needs-</b>   | <b>PRU-</b>  | <b>SRP-</b>   | <b>Special schools-</b>  | Bespoke |
|---|--|--|---|--|---------|
|   | <i>In addition to the expectations set out in the Mainstream Core Standards, mainstream schools may:</i>             | <i>In addition to the expectations set out in the Mainstream Core Standards PRUs may:</i>  | <i>In addition to the expectations set out in the Mainstream Core Standards, SRPs may:</i>  | <i>In addition to other SEND guidance and frameworks, special schools may:</i>   |         |
|   | <ul style="list-style-type: none"> <li>● Adapt timetables to provide additional transition opportunities.</li> </ul> | <ul style="list-style-type: none"> <li>● 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).</li> </ul> | <ul style="list-style-type: none"> <li>● Utilise different transition times at the start and end of the day to ensure that the</li> </ul> | <ul style="list-style-type: none"> <li>● Implement personalised transition plans which are co-produced with families, professionals and students to ensure smooth changes between settings and routines</li> </ul> |         |

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|  | <ul style="list-style-type: none"> <li>Plan opportunities for periods of respite which are built into the schedule, including withdrawal to smaller groups and/or self-directed/individual time-out.</li> <li>Develop plans for unstructured times, providing quiet and calm spaces along with a range of activities.</li> <li>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.</li> </ul> | <ul style="list-style-type: none"> <li>Offer robust, reasonable and comprehensive phase transition 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.</li> <li>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.</li> </ul> | <p>pupil accesses the setting when it is calm and quiet.</p> <ul style="list-style-type: none"> <li>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.</li> <li>Provide planned support with transitions through the day, during mainstream integration opportunities and between structured and unstructured times.</li> </ul> | <p>within the day including transport/travel to the setting.</p> <ul style="list-style-type: none"> <li>Provide moving and handling planning to support a students' needs, for example moving from a wheelchair to a taxi.</li> </ul> |  |
|--|--|---|---|---|--|

### Resources to support Transition and Transfer

| Name of Resource   | Brief description  | Link  |
|--|--|---|
| Ambitious about Autism- Documents for transition into employment | Ambitious about Autism's toolkit helps autistic young people, employers, and careers staff plan and support successful transitions into work or further education. | <a href="#">Transition to employment toolkit   Ambitious about Autism</a> |

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|--|---|---|
| AET Transition to Employment Toolkit     | The Transition to Employment Toolkit helps autistic young people move from education to work with practical strategies and planning resources.  | <a href="#">Transition to Employment Toolkit   Autism Education Trust</a>   |
| Buckinghamshire Transitions Toolkit      | The Buckinghamshire Transitions Toolkit helps plan and manage smooth transitions for children with additional needs across educational phases.  | <a href="#">Graduated Approach - Transitions Toolkit   SchoolsWeb</a>   |
| CATIE Transition Framework               | The CATIE Transition Framework guides coordinated, smooth educational transitions for pupils with SEND/EHCPs.   | <a href="#">CATIE Transition Framework</a>  |
| Dingley's Promise                        | Dingley's Promise provides online training for early years practitioners on inclusion, communication, behaviour, and leadership, with optional accreditation for completing key modules.                                      | <a href="#">Short Courses - Dingley's Promise</a>   |
| nasen                                    | The "Understanding and Supporting Transitions" resource from Nasen offers guidance, webcasts and strategies for helping children and young people (especially those with SEND) navigate changes between educational settings. | <a href="#">Information summary for transition   Nasen</a>  |
| NHS Support for Starting Primary School  | Kent Family NHS offers guidance and support to help parents prepare their child, including those with SEND, for a smooth transition into primary school.  | <a href="#">Starting primary school - Kent family</a>   |
| NHS Support – Moving to Secondary School | Kent Family NHS offers guidance and support to help parents prepare their child, including those with SEND, for a smooth transition into secondary school.  | <a href="#">Moving to secondary school - Kent family</a>  |
| Preparation for Adulthood                | 2 frameworks shared in Summer Term 2025 SENCO Forum   | <a href="https://www.kent.gov.uk/about-the-council/strategies-and-policies/service-specific-policies/education-policies/send-strategies-and-policies/preparation-for-adulthood-core-standards-and-protocols">https://www.kent.gov.uk/about-the-council/strategies-and-policies/service-specific-policies/education-policies/send-strategies-and-policies/preparation-for-adulthood-core-standards-and-protocols</a><br><br>I have also attached the 2 documents that were shared at the SENCO forum meeting in May by Teri but cannot find them now on KELSI-Siobhan, can these be found and a link provided?<br>Thanks |

**In addition, the following research and evidence-based resources may be helpful:**

| Name of Resource | Brief description | Link |
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|---|---|---|
| Chartered College<br>Transition from primary to secondary school: recommendations from research | The Chartered College research review advises school leaders to support primary-to-secondary transitions by setting clear expectations, fostering positive peer relationships, involving parents in transition strategies, and using structured approaches like Year 7 “bubbles” to create a smoother, more developmentally appropriate experience that builds resilience.  | <a href="#">The transition from primary to secondary school: Recommendations from research : My College</a> |
| nasen and Whole-School SEND<br>SEND Reflection Framework  | The SEND Reflection Framework supports educators in evaluating and improving practices around transition and transfer, helping teams identify strengths and gaps to ensure SEND students experience smooth, well-planned moves between classes, phases, or schools.   | <a href="#">Send_reflection_framework_web.pdf</a>   |
| nasen and Whole-School SEND<br>The importance of transitions in primary settings                | The Whole School SEND blog, <i>The Importance of Transitions in Primary Settings</i> , emphasises that while micro-transitions—such as moving between activities or classrooms—may seem minor, they can be sources of anxiety or distress for some learners, especially those with special educational needs and/or disabilities (SEND). To support these learners, the blog suggests implementing strategies like visual schedules, consistent routines, countdown timers, social stories, and safe spaces to help them anticipate and manage changes effectively. | <a href="#">The importance of Transitions in Primary Settings   Whole School SEND</a>                       |
| The Careers and Enterprise Company  | The Careers & Enterprise Company provides resources and training to help schools deliver inclusive careers education for SEND students. Key tools include the SEND Careers Health Checklist, SEND Journey/Roadmap, Gatsby Benchmark 4 support, the Same and Different model, and My Skills My Future pathway posters. Schools can also access training, communities of practice, and SEND Enterprise Coordinators to enhance transition planning and career support for SEND learners.  | <a href="#">Resources for SEND specialists   CEC Resource Directory</a>                                     |

**Case Studies to exemplify examples of practice in our Kent schools and settings (mainstream, PRU, SRP and special schools) for Transition and Transfer can be accessed here:**

[Case Studies](#)

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