

KENT CONTINUUM OF NEED AND PROVISION CASE STUDIES: TEACHING AND LEARNING



By Schools, For Schools

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Mainstream Primary School Case Studies

East Stour Primary School – Embedding Timpani Class: An Internal Alternative Provision: a whole-school Case Study

Contact

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Brief description/ overview

East Stour Primary, based in Ashford, has placed sustainability at the heart of its highly inclusive provision. The school supports 20 students with Education, Health and Care Plans (EHCPs) (4.78%), a further 46 on the SEND register (15.78%), and 48 under monitoring (11.48%). Additionally, 38% of students are in receipt of Pupil Premium and 18% have ever had a social worker work with the family. East Stour also experiences a high level of in-year admissions, with over 57 children joining since September 2024—a significant challenge for school leaders.

The ‘Golden Thread’ of Inclusion

To meet the needs of all children, inclusion is embedded as the ‘golden thread’ running throughout the school. East Stour has developed and implemented its own Graduated Approach to provision. This document outlines a clear, stepped approach to support and intervention, offering practical tools and activities—aligned with the Mainstream Core Standards—for teachers to implement before seeking additional support.

Effective Staff Deployment

Leaders are committed to ensuring all students are taught in mainstream classes wherever possible. To support this, teachers and teaching assistants (TAs) have received substantial continuing professional development (CPD) on the Mainstream Core Standards. As a result, 1:1 TAs are not used. Instead, in addition to class-based TAs, specialist TAs are deployed to support key areas such as pastoral care, Emotional Literacy Support Assistants (ELSA), and Speech and Language Therapy (SALT).

East Stour Adaptive Practice

To ensure this inclusive approach is effective, leaders have carefully considered all aspects of adapted practice, promoting consistency across the school. Adaptations have been identified in the areas of environment, curriculum, external support, regulation, and teaching. The key components of each area have been codified to

provide staff with clarity on expected practices. This consistent, whole-school implementation ensures that the school environment is already highly inclusive before any additional support is required.

Enhanced whole-school support for Emotional Regulation

A strong emphasis is placed on student regulation as a standard feature of classroom practice. For students reaching higher levels of the Graduated Approach, leaders have invested in a small number of targeted interventions, including Nurture, Boxall profiling, The Anxiety Gremlin, Therapy Dogs, and ELSA. Entry and exit data is collected for all interventions, and their impact is reviewed termly.

Effective implementation

To further support implementation, teachers are provided with clear checklists for inclusive classrooms and teaching, alongside practical toolkits featuring a range of strategies. These toolkits include hyperlinks to resources that support various teaching approaches across subjects, as well as guidance for unstructured times, transitions, and more. This empowers teachers to deliver high-quality, inclusive teaching in line with the Mainstream Core Standards while maintaining accountability for the progress of children with SEND. All relevant documents are stored and shared electronically, allowing for real-time updates and ease of access, particularly beneficial for onboarding new staff.

Connected Support

Leaders have also introduced Behaviour and Welfare meetings, where key staff collaborate to identify additional support needs for individuals or groups. This enables targeted and effective deployment of resources. The key to these meetings are connecting safeguarding, welfare and behaviour with SEN barriers and barriers to learning.

The school's Family Liaison Officers (FLOs) play a key role in fostering strong partnerships with parents and carers. The FLO office is easily accessible, and the team provides guidance and signposts external support to build parental resilience and independence. They also run regular workshops, courses, and coffee mornings, and distribute easy-to-understand information leaflets.

In-Year Admissions and EAL

The high volume of in-year admissions remains a notable challenge. To support the successful integration of new students and families, leaders have introduced a range of measures, including parent meetings, school tours, phased starts, peer buddies with shared language backgrounds, and gap analyses to inform early interventions.

The FLO team provides additional assistance, and the school partners with Ashford College to access translation services when needed.

Furthermore, leaders are continuously enhancing the school's EAL (English as an Additional Language) provision with a strong emphasis on vocabulary pre-teaching and the use of Widgit symbols to aid understanding.

Leaders identified a small group of pupils with high SEMH needs, who were struggling to regulate in mainstream lessons. This was impacting their behavior, attendance and progress.

An overview of what we did

Leaders have established an alternative provision class, housed in a modular unit on the school site, known as Timpani Class. Led by a qualified teacher and supported by two teaching assistants, the class caters to pupils from across Key Stage 2. Students follow the same curriculum as their peers, which supports effective reintegration into mainstream classes and promotes strong academic progress. Each pupil has a personalised timetable and support plan, allowing for flexible access to mainstream lessons when appropriate.

The Timpani classroom offers a calm, nurturing environment where pupils can engage in learning successfully. It also serves as a safe and supportive base for a the mainstream classroom through a clear reintegration process which is evaluated regularly.

The school works closely with the local community including Ashford College to ensure children are aspirational for their next stage of their learning when they small number of students on part-time timetables, including those with Emotional, Social and Behavioural Adjustment (ESBA) needs, helping to re-establish positive engagement with school.

Children are assessed through Boxall Profile and SDQs. The SEND team meets regularly to assess and work through next steps for all children to ensure that all barriers to learning continue to be reduced. It is a key priority that children return to leave Primary School.

Impact

As a result of the implementation of the adapted provision, the school is effectively meeting the needs of this highly vulnerable cohort through reducing barriers and developing a resilience to learning in the classroom. Pupils are making measurable progress in both their academic learning and independence with regulation and

sensory strategies, laying a strong foundation for successful reintegration into mainstream lessons as the ultimate goal.

Herne CE Infant and Nursery School – Embedding a Sensory Pathway

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Brief description/ overview

Sensory Pathway

We are a three-form entry Infant school with a maintained Nursery

- A group of children within the school are pre-verbal
- The group present as developmentally under the age of 3 years
- The group demonstrate high levels of sensory need
- The children do not yet have the cognitive skills to access the curriculum alongside their peers.
- The group need a number of interventions to support communication, independence and self-help
- Individual interventions were being put in place for the children
- A pathway approach was decided would promote inclusivity and support social, independent and communication skills.

An overview of what we did

We developed a sensory pathway for the children who presented as developmentally under the age of three.

The focus of the group is on communication, independence and self-help.

The children come into school alongside their peers within their own classes. At 9.20 the children go to Butterfly group which is in a separate room. Within this group the children access interventions such as attention autism strategies, sensory play, intensive intervention and early learning skills such as cause and effect.

In the afternoons the children go back and re-join their classes.

We incorporate all elements of early learning and development into the group sessions. Sessions are carefully planned and implemented by skilled staff. The children follow regular routines and specific interventions targeted at their individual needs.

Sensory activities are an important part of the planning and implementation of the group.

The planning of the group is overseen by the Inclusion Lead

We follow an engagement style curriculum

Children are assessed using the portage profile.

Impact

The children have made great progress in terms of their communication and self-help skills. They are now all able to drink from a cup and have increased the amount of time that they are able to wait for their turn. Provision has proven to be both inclusive and appropriate for all.

Parents have commented on the impact of the group and what this has meant for both them and the children.

Staff have been upskilled and more confident to share practice for children with complex needs.

Sturry C. E. Primary School – Embedding technology to support inclusion for all: a whole-school Case Study

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Brief description/ overview

Sturry C.E. Primary School offers exceptional support for children with a wide range of needs, including 12 pupils with EHCPs and a further 75 (19%) on the SEND register, of which 22 have personalised plans. Inclusion is central to the school's ethos, underpinned by the strong and effective partnership between the Headteacher and SENDCo. Leaders have embedded a range of strategies and resources to ensure highly effective, inclusive practice for all learners.

Flexible Seating

Flexible seating is embedded in every classroom, allowing children to choose where and how they learn best. Options include traditional desks, standing desks, comfy sofas, low chairs, carpets, and quiet zones. This autonomy supports self-regulation and fosters high levels of engagement. Each classroom is equipped with a bespoke 'Inclusion Trolley' that moves up with the class each year, containing a selection of supportive resources such as ear defenders, manipulatives, fidget tools, and weighted items, which children can access independently.

Language and Communication

The school effectively integrates technology and evidence-based strategies to support language and communication development. Makaton, Language Through Colour, and PECS are consistently used across the setting, helping pupils build confidence and independence. The implementation of Little Wandle has significantly improved pupil progress in phonics.

In addition, the school has utilised the Balanced System to enhance specialist TA training. A dedicated Speech and Language room provides targeted intervention, supported by an immersive Communication Hub nearby. This area offers informal spaces, such as game zones and even a themed Cat Café, to encourage social interaction and language development.

Wellbeing and Emotional Regulation

Pupil wellbeing is carefully monitored using anonymised mood boards and the Microsoft Reflect app, enabling staff to identify and respond to pupils who need additional emotional support. The school provides a range of emotional regulation

zones, designed to promote independence. Boxall profiling is used to identify specific needs, with follow-up support including a Nurture Room, mentoring, and work with the NELFT Emotional Wellbeing Team.

Support during unstructured times includes a Nurture Playground for developing social communication, a quiet Munch Club space, and the Kind and Caring Club led by a Nurture Assistant. All pupils also have access to a Bushcraft area, where they build confidence, self-esteem, and collaborative skills through hands-on problem-solving activities.

The Activity Area and The Willows

The Activity Area supports pupils with significant communication and language needs, aiming to enable smooth transitions back to their home class and access to age-appropriate curriculum content. Class teachers work closely with the SENCo to plan personalised timetables based on Boxall and Speech and Language targets. These may include meet-and-greet check-ins, phonics, child-initiated play, time in class, and specific interventions such as LEGO therapy, gardening, and social skills. The timetable is reviewed and adapted weekly to support progress.

The Willows caters to children with SEMH and communication and interaction needs. It offers a nurturing, low-stimulation environment with spaces for reading, construction, sensory exploration, and calming activities. Pupils benefit from tailored support, individual Boxall targets, and highly personalised timetables.

Tracking and Pupil Progress

A Small Steps tracking programme enables teachers to closely monitor incremental progress and gain a deeper understanding of individual pupil strengths and needs. Termly SEN review meetings between SLT and class teachers focus on collaborative problem-solving and planning support for pupils with SEND. Staff also have access to an Inclusion Page on OneNote, which provides key information on children's academic, medical, and emotional needs. Leaders support planning through regular medium-term planning meetings, ensuring classroom approaches are inclusive and responsive to pupil needs.

Induction and Training

A robust induction programme ensures new staff quickly engage with the school's inclusive ethos and are confident in the use of technology. Ongoing CPD supports inclusive practice, covering topics such as de-escalation, Precision Teaching, maths interventions, sensory integration, and autism awareness. The school maintains strong relationships with external agencies to access additional support when required.

A whole-school approach to supporting inclusion, engagement, and independence in learning, underpinned by the effective and innovative use of technology.

An overview of what we did

The Stour Academy Trust is committed to ensuring equitable learning experiences for all pupils through the strategic use of technology. All trust schools are Microsoft-accredited, and technology is central to inclusive teaching and learning.

At Key Stage 2, every pupil has access to a personal device (iPad), enabling them to learn at their own pace. While traditional written work continues, children also create video content using green screens, or use apps like *Clicker* to support reading and writing. In EYFS and Key Stage 1, each class has a bank of 6–10 devices to facilitate collaborative, hands-on learning and early digital literacy.

Built-in accessibility tools such as *Immersive Reader*, screen recording, and dictation features ensure that all learners can engage fully. Pupils with EAL are supported through instant translation apps. Staff use devices to enhance group work, model learning, and share pupil progress, while students benefit from features like speech-to-text, guided reading, screen colour adjustment, and visual prompts to aid understanding.

A comprehensive CPD programme ensures that staff feel confident and competent in using digital tools. Emphasis is placed on pedagogy to ensure technology use is purposeful and impactful. Technology is also used to reduce staff workload; for example, the *Reading Progress* tool within Microsoft Teams supports reading fluency by allowing pupils to record and submit readings, which are then automatically assessed with data shared through *Insights*.

The school has also seen measurable improvements through tools such as *Dynamo Maths*, a research-based programme that uses adaptive AI to support pupils with dyscalculia and those below age-related expectations.

Digital citizenship is a core element of the curriculum, preparing pupils to be safe, responsible, and informed technology users. Parents are also supported with training and guidance to help them assist their children in using devices safely and effectively at home.

Impact

Leaders have seen rapid progress for students in a range of areas, including maths, reading and writing, particularly for those who were working below age-related expectations. The use of technology has increased pupils' engagement and confidence in their learning, in addition to reducing teachers' workload. Teachers have become confident to experiment with their approaches and interactions

between teachers and TAs are highly effective. Leaders have focused on ensuring the sustainability of the approach through ensuring that the pedagogical approach remains at the heart of how the technology is used.

Parent feedback is incredibly positive; they feel their children are supported and making progress.

Valley Invicta Primary School at King's Hill -Designing an Emergent Curriculum

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Brief description/ overview

We identified that certain aspects or concepts of the curriculum were too abstract or complex for our pupils with complex needs, often who are pre verbal.

Our focus was on Year 1, 2 and 3 pupils working significantly below peers in wider curriculum areas of Science, Humanities and RE. Working as a staff team to plan a broad curriculum that is at the correct developmental stage for specific pupils with complex needs. This curriculum needed to be bespoke to the specific children in the cohort and requires adjusting each year.

Some pupils across the school are reluctant to engage with certain PE lessons.

An overview of what we did

- Staff training and sharing of ideas for possible Emergent Curriculum activities.
- Identify which pupils in the class would require an emergent curriculum.
- A review of term 1 curriculum for Science, Humanities and RE for Year 1, 2 and 3.
- Use previous emergent road maps to develop ideas for the curriculum based on the same topic as peers.
- Implement lesson delivery for Term 1 and review engagement, quality of learning evidence.
- Reviewed the impact of the learning across the term and set up planning of the emergent curriculum for Term 2.
- Year 1 teacher identified the need for an emergent curriculum for English for specific pupils. SENCO and the Year 1 teacher worked together to design an English curriculum.
- Book scrutiny to review quality of activities and engagement of pupils.
- The whole staff group reviewed Terms 1 and 2 curriculum with input from those specific subject leaders.
- Parent coffee morning to offer information around scaffold, adaptation and emergent curriculum with examples of pupils engaged in tasks and completed activities.
- Implementation of start and end assessments for Year 2 and 3 emergent curriculum topics.
- Discussion and information sharing with HTs from primaries across the Trust.

- Some pupils who started with OT PE sessions have now been able to access mainstream PE sessions.



Westmeads Community Infant School – Designing a Curriculum to meet the needs of all learners: a whole-school Case Study

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Brief description/ overview

Westmeads Community Infant School has created an exceptional culture of belonging, fostering an inclusive and nurturing environment for all pupils. With 26% of pupils eligible for Pupil Premium, 25% identified with SEND, and four pupils with EHCPs, the school is committed to meeting diverse needs through high expectations and a strong moral purpose. In under three years, the school has undergone a rapid and sustained transformation—from ‘Requires Improvement’ to ‘Outstanding’—demonstrating the impact of focused leadership and community-wide collaboration.

Prioritising the Most Vulnerable

At the heart of the school’s ethos is a commitment to meeting the needs of the most vulnerable first, underpinned by the principle that what is vital for one is viable for all. The curriculum has been intentionally designed, drawing on research evidence, to ensure equitable access to high-quality learning experiences. An ‘Intervention, not Outervention’ approach ensures that support is delivered primarily within the classroom and, where possible, as part of the lesson—reinforcing inclusive pedagogy and avoiding unnecessary withdrawal.

Embedding Consistent Strategies

All staff have received comprehensive training on the Mainstream Core Standards, resulting in the successful embedding of consistent strategies across the school. These include the purposeful use of artefacts, Widget symbols, visual timetables (class-wide and personalised), and tailored access to resources. Leaders have also ensured that learning is anchored in real-life contexts, making it meaningful and relevant to pupils’ lived experiences.

Integrating Speech and Language Support

Speech and language development has been identified as a key area of need. Rather than being taught in isolation, communication skills are now embedded within everyday teaching and curriculum delivery. A standardised approach ensures that pupils are supported with their individual targets in meaningful contexts—such as reading carousels, role play, structured discussions, and the consistent use and display of tier 2 and tier 3 vocabulary. This integration has significantly improved pupils’ ability to apply their learning in class.

High-Quality CPD for All

Leaders are deeply invested in the professional development of all staff. Learning walks, coaching, and feedback inform a robust CPD programme. Wednesday afternoons are protected for bespoke training for teaching support staff—valued as integral members of the teaching team. Staff meetings further reinforce this inclusive, developmental culture by encouraging all staff to contribute to whole-school improvement. As a result, there is a shared understanding of roles, responsibilities, and accountability in meeting the needs of pupils with SEND.

Fostering Community and Belonging

A strong sense of community and belonging is a defining feature of the school. Children’s work is celebrated through vibrant displays that foster pride and reflect the diversity of learners’ experiences. Family engagement is prioritised through events such as Sleep Story Time, stargazing, and arts activities, ensuring that parents feel welcomed and involved. The school’s open-door policy allows families to join their child’s class for the first 15 minutes each morning, creating valuable opportunities for teachers to model effective strategies and deepen home-school partnerships.

Authentic Engagement with Families

Grounded in the belief that clarity is kindness, the school maintains transparent, consistent communication with families. Changes in approach are clearly explained, and a Family Liaison Officer provides ongoing support through Family Check-Ins, with relevant updates logged on the school’s safeguarding system. Home visits are offered throughout the year, including for in-year admissions, contributing to the school’s impressive 90%+ family engagement in events and initiatives.

Seamless Transitions

Leaders work proactively with partner schools to ensure smooth and successful transitions. A 3+ Club supports children entering Reception, helping them build confidence and familiarity with the setting as well as a baby Bounce and Rhyme for even younger children. For Year 2 pupils, strong collaboration with receiving schools ensures tailored transition planning, particularly for more vulnerable learners. Comprehensive systems and communication protocols ensure continuity of provision and a positive start to the next phase of education.

A whole-school approach to curriculum design and implementation.

An overview of what we did

A Curriculum Designed to Meet the Needs of All Learners

Leaders have developed a research-informed, ambitious curriculum rooted in the principle of meeting the needs of the most vulnerable learners first. The school's spiral curriculum is context-rich, inquiry-led, and carefully sequenced to support sustained progress and the development of long-term memory. Learning is brought to life through central artefacts and meaningful experiences that ensure high levels of engagement and relevance.

Each thematic cycle of learning begins with an enriching experience—such as a trip or visitor—that connects directly to the unit's core concepts. This approach ensures that all pupils start from a common, inclusive baseline, levelling the playing field and building shared cultural capital. For example, the whole-school creation of carnival in Whitstable provided pupils with a memorable and creative learning experience.

Children engaged in composing sea shanties, Djembe drumming, and dance workshops before showcasing their talents within the community. This led seamlessly into a study of carnivals, enabling exploration of culture, creativity, and expression through art. Every term concludes with a pupil-led showcase event, reinforcing ownership, celebrating progress, and strengthening pupil voice.

An Inquiry-Based, Layered Approach

The curriculum is structured around an inquiry-based model, with knowledge and skills developed in increasingly complex layers as pupils move through the school. This spiral approach enables teachers to revisit key concepts, build on prior knowledge, and swiftly identify and address any misconceptions within the context of new learning. Progression is clear and purposeful, underpinned by the school's pedagogical principles at each stage:

Year R: Pupils engage in 'Star Challenges', designed to support the successful achievement of key learning objectives through exploration and play.

Year 1: A carousel model ensures access to a broad range of focused learning opportunities, enabling targeted support and responsive intervention.

Year 2: Pupils engage with a 'Discovery Project', promoting independence while ensuring teachers can guide children towards essential learning when needed.

Core Texts and Outdoor Learning

To deepen understanding and embed key concepts, leaders have strategically mapped core texts, guided reading materials, and supporting literature across the curriculum. These texts serve as anchors for discussion, vocabulary development, and cross-curricular links, strengthening comprehension and cultural awareness.

Outdoor learning is an integral part of the school's curriculum offer. All children benefit from access to both Forest School and Coastal School, which extend learning

beyond the classroom and provide opportunities for physical, emotional, and social development. The recent introduction of an Outdoor Nursery further enhances this offer, providing a nurturing, play-based environment rooted in outdoor exploration, curiosity, and holistic growth.

Impact

The developed curriculum has had a demonstrable impact on both academic outcomes and pupils' holistic development. The school is exceeding national trends in the progress of pupils eligible for Pupil Premium funding, reflecting the effectiveness of its inclusive and evidence-informed approach. Attendance remains consistently high, and pupil engagement across the curriculum is strong. Furthermore, the school has successfully supported the integration of several pupils who previously exhibited significantly challenging behaviours, highlighting the strength of its nurturing ethos, consistent strategies, and tailored provision.

Mainstream Secondary School Case Studies

Hartsdown Academy - Implementing an Excellence Stream: a whole-school Case Study

Contact

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Brief description/ overview

Hartsdown Academy, part of the Coastal Academies Trust, provides highly inclusive and effective support for students from a diverse range of backgrounds. With approximately 51% of students in receipt of Pupil Premium funding, 28% identified as requiring SEND support, including 29 students with an EHCP and a further 13.42% with an identified need, the school serves a complex and vulnerable cohort. Leaders have established a culture where SEND is everyone's responsibility, and they have implemented a suite of strategies to empower staff in delivering high-quality provision for all students.

Adaptive Teaching

Leaders have set clear expectations around inclusive, high-impact classroom practice through the school's Adaptive Teaching framework. This document, rooted in evidence from educational research, acts as a practical aide-mémoire for lesson planning and responsive teaching. As a result, quality first teaching is embedded across the school, minimising the need for excessive individualisation, reducing teacher workload, and enhancing student outcomes.

Accessible Information and Support Tools

To improve staff access to pupil information and personalised strategies, Hartsdown Academy uses Edukey Class Charts and Provision Map software. Pupil Passports provide succinct, user-friendly summaries of individual needs, including diagnosis and recommended strategies. Staff are expected to engage actively with this information and annotate seating plans accordingly to ensure adaptations are implemented effectively. An Access Arrangements spreadsheet ensures appropriate exam and assessment support is consistently applied. Interventions are reviewed on a six-week cycle, complemented by lesson observations to monitor how effectively students are using the strategies taught.

Embedding Cross-Curricular Learning through the IBMYP

Hartsdown delivers the International Baccalaureate Middle Years Programme (IBMYP) in Years 7–9 to promote deep, connected learning. Students are taught by a consistent pair of lead teachers—one for English, history, and ethics, and another for maths, science, and geography—supported by subject specialists. The curriculum is further enriched through Interdisciplinary Days, where students apply knowledge and skills from multiple subjects to complete collaborative projects. These experiences foster critical thinking, cultural understanding, resilience, and teamwork—key values at the heart of the school’s ethos.

Excellent Relationships complemented by the THRIVE approach

The THRIVE approach is fully embedded across the school, with a large team of trained THRIVE Practitioners supporting both universal and targeted provision. An SEMH Lead provides regulation sessions for students who are dysregulated, facilitating successful reintegration into the classroom. The Wellbeing Hub includes a designated THRIVE regulation space, alongside access to Place2Be, an in-school counsellor, and an Emotional Wellbeing Practitioner, ensuring comprehensive, wraparound emotional support.

Transition and Early Support

Transition into Hartsdown is carefully planned and robustly supported. Every student is visited before they join the school, with SENDCos and transition staff liaising closely with primary schools. For students who are home-educated, home visits ensure a smooth and supported entry. Two Transition Teaching Assistants, employed year-round, provide ongoing support for vulnerable pupils, including through the four-week summer school and targeted enrichment activities such as cinema and bowling trips during holidays, helping to maintain engagement and relationships.

Strategic Deployment of Support Staff

The strategic deployment of support staff is another key strength. Teaching Assistants have been given specialist roles, including responsibilities for Speech and Language, THRIVE, Family THRIVE and Mental Health First Aid. All staff receive targeted training to ensure that they are able to deliver interventions effectively and provide high-quality support in their areas of expertise.

Internal Alternative Provision

For students who struggle to engage in mainstream learning, the school offers a well-structured internal alternative provision. Students in this setting receive two hours of English and maths teaching per day and access AQA Unit Awards in a range of subjects. They also participate in therapeutic and wellbeing-based activities such as

gardening, mentoring, and emotional check-ins. The overarching aim is reintegration, supported through carefully planned part-time timetables where appropriate.

A significant number of students enter Hartsdown Academy with low prior attainment and inconsistent school attendance. These students often require highly tailored teaching approaches and emotional support to accelerate progress and access the wider curriculum.

An overview of what we did

A further example of Hartsdown's strategic and inclusive approach is the implementation of the Excellence Stream, designed to accelerate the progress of students who enter with low prior attainment and/or a history of poor attendance. In Years 7 and 8, these students are taught by primary-trained teachers, who deliver a tailored curriculum with a strong focus on literacy and numeracy. This model enables rapid identification of learning gaps and supports accelerated progress, with regular assessment points and teacher judgements guiding reintegration into mainstream classes.

At Key Stage 4, the number of students in the Excellence Stream is lower due to the success of early intervention. Those who remain access GCSE English and maths, with the remainder of their curriculum made up of AQA Unit Awards across a variety of subjects. Primary-trained teachers deliver training to staff teaching in the KS4 Excellence Stream, ensuring a consistent and effective approach to literacy and numeracy. Students are supported emotionally through the provision of short THRIVE regulation sessions after key transition points, helping to ensure that they return to class ready to learn.

Impact

The impact of the Excellence Stream has been significant. Many students successfully reintegrate into mainstream classes during Key Stage 3, and leaders have observed marked improvements in attainment, behaviour, engagement, and attendance among this cohort.

Homewood School and Sixth Form Centre – Flexible Pathway Models: a whole-school Case Study

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Brief description/ overview

Homewood School and Sixth Form Centre provides a dynamic and inclusive learning environment that supports pupils with a wide range of additional needs. Leaders have invested in developing staff expertise to ensure consistent implementation of the mainstream core standards in every lesson, with high-quality teaching forming the foundation of their inclusive approach. This is complemented by a multi-pathway curriculum model, which spans from Year 7 to Year 14 and is carefully designed to meet the needs of the school's most vulnerable learners.

The Hub Staffing Model and Pedagogical Design

The Hub operates under a carefully structured staffing model grounded in the "team around the child" philosophy. Each class benefits from a consistent and well-coordinated team comprising a qualified teacher—often with a primary teaching background—alongside an academic HLTA and a pastoral HLTA. This stable staffing structure ensures predictability and continuity for pupils, which is especially crucial for those with complex or high-level needs.

Staff are deployed strategically, with many holding specialisms in areas such as literacy, numeracy, emotional regulation, sensory integration, speech and language, and autism spectrum conditions. HLTA roles are deliberately diversified, enabling targeted intervention and subject-specific support, while TAs benefit from structured training opportunities and are set to engage in a new coaching programme through the Steplab platform to support their ongoing professional development.

Leadership is distributed across the Hub, ensuring both strategic oversight and operational efficiency. A Lead Practitioner for SEND oversees the teachers and ensures consistency in curriculum delivery and pedagogy. An Assistant SENDCo provides additional leadership support, while a Hub Manager takes responsibility for day-to-day administration and behaviour systems. Provision is further strengthened by the presence of a full-time assessor, who ensures that access arrangements and examination support are appropriately identified and implemented.

Therapeutic and Targeted Interventions

A wide-ranging menu of interventions is available to pupils, each tailored to individual needs and reviewed regularly as part of a dynamic and adaptive offer. For pupils with

autism, the Steps to Success programme provides a highly structured framework that supports executive functioning, fosters self-awareness through behaviour analysis, and centres student voice in both academic and pastoral development. Programmes such as Zones of Regulation and Language Link are delivered alongside bespoke speech and language interventions, led by an HLTA with a dedicated communication and interaction specialism.

Emotional regulation and readiness to learn are prioritised each day through structured routines that include morning meet-and-greet sessions, sensory circuits, and designated check-ins known as “Pit Stops.” Pupils also benefit from precision teaching programmes and literacy and numeracy booster groups, overseen by Level 5-trained HLTAs with subject-specific and SEMH expertise.

A distinctive feature of the Hub is its 'family model' approach, which ensures pupils remain fully embedded in school life. All pupils are part of form groups, take part in extracurricular opportunities and trips, and are supported by a wraparound team who facilitate inclusion while addressing individual barriers to participation.

The Life Centre

Where necessary, pupils also benefit from the Life Centre, which functions as an integrated alternative provision. It is both a support mechanism and an extension of the wider school community, offering short-term interventions designed to promote relational practice, personalised learning, and meaningful inclusion. The provision adopts a flexible and responsive model that blends mainstream integration with hub-based learning, enabling pupils to receive the academic, social, and emotional support they require while remaining connected to the broader school experience.

Information Sharing and Quality Assurance

Robust systems for information sharing underpin the quality of provision across the Hub. A Google-based SEND Register provides live, accessible information on pupils' needs, access arrangements, and provision maps, while also supporting the consistent application of support strategies.

The school's codified system, based on the MCS (Mainstream Core Standards), enables teachers to identify and implement strategies through intuitive drop-down menus and free-text fields. These tools form the foundation of instructional coaching and are regularly reviewed during directed time. Provision Map is used to coordinate Assess–Plan–Do–Review cycles and to pre-populate pupil passports ahead of the academic year, ensuring readiness and consistency in support planning.

Transition and Outreach

Transition is treated as a long-term process, beginning as early as Year 4. Through proactive outreach, leaders build trust with families and begin shaping provision well ahead of pupils' formal entry into the school. Regular coffee mornings and open visits help families understand the school's approach, while personalised tours and honest conversations foster transparency and confidence.

Staff attend annual reviews in Years 5 and 6, using these opportunities to engage in joint planning with primary colleagues and families. During Term 6, vulnerable pupils attend weekly Wednesday afternoon transition sessions to meet their future team, begin forming relationships, and familiarise themselves with routines. A full induction programme takes place in the final weeks of the summer term, including a week-long teaching experience for likely cohort members. This includes early drafting of pupil passports, with responsive planning and home visits or drop-ins arranged where needed. This early engagement reduces the perceived need for statutory plans by building trust in the school's ability to meet need proactively and personally.

Wider System Influence

Homewood's Hub is a regional leader in relational practice and nurture-based education. As an early adopter of the Nurture UK framework, the school has embedded the six principles of nurture throughout its provision, linking them explicitly to PSHE, personal development, and life skills curricula. Key staff are trained in Boxall Profiling, which is used across Key Skills, Foundation Skills, and Springboard Pathways to monitor progress and inform intervention.

The Hub supports other schools and local authorities through training, mentoring, and the sharing of best practice, making it a model of system leadership in inclusive education.

Homewood School and Sixth Form Centre exemplifies best practice in inclusive, alternative provision. Through a clear focus on curriculum access, expert staffing, evidence-based intervention, and structured transitions, it creates a nurturing yet academically rigorous environment in which pupils with complex needs can thrive. Its integration with the mainstream school, combined with robust quality assurance systems and a commitment to staff development, ensures that inclusive practice is not peripheral, but central to the ethos and success of the school.

Leaders have implemented a flexible pathway model to support the most vulnerable students, which runs from Year 7 to Year 14. These pathways ensure that all pupils are able to achieve and thrive.

An overview of what we did

Curriculum Pathways and Flexible Models

The Hub offers four clearly defined curriculum pathways, allowing for flexibility, progression, and reintegration into mainstream as appropriate:

Mainstream Access Pathway: Pupils access mainstream lessons with supplementary support such as respite sessions, targeted interventions (e.g., Language Link, dyslexia programmes), and access to quiet social environments like lunch clubs.

Key Skills Pathway: This intensive nurture-based model draws on early primary learning approaches and is designed for pupils working well below age-related expectations. Pupils spend 60% of their time in a dedicated base classroom, supported by their core team, with specialist input for the remainder of their curriculum.

Foundation Skills Pathway: Targeted at pupils working at approximately a Year 3–4 level, this pathway is led by subject-specialist teachers and supported by a dedicated SEND Lead Practitioner. The curriculum offers greater challenge while maintaining an adaptive, relational approach.

Springboard Pathway: A highly personalised route for pupils with more significant SEMH needs. This includes Functional Skills, AQA Unit Awards, ASDAN short courses, and vocational learning. Pupils build portfolios promoting self-efficacy and readiness for adulthood.

Each pathway incorporates discrete nurture sessions focused on PSHE, social communication, and emotional literacy. Pupils use Chromebooks to support accessibility, with an emphasis on developing digital literacy.

Enrichment and Vocational Offer

A strong emphasis on life skills and enrichment runs through all pathways. Pupils participate in:

- ASDAN programmes across all stages
- Forest School to develop team-building and emotional regulation
- Duke of Edinburgh Award Scheme
- Vocational qualifications, including catering, construction, animal care, hair and beauty, child development, and the arts

Outreach and community-based learning, including tutoring in care homes and local cafés, often following a youth work model to support re-engagement and independence

Key Stage 4 pupils access GCSE options based on need and support level, with appropriate scaffolding in place. Flexible curriculum design allows ongoing re-evaluation and adjustment through KS3 and KS4, ensuring pupils are on the right trajectory.

Impact

This approach has had a significant impact on pupils, who are able to succeed in a plethora of ways. Leaders have seen improved attendance, behaviour and engagement for pupils, in addition to reductions to fixed-term suspensions. The level of support provided enables all pupils to achieve a suite of appropriate and considered qualifications, which prepare them effectively for adult life.

Tunbridge Wells Girls Grammar School – Embedding Executive Functioning

Contact

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Brief description/ overview

Whole school focus on executive functioning

An overview of what we did

Acknowledgement that across pupil cohorts executive function skills are not as well developed as they might be, and the impact this is having on academic performance, wellbeing and pupils' ability to manage the basic demands of school/peer relationships.

Actions:

Screening of Years 7 & 8 – results show significant levels of challenge in areas of attention control, planning, task initiation, emotional regulation amongst others.

Whole year group activities in form time to help develop skills. For example:

Year 7&8 choirs

Weekly choreographed dance sessions (delivered by German teacher!)

Online chess

Board games

Card games and other games involving strategy

Origami and other practical tasks requiring the need to follow lists of instructions

Building of teacher awareness and embedding teaching strategies to support building of skills

Executive function group/1:1 work – select pupils receive more targeted support in building their skills.

Parents advice booklet and signposting to useful resources

Impact

Much greater awareness and capability amongst staff.

Pupil skills increased – greater capacity to meet demands of school – fewer incidences of overwhelm and avoidance.

Fewer pupils needing support from wellbeing staff, EBSA and PA rates significantly improved.

Improved pupil engagement with the curriculum.

Fewer pupils requiring access arrangements.

Follow up screening shows improvements in pupils' skills.

PRU Case Studies:

The Rosewood School - Improving Teaching and Learning through Curriculum Design

Contact

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Brief description/ overview

The Rosewood School (TRS) is a caring and inclusive service offering a holistic approach to education that ensures that pupils can access an aspirational curriculum. Our school is an intervention for pupils with health needs that are barriers to attending mainstream education. These pupils often experience disrupted learning and require a highly tailored approach to ensure gaps are filled quickly and allow for a return to home schools or next steps. Our aim was to use cognitive science to inform our choices of CPD for the whole school and to create a culture of adaptive teaching that uses AFL to inform the direction of our lessons. The aim was to use this to inform our planning and allow precision in our teaching.

Our second layer to our work on improving teaching and learning was through curriculum design. We aimed to develop a precise and atomised curriculum, with an emphasis on teaching and re-teaching identified foundational knowledge, ensuring pupils build secure subject understanding despite these gaps or interruptions in their education. For this, we have undertaken to improve: our planning and curriculum mapping documents as a strategic tool; our planned use of when and how to use AFL to create adaptive teaching within the classroom and subsequent tracking and sharing tools to inform pupils and teachers on next steps.

A secondary aim for the work that we undertook addressed the needs of a school spread over three sites. We aimed to create a robust planning process that would ensure that strategic decisions about curriculum sequencing is shared, successfully fosters a culture across the school of ambition and that it was possible to review the plans for the students in front of us. The need to focus on curriculum design was also informed by the national conversation created through the 'deep dives' and work that was being completed in the mainstream home-schools that our students need to be reintegrated into.

An overview of what we did

Our first and most immediate change to classroom practice was to introduce a policy of all classes to start with a task that utilised spaced retrieval to rehearse learning from previous units, weeks or lessons but to have these focus on those atoms of the subject that were important to success in the subject. These were also being used diagnostically to inform future teaching and interventions for those not understanding. Every lesson across our schools starts in this way which also creates a routine that is safe and predictable for students. This message was given consistently and repeated over time with our learning walks and observations always feeding back on these elements to ensure that it was embedded. Through this, we were able to adapt the PO3 to each subject and make them a meaningful strategy that modelled how retrieval over time is the basis for learning. Only when the practice was seen consistently over time and in all learning walks and observations did we move to our next step.

To achieve our aim of teaching and learning in the classroom being driven by strategic curriculum planning, we began with the identification of the foundational knowledge and skills required for success in each subject and topic. Subject leads were tasked with designing their curricula around this principle, with a focus on the careful atomisation of content and the explicit identification of both Tier 2 and Tier 3 vocabulary. These would be taught and retaught with spaced retrieval used to ensure confident knowledge of the concepts.

This retrieval would be achieved through the curriculum planning document. This was structured to highlight where key concepts and vocabulary would be introduced, revisited, and reinforced across schemes of work, terms, and the academic year. This approach also made it easier to identify meaningful cross-curricular links, as shared vocabulary and concepts became visible across subjects through the whole-school curriculum map.

To support coherence and consistency, the co-construction of this curriculum document created a dialogue between subject leads, and not just those in the departments. This fostered a culture of collaboration and a shared understanding of the knowledge and language that underpin learning across the subjects and allowed links to be made that further utilised spaced retrieval of key concepts. This allowed for students to apply knowledge beyond its initial use and being able to apply it to new contexts.

To support this, dedicated time was given for subject leads to engage fully in the process. Time was also built in for shared professional dialogue between leads, which not only strengthened the coherence of the curriculum but also fostered a sense of professionalism and collaboration across the school. This is recognised as effective in improving teacher retention.

After reviewing how assessment for learning was used in the school, we knew development of our strategies would allow us to better understand what every student in the room knew without relying on individual questioning. In a setting where the cohort can change frequently and some students are only with us for a short time, it was essential to develop a clear and immediate understanding of whole-class feedback.

To support this, we held a dedicated INSET in our first inset day which modelled how to use feedback strategies that were instant, and inclusive. His training developed the use of specific strategies such as diagnostic multiple-choice questions, non-examples for unpicking misconception, and the use of white-boards and ABC cards to capture assess understanding across the class. These approaches enabled teachers to quickly identify misconceptions, adapt their teaching in the moment, and ensure that feedback was meaningful for all learners. This was essential to knowing whether our curriculum was effective for our unique setting. We have an increased need for constructive marking that gives students clear, actionable feedback on how to achieve their next steps. This feedback needs to be timely, both for students who are with us for a short period and for our Year 11 students working towards their GCSEs in a short time.

The aim was to improve the efficacy of AFL as a formative tool. These assessment for learning strategies were needed to provide ongoing insights into each student's understanding, allowing teaching to be continually adjusted to meet their needs. Through regular, formative feedback and skilful questioning, teachers could identify misconceptions, reinforce those identified key concepts, and use it to inform future lessons. This approach ensures that every learning opportunity contributed meaningfully to students' reintegration or academic progression.

Impact

Teaching and learning across the school is consistently good in both unannounced learning walks and formal observations. This includes 32% of lessons that are highly effective. This has been seen by school improvement partners, Management Committee members tasked with checking our school and both SLT and HOD. The consistent use of retrieval practice as a lesson starter across all classrooms has led to more effective knowledge retention and diagnosis of gaps in understanding. This approach, rooted in cognitive science, has been embedded through those regular learning walks and lesson observations emphasising that the strategy was remaining. The predictability and familiarity of this routine have also supported pupils' engagement and wellbeing.

The co-construction of curriculum planning documents has promoted cross-site and cross-disciplinary collaboration. This process has enhanced strategic alignment and strengthened the professional dialogue among subject leads. Providing protected time for this work has not only improved curriculum coherence but also contributed positively to

staff engagement, ownership, and retention. Staff surveys are positive and have improved over the two years:

1. Leaders do all they can to improve teaching
 - a. Strongly agree – 38%
 - b. Agree – 59%
 - c. Neutral – 3%

Refined assessment for learning practices now provide more frequent and actionable insights into pupil understanding. Teachers are better able to identify misconceptions, reinforce key concepts, and adjust instruction accordingly. KS4 pupils benefit from timely, constructive feedback, which is particularly beneficial for those preparing for key assessments such as GCSEs.

Finally, the strategy has ensured that the school’s curriculum design and teaching practices are aligned with national expectations, including those arising from Ofsted’s focus on curriculum depth and sequencing. This alignment supports effective reintegration of pupils into their mainstream schools and contributes to the ambition and quality of education across all sites.

The data that we have over two years shows improving attendance that is 10% above the national average for PRUs. Unauthorised attendance at TRS is 5% compared to Kent’s 18.4%. The most vulnerable students are those with EHCPs and this cohort all have improved attendance at TRS compared to home schools. This includes two students who were unable to successfully access Special Schools who have been successful with our ‘main stream’ curriculum that balances health needs and an ambitious curriculum.

	2021/22			2022/23			2023/24		
	England	Kent	TRS	England	Kent	TRS	England	Kent	TRS
Attendance	61.2%	59.2%	58.2%	58.3%	58.7%	64.1%	57.5%	57.5%	68.7%
Authorised Absence	21.9%	23.1%	36.6%	22.5%	25.4%	32.0%	22.8%	24.1%	25.8%
Unauthorised Absence	16.9%	17.7%	5.3%	19.2%	15.9%	3.9%	19.7%	18.4%	5.5%

In addition outcomes continue to be stable with some improvements year on year, including:

English – 63% 4+(up from 57%)

Maths – 48% (same as last year)

Double Science – 74% (up from 56%)

Citizenship – 54% (same as last year)

Art – 63% (up from 35%)

Health & Fitness – 74% (up from 19%)

SRP- Primary School Case Studies:

Copperfield Academy – Supporting pupils with ASD and Communication Challenges

Contact

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Brief description/ overview

Support focused on addressing the needs of a growing population of pupils with Autism Spectrum Disorder (ASD) and significant communication challenges, specifically:

- **ASD Specialist Resource Provision:** Currently supports 25 pupils with complex needs.
- **Communication Challenges:** 31 pupils within the school who have limited or no functional communication system, requiring intensive support to express needs, wants, and emotions.
- **Reception Cohort:** An additional 8 pupils in Reception have either a confirmed ASD diagnosis or are on the diagnostic pathway. These families selected the school due to the presence of the SRP.
- **Wider School Context:** A total of 49 children across the school have been identified as having communication and interaction difficulties, highlighting a broader need beyond the SRP.
- **Staff Training Needs:** The school identified a critical need for staff training to:
 - Understand and implement strategies for supporting non-verbal or minimally verbal pupils.
 - Ensure all children have access to a meaningful and adapted curriculum.
 - Support pupils in developing self-care, independence, and emotional regulation through appropriate communication systems (e.g., PECS, AAC, Makaton).

An overview of what we did

1. Whole School Training and Awareness

- **AET Training:** Delivered Autism Education Trust (AET) training to all staff to build foundational understanding of autism and inclusive practices.

- Weekly Makaton Lessons: Implemented across the school to ensure all staff and pupils can communicate basic wants and needs, promoting inclusivity and reducing communication barriers.

2. Targeted Staff Development

- Termly STLS Training: Regular sessions for teachers and LSAs from Specialist Teaching and Learning Service (STLS) focusing on communication strategies for whole class teaching like vocabulary development and pre-teaching.
- Ongoing CPD: Continuous professional development from SALT, STLS, and National College to support the use of Augmentative and Alternative Communication (AAC) resources.

3. Assessment and Identification

- Speech Link Assessments:
- Universal screening for Reception and Year 3 pupils to identify early speech and language needs.
- Used across the school for identified children to ensure timely and appropriate support – including personalised SALT plans.

4. Specialist Support and Implementation

- Mainstream SALT LSA: Delivers Speech Link support plans for identified children in mainstream settings.
- SRP Specialist Support Assistant: With enhanced SALT training, implements tailored SALT plans for children in the unit.

5. Provision Review and Strategy Adaptation

- Speech and Language Therapists review provisions in SRP and high-need mainstream classes to ensure strategies remain relevant and effective.

6. Inclusive Teaching and Learning Approaches

- TEACCH: Use of visually structured activities to support understanding and independence.
- Colourful Semantics: Applied school-wide to support sentence structure and language development.
- Visual Learning: Consistent use of visual aids to enhance comprehension and engagement.

7. SRP Integration and In-Reach

- Mainstream Integration: Opportunities provided for SRP pupils to integrate into mainstream settings as appropriate.
- Transitional Support: Dedicated staff help SRP pupils communicate effectively in mainstream classes and model strategies for staff.
- SRP Lead Coaching: Supports mainstream teachers in adapting lessons and resources for transitioning pupils.
- In-Reach Support: SRP staff assist mainstream classes with complex communication needs, introducing AAC, Makaton, and other tools.
- Individual and Small Group Teaching: Tailored sessions in SRP to support communication systems and align planning with individual targets.

Impact

Our whole-school approach to supporting communication and interaction has had a mostly positive impact. Staff confidence has grown through regular training, and pupils across the school are increasingly able to express their needs using tools such as Makaton, visual supports, and structured teaching strategies. Early identification through Speech Link assessments has enabled timely interventions, and the SRP continues to provide vital outreach and integration support.

Moving forward, we need to further embed these approaches. The focus will now shift to deepening the use of communication strategies within mainstream classrooms and empowering teachers to independently adapt lessons and resources. These two factors will be key to sustaining inclusive practice and ensuring all pupils can access learning effectively.

Valley Invicta Primary School at East Borough – Supporting EYFS and Key Stage 1 SRP Pupils to develop communication skills

Contact

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Brief description/ overview

EYFS and Key Stage 1 SRP pupils who have limited verbal communication skills and rely on gestures, Gestalts and Communication boards to support their communication.

These pupils were unable to access the English and phonic lessons in their classrooms alongside their mainstream peers.

An overview of what we did

A picture book was chosen (usually the Year 1 text) and the mainstream Learning Outcomes were reviewed.

For the first day, children would watch the story / listen to the story being read and use props to retell the story in their own way, supported by the TA and SRP Teacher.

On the second day, three key verbs were identified from each text and practiced through play, after the children had listened / watched the story again. Eg. build, blow, run (Three little pigs).

This was repeated throughout the week with differentiated activities e.g. using a communication board, colourful semantics, Clickr to build sentences or give instructions. Activities would have been linked to the pupil's outcome identified in their small steps.

On the last day of the week, the children would engage in an activity that would allow them to demonstrate their learning e.g. 'The King's Fish and Chips' focus verbs were put into practice by the children making smoothies and following a recipe they had created during the week, using the three focus verbs and talking through / listening to peers / adults.

Impact

- All of the pupils are confident with using communication boards.
- Some of the pupils are constructing sentences independently.
- Some of the pupils are constructing simple sentences using colourful semantics.
- Some of the pupils can write their sentences independently.

Valley Invicta Primary School at Holborough Lakes - Supporting Children using Gestalt Language Processing

Contact

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Brief description/ overview

Within our school, we have an increasing number of children who are gestalt language processors, using whole chunks of language to communicate. The use of gestalts is an emerging area of research and practice within the spheres of autism and Speech and Language. However, the existing research and information available largely focuses on the development of language within day-to-day life, rather than how this can be applied within the curriculum. This project proposed to investigate methods for support children who are gestalt language processors to access the National Curriculum. We carried out an action research project to support this cohort.

An overview of what we did

We started by looking at the current literature into gestalt language processing and discussing this with speech and language therapists. Next, we began carrying out language sampling with identified children to establish their current language profile. We trialled different strategies including:

- Presenting gestalts in written format
- Incorporating the use of special interests into the curriculum
- Recording gestalts in response to stimuli, e.g. comments made about an image of the Great Fire of London.
- Offering open-ended opportunities to write and learn

Following this, we have delivered training in school and to other schools.

Impact

The training, outreach, and in-school developments have collectively led to:

- A shared language and understanding across schools within our Trust for supporting GLPs.

- Increased staff confidence and competence in implementing appropriate strategies, in our school and others
- Observable gains in children's functional communication and literacy, particularly in written work.

Valley Invicta Primary School at Leybourne Chase - Embedding a Whole School Total Communication Approach

Contact

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Brief description/ overview

We focused on embedding a whole school Total Communication approach as a response to the increasing complexity and number of significant communication needs that pupils in our ASD SRP, as well as our mainstream EYFS class were coming into school with.

We wanted to ensure that pupils with complex SLCN could communicate with and access learning, information and social opportunities with their peers through a whole-school embedded approach in addition to personalised and specific structured 1:1 or very small group intervention.

An overview of what we did

- Visual timetables in all classrooms.
- Trays labelled with dual coding pictures and words.
- Staff members that work within the SRP and within each classroom displayed outside of the classroom.
- Individual needs supported with visuals in SRP such as who will collect from school, calming strategies, morning routines etc.
- Communication Boards for children who need them.
- Now/Next Boards for those children that require them.
- Self-Regulation strategies displayed and tailored to individual needs.
- Word banks in play areas in Reception.
- Visuals for active listening strategies.
- Focus on key vocabulary in all lessons using widget on power points and on scaffolding for children with SEND in books.
- Visuals to accompany learning common exception words
- Zones of Regulation supported with visuals of tools to choose from to regulate emotions.
- Home time check list in SRP for children that require it.
- Colourful Semantics used.
- Communication Station for children who are feeling unwell etc, with visuals for all children to be able to communicate their needs.
- Visual strips in toilets to explain the routine.
- Makaton Sign of the week and a Makaton club.

- Oracy explicitly taught in school accompanied by an ABC approach that is extended in each year group. Agree, Build Upon and Challenge. These are all accompanied by actions.

Impact

The whole-school development of a total community approach has significantly enhanced inclusion across the setting. Visual supports are embedded in daily practice, enabling all children to understand the routines of the day. For some pupils, particularly those with additional needs, 'Now and Next' visuals have been instrumental in reducing anxiety and supporting emotional regulation.

The consistent use of Widget symbols and scaffolded resources within learning materials has ensured that all pupils can access the curriculum and make progress from their individual starting points. Pupils within the SRP, as well as those across the wider school, have demonstrated improved social and communication skills, leading to increased confidence and the ability to express their needs and preferences more effectively.

Providing clear equipment lists and step-by-step task instructions has further promoted independence, allowing children to take greater responsibility for their learning and engagement in the classroom.

Simon Langton Grammar School for Boys - Supporting Key Stage 3 Pupils

Contact

Charlotte Speed- cspeed@thelangton.kent.sch.uk

Brief description/ overview

A number of students join the school in Year 7 having faced academic challenges during their primary education. These students may not have met the standard required to pass the Kent Test and often join the school through headteacher recommendations or formal appeals.

As a result, they may begin secondary school with lower levels of confidence, gaps in foundational knowledge, and a need for additional support to access the curriculum effectively.

This group often requires targeted intervention, a nurturing environment, and personalised learning strategies to help them build the skills, resilience, and self-belief needed to thrive academically and socially in a grammar school setting.

An overview of what you did

Students who are struggling academically receive a comprehensive package of tailored support designed to address both their learning needs and emotional wellbeing. A key element of this support is the outreach provided by the school's Specialist Resource Provision, which offers access to a safe, quiet workspace where students can regulate, refocus, and work in a low-stimulation environment. The SRP also delivers targeted interventions, pastoral and wellbeing support, and employs a range of autism-friendly strategies to help students feel understood and supported.

In addition, students are paired with Sixth Form mentors who provide one-to-one support in specific academic or organisational areas, helping to build confidence and reinforce key skills. All students are supported in developing an understanding of how they learn best, with strategies focused on metacognition and independent learning. For those who use laptops as part of their access arrangements, guidance is provided on how to be an effective and organised laptop user, including managing digital files and using assistive technology. Students with dyslexia benefit from individualised support from the school's dyslexia specialist teacher, who provides tailored interventions to meet their specific learning profiles.

Impact

The implementation of these tailored support strategies has had a positive impact on students, particularly those who face academic and emotional challenges. Many students who previously struggled have developed greater confidence and

independence in their learning, enabling them to make meaningful progress. The mentoring programme, where students are paired with Sixth Form mentors, has strengthened academic skills and organisational habits, while also building self-esteem through supportive peer relationships. As a result of these interventions, plus others, a growing number of students have gone on to achieve strong outcomes in their GCSEs, overcoming previous barriers to learning. Crucially, many of these students have chosen to remain at the school for their A-levels, demonstrating not only academic progress but also a strong sense of belonging and confidence in their continued development.

SRP- Secondary School Case Studies

Simon Langton Grammar School for Boys - Supporting Key Stage 3 Pupils
Contact Charlotte Speed- cspeed@thelangton.kent.sch.uk
Brief description/ overview <p>A number of students join the school in Year 7 having faced academic challenges during their primary education. These students may not have met the standard required to pass the Kent Test and often join the school through headteacher recommendations or formal appeals.</p> <p>As a result, they may begin secondary school with lower levels of confidence, gaps in foundational knowledge, and a need for additional support to access the curriculum effectively.</p> <p>This group often requires targeted intervention, a nurturing environment, and personalised learning strategies to help them build the skills, resilience, and self-belief needed to thrive academically and socially in a grammar school setting.</p>
An overview of what you did <p>Students who are struggling academically receive a comprehensive package of tailored support designed to address both their learning needs and emotional wellbeing. A key element of this support is the outreach provided by the school's Specialist Resource Provision, which offers access to a safe, quiet workspace where students can regulate, refocus, and work in a low-stimulation environment. The SRP also delivers targeted interventions, pastoral and wellbeing support, and employs a range of autism-friendly strategies to help students feel understood and supported.</p> <p>In addition, students are paired with Sixth Form mentors who provide one-to-one support in specific academic or organisational areas, helping to build confidence and reinforce key skills. All students are supported in developing an understanding of how they learn best, with strategies focused on metacognition and independent learning. For those who use laptops as part of their access arrangements, guidance is provided on how to be an effective and organised laptop user, including managing digital files and using assistive technology. Students with dyslexia benefit from individualised support from the school's dyslexia specialist teacher, who provides tailored interventions to meet their specific learning profiles.</p>
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The Archbishop's School - Supporting Key Stage 3 Pupils with Cognition and Learning Needs

Contact

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Brief description/ overview

KS3 students requiring an alternative pathway.

Criterion for intervention includes EHCP for C&L and SEN status with an formal/informal diagnosis of SEND for SpLD or literacy/numeracy need.

Entry level – Standardised scores of WRAT/CTOPP <80.

An overview of what we did

An evidence-based curriculum that provides an alternative parallel pathway to our humanities curriculums for neurodiverse students in KS3 was developed.

Embedded in the inclusive teaching practices designed for neurodiverse learners will include specific interventions such as: trugs, active listening, vocabulary enrichment, adaptations of Word Wasp techniques for phonics and NumberShark to support the bespoke 'Hybrid Offer' that may include numeracy .

The curriculum is based on a 'what works' approach and uses Gardner's Theory of Multiple Intelligences and the work of psychologists Ryan and Deci to develop perceptions of self-determination and specifically, autonomous learning.

Impact

- 2024-25 Exits from in-reach SRP into 'mainstream': 6 students (x3 'Hybrid offer).
- 2024-25 Entrants from 'mainstream' into in-reach SRP: 6
- At least 50% of all students made improvements in all Key Stage 3 groups and in all 4 areas of standardised testing.

Standardised Scores	Year 7 ¹	Year 8 ²	Year 9 ³
WRAT-V Reading	100% (7/7)	100% (4/4)	60% (3/5)
WRAT-V Spelling	86% (6/7)	75% (3/4)	100% (5/5)
WRAT-V Comprehension	80% (4/5)	50% (2/4)	75% (3/4)
CTOPP2 (Phonological Awareness)	100% (7/7)	100% (4/4)	50% (2/4)

Impact on overall phonological awareness skills and comprehension remains the areas of most impact with at least 50% of all year groups working on or above SS80. Actions have been implemented to tackle challenges of spellings and single-word reading attack.

ICAN Entry Criteria: SS<80 ICAN Exit Criteria: SS<80	Year 7	Year 8	Year 9
WRAT-V Reading	43% (3/7)	80% (4/5)	40% (2/5)
WRAT-V Spelling	43% (3/7)	0% (0/5)	20% (1/5)
WRAT-V Comprehension	57% (4/7)	80% (4/5)	75% (3/4)
CTOPP2 (Phonological Awareness)	100% (7/7)	100% (5/5)	75% (3/4)

- By the end of Term 6, at least 60% of all Key Stage 3 students were working above their FFTD50 predicted grade (based on moderated assessments and moderated classwork).

	Year 7	Year 8 ⁴	Year 9
End Term 1&2	60% (3/5)	60% (3/5)	83% (5/7)
End Term 3&4	57% (4/7)	60% (3/5)	83% (5/7)
End Term 5&6	71% (5/7)	66% (4/6)	66% (4/6)

¹ Comparable scores available from 7/7 students for all except WRATV comprehension where data was available for 5/7 students.

² Comparable scores available from 4/6 students

³ Comparable scores available from 5/8 students with exception of WRATV comprehension and CTOPP PA where scores are available for 4/8 students.

⁴ One student remains 'on roll' in this group – yet is currently at alternative provision

Evidence of student satisfaction July 2025:

Questionnaire results – based on rating scale 1-5 (1 being worst; 5 being best).

NB. Despite all year groups completing the feedback forms – tech issues meant that data for only 7 students was collected. The information below therefore shows only some of the key ‘take-aways’ from student comments which are nevertheless useful in informing future plans.

- All students whose responses were collected feel that they are getting the right support in ICAN lessons most of the time.
- Most student respondents feel that they are achieving well and can see improvement in their skills.
- When asked to rate their ICAN academic progress, two students out of the seven rated themselves a lower score (2) than the rest.
- When asked to rate their behaviour in ICAN lessons, students (on average) rated themselves as a ‘4’.
- All students feel that they can ask their teacher for help most of the time.
- All students feel that they have access to everything their friends have access to all or sometimes.
- When asked how much they enjoy their ICAN lessons, the average response was a 4.4 on the Likert Scale.

Evidence of parental satisfaction July 2025.

Only 6 out of 22 parents/carers/guardians responded to the ICAN survey despite many efforts to engage. The responses are therefore not able to form part of viable data collection. The responses are never-the-less useful as a small snapshot to influence our improvement priorities. Please see survey raw data sheets that accompany this document.

- 6/6 parents rated ICAN as beneficial for their young-person (Average Likert Rating Score: 5/5)
- 100% of parents perceived that their child was happy in the ICAN curriculum (Average Likert Rating Score: 4.8)
- 100% of parents would recommend the ICAN pathway to other families who share their young-person's learning profile (Average Likert Rating Score: 4.8).

Special School Case Studies

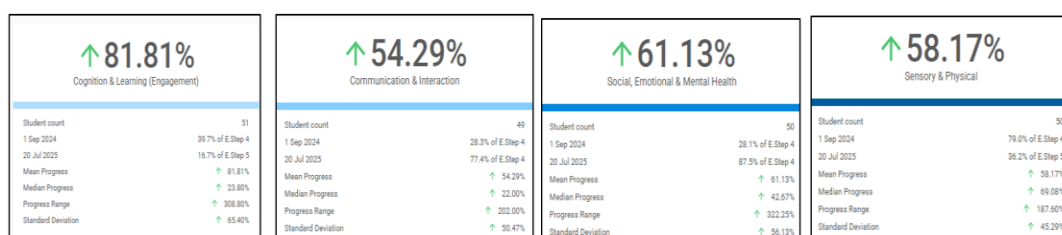
Ifield School – Sense and Explore Curriculum Pathways
Contact mjones@ifield.kent.sch.uk
Brief description/ overview Leaders reviewed the curriculum, so that pupils within our Sense and Explore curriculum pathways can access a play based curriculum, closely matched to their developmental level based on the Early Years Foundation Stage. Pupils within our Sense and Explore curriculum pathways are all at an early stage of their communication journey, have limited joint attention and are often driven by a sensory need.
An overview of what we did - <ul style="list-style-type: none">• During the academic year 2022 – 2023 leaders and specialist teaching staff created Curriculum Themes, Long Term Plans and Skills Ladders, so that the newly revised curriculum was ready for launch in September 2023.• Staff training focused on class teams gaining knowledge and understanding of the Skills Ladders to plan for pupil’s developmental level, whilst ensuring progression.• A model classroom was created in January 2023, utilising the expertise of an Early Years Specialist Teacher. The Specialist Teacher worked alongside the Assistant Headteacher and Reception Teacher to develop the environment, upskill staff in using play pedagogy and develop planning and assessment tools.• Learning environment guarantees were created, so class teams were aware of what classrooms should offer to pupils following the Sense and Explore curriculum pathways.• In July 2023, resources were purchased and more appropriate learning environments were created.• During 2023-2024, a key School Development Plan priority was to embed the newly revised curriculum.• Performance Management objectives linked to play were introduced for all Teachers and Teaching Assistants in relevant curriculum pathways.• In September 2023, the newly revised curriculum was introduced. Training was given to staff during Staff Development Days, Teacher Meetings and weekly Bitesize Training.• The Assistant Headteacher continued to work alongside Teachers from Key Stage 1 to Key Stage 5, to support planning throughout 2023-24, ensuring a consistent and progressive approach.

- Stay and Learn sessions were introduced for Primary, Secondary and Sixth Form, so that parents/carers can access learning alongside their child and understand the play based approach.
- The Early Years Partnership was founded. This is a partnership between Ifield School, Oakley School and Danecourt School with a focus on sharing best practice and upskilling staff working with pupils following an Early Years approach. This further strengthened the training offer available to staff.

Impact

- During Ifield School’s latest Ofsted inspection in November 2023, inspectors identified that *‘The school’s director of therapy has worked very closely with educational leaders to design a curriculum that places communication and interaction, the development of children’s personal and social skills and children’s physical development at the heart of the curriculum. Staff have been trained to understand the very small steps in learning that children need to make in these areas.’*
- Learning walks demonstrate that pupils within the Sense and Explore curriculum pathways are more regulated and engaged, resulting in pupils’ learning and progress being good or better.
- Pupils are more independent in their learning and hand over hand support has significantly reduced.
- Teacher’s feedback that they are more able to meet pupils’ needs and create learning opportunities focussing on communication, social, emotional and mental health and physical development.
- Pupils following a play based curriculum are making good or better progress towards their outcomes and targets outlined on their Education, Health and Care Plans and Provision Plans.
- Please see the data report from July 2025 related to pupils following the Engagement Steps Framework on the school’s assessment system, BSquared illustrating the good or better progress made by pupils.

Engagement Steps



A summary of effective strategies evidenced in the Kent Case Studies for Teaching and Learning

1. Personalise and Adapt Learning

- Adapt teaching to individual strengths, needs, and interests.
- Use flexible grouping, scaffolded tasks, and personalised targets to ensure accessibility for all pupils.
- Incorporate alternative pathways, small-step progression, and tailored interventions for pupils with complex needs.

2. Prioritise Inclusive Classroom Practice

- Embed universal strategies such as visual timetables, assistive technology, and flexible seating.
- Use consistent communication supports (e.g., Widgit symbols, Makaton, Language through Colour) across classrooms.
- Create calm, low-arousal environments to reduce anxiety and promote engagement.

3. Integrate Social, Emotional, and Cognitive Development

- Use tools such as Zones of Regulation, Boxall Profiles, and wellbeing check-ins to monitor and support pupils' readiness to learn.
- Embed nurture principles, play-based learning, and relational approaches within everyday teaching.
- Balance academic expectations with support for emotional regulation, resilience, and independence.

4. Foster Collaboration Between Teachers, Support Staff, and Specialists

- Plan jointly across teachers, SENCOs, teaching assistants, and specialist staff.
- Use co-delivery, team teaching, and shared intervention planning to build capacity and consistency.

- Provide regular CPD so that all staff understand SEND strategies and can apply them with confidence.

5. Use Evidence-Based Interventions and Technology

- Implement targeted interventions (e.g., phonics, executive function support, speech and language programmes).
- Use digital tools such as Clicker, Immersive Reader, and communication software to remove barriers to learning.
- Monitor and adapt interventions based on pupil progress and feedback.

6. Embed Pupil Voice and Agency in Learning

- Involve pupils in setting targets and reflecting on their progress.
- Provide choices in how learning is accessed and demonstrated (e.g., oral, written, creative outputs).
- Create safe spaces for pupils to share concerns and celebrate their successes.

7. Monitor, Review, and Share Impact

- Use assessment frameworks (e.g., Engagement Model, Connecting Steps) to track progress in both academic and developmental areas.
- Collect evidence from teacher observation, data, and family/pupil voice.
- Share successes across the school community to build an inclusive culture of achievement.