



# KENT CONTINUUM OF NEED AND PROVISION CASE STUDIES: RESOURCES



By Schools, For Schools

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## Mainstream Case Studies

### Adisham Church of England Primary School- Creating an in-house Alternative Provision to support pupils with complex needs: a whole-school Case Study

#### Contact Details

[sophie.metcalf@stouracademytrust.org.uk](mailto:sophie.metcalf@stouracademytrust.org.uk)

#### Brief description/ overview

Adisham Church of England Primary School, part of the Stour Academy Trust, is a small, rural primary school located in Kent, educating 102 pupils. While it historically served a community with relatively low levels of disadvantage and special educational needs, the school's demographic has shifted significantly in recent years. This change has led to a notable increase in the number of pupils eligible for Pupil Premium and those identified as having SEND. Currently, 19% of pupils are eligible for Pupil Premium, 22.5% receive SEND support, and 6.8% have an Education, Health and Care Plan (EHCP). The most common area of need is communication and interaction. The school is now working with a growing number of children with ADHD, many of whom are undiagnosed or unmedicated.

In response to this changing context, Adisham has demonstrated a strong commitment to inclusion, underpinned by its Christian values. These values are not simply statements but are actively lived throughout the school, fostering a culture where all pupils feel safe, supported, and valued. The school has placed particular emphasis on the personal development of each child, creating an environment where confidence and independence can thrive.

#### Thoughtful Transition

Adisham has developed personalised and carefully considered approaches to transition and induction. At the start of each academic year, the school implements a 'soft start', inviting identified children to attend on the INSET day before the rest of the cohort arrives. This allows them to meet their new teacher, explore their classroom, and begin the year with a sense of familiarity and calm. The school also uses whole-school social stories to build shared understanding and reduce anxiety. Its small size, coupled with a mixed-age class structure, contributes to a strong sense of community. Staff and pupils know each other well, enhancing the quality of transition, consistency, and care. In addition, the school runs a Rising 4s group,

welcoming new starters every Thursday afternoon from January. These sessions, involving stories and activities, help children build early relationships and ease their eventual entry into Reception.

### Effective Staff Deployment

Adisham has made bold and innovative decisions in how it deploys staff and designs its curriculum. Rather than relying on traditional one-to-one teaching assistant support, the school uses a 'Team Around the Child' model, with TAs working flexibly across year groups. Interventions are carefully tailored and delivered by staff who are supported to specialise in particular areas. While TAs provide in-class support during the morning, afternoon sessions are structured to allow for targeted intervention, ranging from academic support to therapeutic work. This 'SWAT team' approach ensures that children receive timely and effective help while making efficient use of staff and resources. Mixed-age classes enable a split-teaching model that supports differentiation and offers better value for money.

### An Inclusive Environment

The physical environment at Adisham has been deliberately designed to support inclusion. Classrooms are low-arousal and offer flexible seating options—an approach initially introduced following the pandemic but now embedded as standard practice. Children feel a sense of ownership over their space, and behaviour incidents have decreased as a result. Teacher cupboards have been converted into small, quiet workspaces for children who need time to regulate or concentrate. Zones of regulation are used throughout the school, and each classroom is equipped with an 'inclusion trolley' containing sensory tools and other resources that all pupils can access. The daily use of Microsoft Reflect enables staff to check in regularly with pupils, monitoring and supporting their wellbeing.

Outdoor spaces are also used creatively. A nature area provides a nurturing setting for calm-down time and targeted nurture work. The Recovery Room, a low-stimulus area, supports the development of self-regulation strategies. Technology is used thoughtfully and inclusively to support efficient learning. Tools such as Clicker and Immersive Reader enhance accessibility. Children can also choose to listen to music—often their own playlists—to help them focus. Year 1 and 2 teachers are beginning to use Tapestry to capture and share learning, providing a clearer picture of progress while reducing teacher workload. These strategies ensure every child receives the support they need to learn and thrive.

### Working with Stakeholders

Adisham's partnerships with parents and carers are a key strength. The school maintains an open-door policy, with the Headteacher/SENDCo highly accessible to families. Parents are regularly invited into classrooms and attend coffee afternoons

where leaders explain the purpose and use of inclusive tools. Soft starts at the beginning of each term are particularly appreciated by families, supporting a calm and positive transition for children. From next year, parents will also have access to Edukey, allowing them to engage more fully with their child's provision plans.

Staff recruitment is approached with care, focusing on individuals who are flexible, adaptable, and aligned with the school's inclusive values. The school benefits from collaboration across the Trust, including staff movement between settings and investment in developing homegrown teachers. A two-day induction programme ensures that all new staff are familiar with the school's expectations and inclusive practices. Plans are also underway to introduce OPAL (Outdoor Play and Learning), further enriching the school's offer and supporting social development, particularly for pupils who find traditional playground structures challenging.

### Conclusion

Adisham CE Primary School provides a powerful example of how a small school can respond with agility, compassion, and creativity to an increasingly complex context. Through values-driven leadership, innovative staffing and resource use, and a deep commitment to understanding and meeting individual needs, the school has transformed outcomes for children with SEND and those at risk of exclusion. It stands as a model of inclusive practice in action—rooted in relationships, high expectations, and the unwavering belief that every child can succeed.

Leaders identified a group of children who were struggling to cope within mainstream lessons. Many of these pupils have a diagnosis of ASD, with others awaiting assessment. Several also present with ADHD, often undiagnosed or unmedicated.

### **An overview of what we did**

At the heart of Adisham's inclusive practice is the Treehouse Provision—an in-house setting for pupils who are not currently able to access the full mainstream classroom experience. The Treehouse Room is a calm, multi-zoned space with access to outdoor areas, offering pupils a quiet and nurturing environment. The provision mirrors the curriculum and routines of the mainstream classes, with the ultimate goal of reintegration.

Three adults currently support seven children across all year groups, with capacity increasing from September 2025. The provision offers a stage-appropriate curriculum that includes role play, drama, and topic work to ensure pupils feel included and experience a sense of belonging. Children begin their day in their home class, completing registration and early morning work with their peers before moving to the

Treehouse as needed. During their time in the mainstream classroom, they are supported by a dedicated Treehouse TA.

All pupils follow bespoke timetables and receive adapted learning opportunities, including outdoor learning. Mornings are focused on literacy and numeracy, while afternoons cover wider curriculum subjects, one-to-one interventions, and nurture work informed by Boxall assessments. Pupils engage in around one hour of targeted social and emotional development work each day. Where learning is missed due to therapeutic or regulation needs, catch-up sessions take place the following day to ensure no child is left behind. Reward systems such as 'Gems in a Jar' are shared across the school and the Treehouse to reinforce consistency and inclusion.

### **Impact**

The inclusive ethos at Adisham has led to significant improvements in pupil wellbeing and behaviour. One of the most striking outcomes is the reduction in fixed-term suspensions, which have dropped from twenty days to just half a day. Attendance among Treehouse pupils remains strong, and three children who previously required part-time timetables are now attending full-time, demonstrating the effectiveness of the approach.

## Hythe Bay Church of England Primary School- Creating an inclusive pathways model: a whole-school Case Study

### Contact details

[klecoresimpson@hythebay.kent.sch.uk](mailto:klecoresimpson@hythebay.kent.sch.uk)

01303 267802

### Brief description/ overview

We identified that due to falling roles, and an influx of more complex needs, combining with a drop in staffing due to funding cuts, that we needed to devise a creative solution in order to meet the increasingly complex and diverse needs of our pupils while maintaining high quality inclusive provisions which could be readily responsive to new entrants no matter what their needs could be.

By moving towards a pathways model, we are aiming to map the needs of ALL pupils within the school to ensure that they are accessing the provision that they need.

### An overview of what we did

Hythe Bay Church of England Primary School, a maintained primary school with one and a half forms of entry located in a coastal town in Kent, serves a diverse community with significant proportions of pupils eligible for pupil premium (41%), free school meals (41%), special educational needs (22%), and English as an additional language (12%). The school also hosts a Specialist Resource Provision (SRP) for Speech, Language and Communication Needs (SLCN).

The project was initiated to address the increasing complexity and diversity of pupils' needs within the mainstream and SRP settings. The primary objective was to develop a coherent, inclusive pathways model that maps all children across four distinct pathways, ranging from an Engagement Model for those requiring the highest levels of support, to the National Curriculum for pupils following the full curriculum expectations. This model aims to ensure that every child's learning journey is personalised, clearly defined, and supported by specialist expertise.

The rationale behind this intervention is grounded in the school's vision to create an inclusive, spirit-filled community where every child flourishes. By centralising SEN resources and expertise, the school seeks to build capacity among staff, enhance consistency in provision, and improve outcomes for pupils with SEN and those requiring additional support. This approach aligns closely with Ofsted's emphasis on

effective leadership, quality of education, and inclusivity, and responds to the school's context of high pupil premium and SEN percentages.

## **Implementation**

The project is implemented in three structured stages over the academic year:

### **Stage One: Research and Foundation Building**

The initial phase involved visiting Whitfield Aspen Primary School to observe a potential pathways model in practice and meet with the school leader. This informed the design of Hythe Bay's own pathways approach. A new SEN Hub team was established, comprising the SENCo, SRP Lead, Speech and Language Therapists (SALTs), teaching assistants from both the SRP and mainstream settings, and intervention and nurture TAs. The SEN Hub was physically centralised within the school to facilitate collaboration and resource sharing.

The leadership team communicated the new model through presentations to all teaching and support staff as well as the School Improvement Partner (SIP) and the KCC SEND School Improvement Advisor, ensuring stakeholder engagement. A meeting with Kent County Council's SEN team discussed potential broadening of SRP designation criteria to better fit the pathways model.

### **Stage Two: Development and Early Rollout**

In the current phase, draught curriculums and timetables have been created for each pathway, with staffing allocations reflecting the needs of each group and the specialist skills sets of staff. Training for the Engagement Model is planned for next term in collaboration with the SMILE Centre to ensure staff are skilled in supporting children requiring intensive intervention.

Practical changes include new maths groupings integrating SRP and mainstream pupils, vocabulary pre-teaching groups across key stages to support language development, and a new Speech Drilling role aimed at supporting complex SLCN in mainstream classes. The SRP Lead will initiate outreach clinics and engage with the wider Community of Schools to share expertise. Weekly planning sessions between mainstream teachers and SENCo/SRP Lead will be established to adapt teaching and learning for SEN pupils proactively.

### **Stage Three: Monitoring and Capacity Building**

In the next phase, a mid-year review will gather feedback from staff to refine the model. Consideration will be given to revisiting admission criteria to align with the pathways. Selected staff will begin shadowing the SENCo and SRP Lead in conducting interim reviews and in completing diagnostic reports related to ADHD and

ASD, building leadership capacity and sustainability of the project. The SENCo and SRP Lead will also work closely with Curriculum Leads to improve the quality and consistency of adaptations across the school.

### **Impact**

Early evaluation indicates positive reception from staff, who report increased ownership and engagement with their pupils with SEN. The structured pathways allow for proactive planning rather than reactive intervention, facilitating better targeted support. The School Improvement Partner and local SEN Advisor have reviewed the model and expressed support for its direction and implementation.

All children are now mapped onto one of the four pathways:

- **Pathway One:** Engagement Model – for pupils requiring highly personalised, often non-curriculum based engagement strategies.
- **Pathway Two:** Boxall, Connecting Steps and Early Years Milestones assessment n– focusing on social, emotional, and communication development.
- **Pathway Three:** Connecting Steps and National Curriculum – a hybrid pathway supporting pupils accessing parts of the National Curriculum with additional scaffolding.
- **Pathway Four:** National Curriculum (Insight) – pupils following the full curriculum with minimal adaptations.

Initial data collection and progress monitoring are underway, with the SENCo and SRP Lead tracking academic and social progress for pupils across pathways. Early indications suggest improved communication between staff and more consistent, tailored provision. The integration of mainstream and SRP resources has enhanced the quality and reach of specialist support, particularly in speech and language development.

The project directly addresses Ofsted’s recommendations to improve the quality of teaching and learning for pupils with SEN, strengthen leadership capacity, and ensure that all children receive appropriate challenge and support.

### **Next Steps and Recommendations**

Building on the successful foundation established, the following next steps and recommendations are proposed:

- **Comprehensive Data Analysis:** Continue rigorous data collection to evaluate pupil progress across all four pathways. Use this data to inform ongoing refinements and to evidence impact for future inspections.

- **Further Staff Training:** Expand training opportunities, especially for the Engagement Model and speech and language interventions, to build confidence and expertise among all staff.
- **Capacity Building:** Continue to develop leadership capacity by extending shadowing and mentoring opportunities for staff to lead reviews and assessments, ensuring sustainability.
- **Review Admissions Criteria:** Collaborate with KCC SEN services to formalise any changes to SRP admissions aligned with the pathways model, ensuring clarity and fairness.
- **Parental Engagement:** Increase communication with parents and carers about the pathways model and how it supports their child's learning, fostering partnership and transparency.
- **Scalability and Sharing:** Explore opportunities to share the model and lessons learned with other schools in the Hythe Hub and beyond, potentially through outreach clinics or collaborative networks.
- **Regular Review and Adaptation:** Establish a cycle of annual review for the pathways and SEN Hub to remain responsive to pupil needs and educational developments.

## Conclusion

The restructuring project at Hythe Bay Church of England Primary School represents a significant and innovative step towards inclusive education tailored to the diverse needs of its pupils. By creating a clear, coherent pathways model and centralising SEN expertise and resources, the school has enhanced its capacity to deliver personalised learning and support, aligned with its Christian values and commitment to life in all its fullness.

This project has demonstrated early positive impacts on staff engagement, pupil support, and leadership development. It provides a valuable model of inclusive practice that aligns with Ofsted's framework and the school's improvement priorities. The project's emphasis on collaboration, capacity building, and data-driven decision-making offers practical insights for other primary schools seeking to improve SEN provision within mainstream and specialist settings.

As Hythe Bay continues to refine and embed this approach, it stands well placed to improve outcomes for all children, ensuring they feel confident, connected, and creative learners in a supportive and inclusive community

## Repton Manor Primary School- Establishing an in-house Alternative Provision to support a vulnerable cohort of Reception pupils: a whole-school Case Study

### Contact

inclusion@lightyear.kent.sch.uk

### Brief description/ overview

Repton Manor Primary School in Ashford exemplifies a deeply inclusive and nurturing educational environment, guided by its core principle: “Every single child and their needs come first.” This ethos permeates all aspects of the school's operations, from curriculum design to staff recruitment, ensuring that each child is recognised and supported as an individual.

#### Family Ethos and Pastoral Support

Central to the school's inclusive approach is its dedicated Inclusion Team, which provides comprehensive pastoral support to children and their families. This team plays a pivotal role in fostering strong relationships with parents and carers, reinforcing the school's family-oriented atmosphere.

#### Whole-School Nurture Approach

Repton Manor has embedded a whole-school Nurture approach, recognized by Nurture UK with the National Nurturing Schools Award in 2019. This approach is grounded in six key principles that emphasize developmental understanding, the importance of a safe and structured environment, and the recognition that all behaviour is a form of communication. The school utilizes the Boxall Profile to assess students' social, emotional, and mental development, enabling tailored support that addresses individual needs.

#### Engaging and Flexible Learning Environments

Leaders at Repton Manor have thoughtfully designed the school environment to be engaging and adaptable, meeting the diverse needs of all pupils. Creative use of space allows for flexible learning arrangements, and the establishment of a dedicated outdoor classroom provides additional opportunities for experiential learning and development.

#### Support for Vulnerable Learners in Early Years

Demonstrating proactive leadership, the school has recently implemented an alternative provision specifically designed to support its most vulnerable learners in Reception. This initiative reflects the school's commitment to early intervention and

personalised support, ensuring that all children have the foundation they need to succeed.

Through these comprehensive strategies, Repton Manor Primary School fosters an inclusive and supportive environment where every child is empowered to thrive.

Leaders identified a group of 7 children (5 with EHCPs), coming into their Reception class in the 24/25 academic year, who would require significant adaptations to provision. Many of these children had ASD, or were displaying social communication and interaction difficulties and were pre-verbal. 3 of the children were still in nappies. The aim of the provision is to enable the children to access mainstream lessons and learning.

### **An overview of what we did**

Repton Manor Primary School in Ashford has proactively established an in-house alternative provision (AP) to support its most vulnerable Reception learners. This initiative is a testament to the school's commitment to inclusivity and personalised education.

#### **Collaborative Planning and Implementation**

To ensure the success of the AP, school leaders strategically pooled the Higher Needs Funding allocated to these children. They collaborated closely with Kent County Council teams, including the Specialist Teaching and Learning Service (STLS) and the Inclusion Advisor team, to prepare for the children's integration in September 2024. Additionally, the school sought guidance from the local special school, Wyvern, accessing targeted interventions and specialised staff training to bolster the provision's effectiveness.

#### **Integrated Learning Environment**

The AP offers a dedicated space for its pupils, allowing them to benefit from tailored support while maintaining regular interaction with their peers in mainstream classrooms and social areas. This dual approach promotes inclusivity and helps children develop essential social skills. Weekly meetings between leaders, teaching assistants, and the EYFS teachers facilitate the review of progress and the planning of individualized activities. These activities are aligned with each child's EHCP, ensuring that small-step targets are effectively monitored and achieved.

#### **Specialised Interventions and Sensory Support**

The AP incorporates a range of evidence-based interventions, such as 'Bucket Time', TacPac, and Intensive Interaction, to address the diverse needs of its pupils.

Emphasising a total communication approach, the provision creates a highly sensory-rich environment, including access to a sensory room, to support children's emotional regulation and engagement.

#### Looking Ahead

As changes to Higher Needs Funding are anticipated, school leaders are actively exploring sustainable strategies to maintain and enhance the AP. Their optimism is rooted in the positive impact observed on the current cohort, reflecting the school's dedication to fostering an environment where every child can thrive.

#### **Impact**

As a result of the implementation of the alternative provision, the needs of this highly vulnerable cohort have been effectively met by the school. The children are making appropriate steps of progress in their learning and independence. This will support them in their ultimate goal of integrating successfully into mainstream lessons.

#### Attendance

All children attending the provision attend school on a full time basis and have good attendance. Where the attendance is slightly lower for individual children this is due to medical needs and appointments. All children accessing the AP are accessing the mainstream classroom for child-initiated times and for key learning activities that are suitable at an individual level.

#### Parent Voice

Parents have worked collaboratively with school staff to ensure open and transparent communication, ensuring a good understanding of their child's needs and so that provision can be personalised on a daily basis, where appropriate. Many of the parents had explored the option of a specialist setting prior to attending Repton Manor Primary. They have spoken honestly and openly about the success of their child's transition into a mainstream setting and have been complimentary of the staff and the school and their proactive approach. With transition ahead for a new school year, parents are keen for the provision to continue to ensure that their child's can continue to be successful, as well as ensuring the school maintains high expectations of their child so that they can continue to access the mainstream classroom as much as possible.

## Thistle Hill- Implementing a Well-being Hub: a whole-school Case Study

### Contact

Rebecca.handebeaux@stouracademytrust.org.uk

### Brief description/ overview

Thistle Hill is a deeply inclusive school, committed to supporting a highly vulnerable cohort of children through thoughtful, comprehensive provision. Leaders demonstrate a strong moral purpose, underpinned by a whole-school commitment to genuine inclusion. This ethos is evident in their Autism-friendly environment, which benefits pupils both in the Specialist Resource Provision (SRP) and across mainstream classes.

Currently, 52% of the school's cohort has identified SEND needs, including 27 pupils with an Education, Health and Care Plan (EHCP)—14 of whom are supported in the SRP—and 66 pupils with personalised support plans. Additionally, 54% of pupils are eligible for Pupil Premium, and 18 families are currently engaged with services, including young carers. Leaders are also preparing for a significant intake in Reception, with 45% of new pupils identified as having SEND. In response to increasing need, the school has developed two internal alternative provisions to support pupils with Social, Emotional and Mental Health (SEMH) needs and those with Cognition and Learning challenges.

#### Working with Families

Thistle Hill prioritises strong partnerships with families. Before entering the building, families are greeted by large banners promoting inclusion, featuring QR codes that provide direct access to key staff. Inside, a dedicated Parent Support Advisor office is located in the reception area, alongside pupil-friendly leaflets designed to help children understand and articulate emotions such as anger and sadness.

Leaders uphold an open-door policy, ensuring staff are accessible and responsive to families' needs. This approach fosters strong, trusting relationships—especially with parents of children with SEND. The school website further reflects this commitment, offering accessible, clearly presented inclusion content, including videos, images, and embedded translation tools for families with English as an Additional Language (EAL). A simplified, one-page version of the SEND policy is also available to support parental understanding.

#### In-Year Admissions

Thistle Hill welcomes a significant number of in-year admissions, many involving children with SEND. Leaders have established a robust and compassionate induction

process. This includes an initial meeting with parents/carers, followed by a pupil visit and classroom observation. The Inclusion Team—comprising senior leaders and Alternative Provision leads—then meets to determine the most appropriate support and provision.

Within one week, a personalised admission plan is created for each child. These plans include tailored transition pathways, with a strong emphasis on building relationships and, where necessary, the use of phased or part-time timetables to ensure a smooth and supportive start.

#### Supporting Transitions and Attendance

Transitions are carefully managed at all stages. In addition to strong links with local nurseries and secondary schools, leaders give considerable attention to transitions following school holidays. Each term begins with INSET days, during which time is allocated for children to return to school gradually through staggered visits that allow them to reconnect with peers and meet their new teacher.

Art-based activity days at the start of each term help ease anxieties and support emotional wellbeing. These thoughtful strategies have had a measurable impact on attendance and pupil confidence.

To further improve attendance, leaders have introduced personalised punchcard initiatives. Each child receives a card tailored to their interests and challenges. When pupils meet attendance goals, they receive a “punch”; once their card is completed, they earn a reward of their choice.

#### SRP and Mainstream Integration

Thistle Hill provides a highly effective SRP for children with ASD. Provision is organised in a stage-not-age approach, with pupils supported through the implementation of Attention Autism principles to support with the acquisition of language. Furthermore, whole school language approaches, including the use of clicker, Widgets and Language through Colour are utilised skilfully in the SRP; this supports pupils when accessing mainstream classes. Seating is used flexibly, but all pupils in the SRP also have access to their own workspace, which include personalised timetables, targets and behaviour charts. Structured systems are in place to support successful integration into mainstream classes, with skilled teaching assistants facilitating access to age-appropriate lessons and ensuring SRP pupils are fully included in all school trips and activities.

#### Inclusion Strategies in the Classroom

Inclusive practice is deeply embedded across all classrooms. Flexible seating empowers pupils to make choices about where and how they learn, supporting

regulation and engagement. Over time, pupils are supported to transition to more formal seating arrangements in preparation for secondary school.

Each classroom includes a tailored 'Inclusion Trolley' stocked with resources such as ear defenders, sensory and fidget tools, manipulatives, and weighted items, which pupils can access independently. School-wide communication strategies are reinforced through the use of assistive technology and tools like Widgit symbols, Clicker sets, sentence strips, and translation aids for EAL learners. In Key Stage 1, role-play areas further support language development and social interaction.

#### Innovative Use of Technology

Technology is strategically and effectively embedded throughout the school. Key Stage 2 pupils benefit from 1:1 devices, while banks of shared devices are available in EYFS and Key Stage 1. Tools such as Clicker and Immersive Reader enhance accessibility, with features including speech-to-text, translation apps, guided reading support, and visual aids.

These tools are particularly beneficial for pupils with SEND and EAL, enabling personalised, adaptive learning experiences. Teachers use technology not only to meet individual needs but also to streamline workload, ensuring high-quality provision remains sustainable.

Leaders have established two internal alternative provisions to support pupils with SEMH needs and those with Cognition and Learning difficulties. Each provision includes a mixed-age group of pupils, allowing support to be tailored to individual needs rather than year group placement.

#### **An overview of what we did**

The introduction of the Wellbeing Hub, led by the school's Wellbeing and Behaviour Lead, has had a notable impact on both pupil attendance and behaviour. This provision supports pupils with Social, Emotional and Mental Health (SEMH) needs through a tailored, stage-not-age curriculum, enabling them to address emotional challenges and build essential coping strategies that they can transfer to their mainstream classrooms.

Pupils access the Wellbeing Hub at key points during the day to help ensure they remain regulated and ready to engage in learning. Planning for each child is carried out collaboratively by class teachers and the SENCO, with learning activities personalised to meet the individual's Boxall profile. Academic tasks are designed to be short, interest-led, and accessible, while therapeutic interventions are embedded to support progress toward Boxall targets and overall SEMH development.

In addition to leading the Hub, the Wellbeing and Behaviour Lead works across the wider school each afternoon, offering 1:1 mentoring, Draw and Talk sessions, Boxall profiling, and targeted self-esteem work. Every classroom includes a calm space, and regulation zones are located just outside classrooms, allowing pupils immediate access to support when needed.

The Seals Class provides focused support for pupils with significant Cognition and Learning needs. This provision serves children from Reception to Year 4 and includes a dedicated classroom, a breakout space, and a sensory snug featuring a soft play area. Teaching is highly scaffolded and personalised, aimed at identifying and addressing gaps in learning to support pupils in making measurable progress. A flexible and nurturing approach enables children to access learning in a way that best suits their individual needs and developmental stage.

### **Impact**

Both the Wellbeing Hub and the Seals class have had a positive impact on the children they cater for. Pupils have been able to build confidence and self-esteem, which has had a positive impact on their attendance and progress. Children in the Wellbeing Hub have been able to better regulate their behaviours, resulting in a significant reduction in the number of behaviour incidents. It has also supported pupils with EBSA profiles to improve their attendance.

Over the school year of the Wellbeing Hub being operational we have seen a huge impact on the children both developmentally and diagnostically through regular use of the Boxall profile to track their SEMH progress.

Most significant progress made as a whole group has been made in:

- Strands A – Where all children have improved on their listening skills
- Strand E – Children are more able to engage cognitively with their peers
- Strand I – Almost all the children are now able to respond constructively to each

Due to their progress with their SEMH we have also seen a big impact on their wellbeing and academic progress.

## Pupil attendance

	Prev Years %	2024-2025 Term 1-4 %	Term 5 % (punchcard implemented)		Joined TH in Y2 in Term 1 2024	Term 1: 92.9% Term 2: 74.3% Term 3: 63.3% Term 4: 82.8%	72.7%**
Pupil A	23-24: 61.7%	Term 1: 84.8% Term 2: 70% Term 3: 70% Term 4: 76.6%	100%				
Pupil B	22-23: 78.2% 23-24: 80%	Term 1: 90.9% Term 2: 65.7% Term 3: 71.7% Term 4: 71.9%	72.7%				
Pupil C	23-24: 66.6%	Term 1: 86.4% Term 2: 52.9% Term 3: 66.7% Term 4: 79.7%	86.4%				
Pupil D							
Pupil E					21-22: 71.9% 22-23: 45.5% 23-24: 47.5%	Term 1: 62.1% Term 2: 55.7% Term 3: 68.3% Term 4: 70.3%	63.6%

## Boxall Profile Sept entry data

Year group	Gender	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	Dev	Diag				
Year 4	M	13	7	8	13	6	7	12	10	5	4	6	5	3	7	2	6	7	6	6	4	16	10	16	10	16	10	16	10	16	10		
Year 1	M	9	4	4	8	4	7	6	7	3	3	6	7	9	12	5	6	12	10	13	8	16	10	16	10	16	10	16	10	16	10		
Year 1	M	12	3	4	6	3	6	5	7	4	2	9	5	5	9	2	5	5	4	5	8	16	10	16	10	16	10	16	10	16	10		
Year 3	M	14	7	6	10	5	6	8	9	5	4	4	4	3	6	2	5	4	3	3	3	16	10	16	10	16	10	16	10	16	10		
Reception	F	13	8	9	15	6	9	8	10	4	2	7	5	6	6	6	4	11	10	10	8	8	16	10	16	10	16	10	16	10	16	10	
Year 1	M	7	4	5	6	3	6	5	7	2	2	4	4	8	11	2	4	10	7	7	8	16	10	16	10	16	10	16	10	16	10	16	10
Year 2	M	14	7	5	11	6	7	10	11	5	2	5	7	4	10	6	6	9	8	10	5	16	10	16	10	16	10	16	10	16	10	16	10

## Present data

Year group	Gender	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	Dev	Diag					
Year 4	M	18	10	11	17	7	10	11	15	6	5	2	3	3	2	8	8	6	2	5	2	4	8	16	10	16	10	16	10	16	10			
Year 1	M	15	9	8	12	6	8	11	13	6	4	5	3	2	4	2	2	3	2	5	2	8	16	10	16	10	16	10	16	10	16	10		
Year 1	M	18	8	6	12	6	9	11	15	6	4	2	1	2	2	1	2	3	3	6	1	8	16	10	16	10	16	10	16	10	16	10		
Year 3	M	17	7	9	16	7	8	13	16	6	4	2	2	1	4	1	1	3	4	4	1	5	7	16	10	16	10	16	10	16	10	16	10	
Reception	F	15	6	8	13	5	8	11	10	4	4	1	4	4	6	4	4	7	3	5	4	16	10	16	10	16	10	16	10	16	10	16	10	
Year 1	M	16	9	8	17	7	9	10	15	4	3	1	2	1	3	0	0	5	3	3	7	6	16	10	16	10	16	10	16	10	16	10	16	10
Year 2	M	19	10	10	16	7	11	12	12	7	5	3	3	1	2	4	2	4	5	2	2	3	16	10	16	10	16	10	16	10	16	10	16	10

## Wickhambreaux C of E Primary School- Implementing Forest School: a whole-school Case Study

### Contact

sendco@wickhambreaux.kent.sch.uk

### Brief description/ overview

Wickhambreaux C of E Primary School offers a highly inclusive environment for all children within its diverse community, underpinned by the Christian values of love, trust, and community. Approximately 20% of pupils have English as an Additional Language (EAL), with over 11 languages spoken across the school. Leaders have established strong, trusting relationships with families and operate an open-door policy to promote open communication and positive partnerships.

#### Effective Evaluation of Provision

On taking up the role, the SENDCo applied Bronfenbrenner's ecological systems theory to evaluate and enhance the school's SEND provision. This framework considers five interconnected environmental systems:

- Microsystem: Immediate environments, such as school and home
- Mesosystem: Interactions between home and school
- Exosystem: Indirect influences, such as parental employment
- Macrosystem: Cultural and societal influences
- Chronosystem: Changes and transitions over time

Using this holistic lens allowed the SENDCo to assess current strengths and areas for development, ultimately informing a targeted and responsive action plan.

#### Creating a Culture of Belonging

The school places a strong emphasis on fostering inclusion and belonging for all pupils and families. Celebrations throughout the year reflect the school's cultural diversity, including Neurodiversity Week, Diwali, and the Bulgarian tradition of Baba Marta. These events promote respect, visibility, and value for all pupils, helping them feel recognised and part of the community.

#### Securing Strong Teaching and Learning

All pupils are fully integrated into mainstream lessons, delivered through a mastery approach. This ensures a common starting point for all learners, with opportunities for stretch and challenge built in. As a result, pupils remain in class, minimising the separation effect and reinforcing inclusive practice.

High-quality teaching is a core priority. Staff benefit from ongoing, evidence-informed CPD. Where appropriate, pupils access lessons taught by subject specialists through class swaps. All children learn a musical instrument and engage with languages: French across the school, and Spanish in Years 5 and 6. This dual-language approach supports bilingual learners and enhances secondary readiness.

Leaders have also ensured that Teaching Assistants take part in weekly meetings in which they are able to review pupil progress in order to reflect and adapt approaches to support children more effectively.

### Inclusive Environments

The school's physical environment is intentionally designed to support all pupils' regulation, independence, and inclusivity. Key features include:

- Widgets, visual timetables, and Zones of Regulation tools throughout the school
- Access to noise-cancelling headphones, standing desks, and desk dividers
- Self-help stations to promote skills such as writing editing and organisation
- Purposefully designed outdoor learning spaces

This consistent, well-resourced approach empowers all pupils to understand and manage their needs effectively.

### Developing a Reading Culture

Recognising reading as foundational to curriculum access, leaders have prioritised literacy development. A dedicated Reading Manager leads on early reading strategies, comprehension, and targeted interventions. The school also participates in the Better Reading Partnership, with trained volunteers supporting fluency and confidence. Progress is monitored closely to ensure impact and guide next steps.

### **An overview of what we did**

Leaders introduced a whole-school Forest School programme to enhance children's confidence, teamwork, resilience, and appreciation for nature. The programme follows the Forest School Association's six principles and is delivered offsite, with each year group accessing a six-week block annually- experiencing all four seasons during their time at Wickhambreaux. Pupils spend a full day per week in the forest during their rotation, engaging in a wide range of activities including:

- Fire lighting and outdoor cooking
- Bug-hunting, pond-dipping, and animal/tree identification
- Use of tools such as knives and axes
- Den-building, tree-climbing, and team games

This approach not only provides an immersive outdoor learning experience but also supports emotional well-being and eases transition to secondary school.

**Impact**

The implementation of Forest School has had a significant impact on the pupils at Wickhambreaux. Leaders report increased tolerance and strengthened relationships between children (particularly post-Covid). Moreover, Forest School has been seen to improve resilience and attendance, with a particularly positive impact on Friday attendance. Teachers report improved collaborative working, changes in behaviour and pupils developing their confidence and skills in articulating their ideas and emotions.

## PRU Case Studies

### City and Coastal College- Utilising resources effectively:

#### a whole-school Case Study

#### Contact details

aFairbrass@canterbury.kent.sch.uk

#### Brief description/ overview

- The City and Coastal College is part of The Canterbury Academy Trust; DfE Number 886/5421.
- The provision operates as the Pupil Referral Unit for the Canterbury District, with the addition of The Abbey School in Swale.
- The provision caters for up to 52 students.
- City and Coastal College provide provision for students in KS3 and KS4
- The IYFA meetings are facilitated by an independent chair. There are approximately ten meetings per year.
- External Quality Assurance happens three times a year, two schools per visits. These QA visits are then formally discussed at Quality Assurance Meetings.
- City and Coastal College utilise the facilities based at The Canterbury Academy, providing opportunities in Construction, Hair and Beauty, Chefs Academy and use of the sports facilities.
- Students also have access to the woods, which provides engagement, work experience and team building.
- Students can also access the Canterbury Bike Project in Canterbury, to gain work related qualifications.
- A qualified counsellor is onsite 2 days per week/ Sexual Health Nurse/ School Nurse are in regular attendance.
- City and Coastal Colleges also engage with many external services, such as WAVY and sports connect via the VRU.

#### An overview of what we did

As part of the Canterbury Academy Trust, City and Coastal College benefits from a wide range of resources that enable a high-quality and adaptable programme for pupils. Herne Bay High School and The Whitstable School also share resources, enabling the provision to utilise their high quality resources.

Core subjects—English, Maths, Citizenship, and Hospitality and Catering—are delivered within the College, while additional pathways draw on the wider Trust’s facilities, expertise, and curriculum. Pupils can access PE, Hair and Beauty,

Construction, the Chef Academy, the Canterbury Bike Project, and specialist careers advice, ensuring every learner experiences a curriculum that is both engaging and relevant.

Curriculum design emphasises adaptability and “quick wins” to give pupils a sense of achievement from the outset. QA processes are rigorous, with feeder schools regularly invited to review provision through learning walks, book reviews, and curriculum observations. This has enabled strong and effective partnerships with all feeder schools. Schemes of work are shared with and adapted from home schools, ensuring alignment and continuity, which in turn supports reintegration for pupils where appropriate.

The College also draws on Trust resources such as sports facilities, minibuses, and access to the National College for staff training. Provision is further enriched through unique opportunities such as the “Gossip and Gains” programme delivered by Canterbury Rugby Club, and outdoor learning at Ross Woods, offering archery, shooting, scouting, and forest school activities. Pupils often spend mornings focused on learning before enjoying reward-based enrichment in the afternoons, such as cooking on open fires.

Consistency is a key strength, with a long-standing staff team providing stability and expertise. Reintegration is strongly supported by local headteachers, underpinned by relationships of trust and a strong sense of shared responsibility for all pupils in the area. Every placement is temporary by design, reviewed regularly at In-Year Fair Access (IYFA) panels and leadership meetings, with parents informed at every stage. Updates and reviews are shared monthly and termly, ensuring accountability and transparency.

### **Impact**

The breadth of resources, combined with a culture of compassion, high expectations, and family partnership, ensures that pupils not only achieve academically but also develop resilience, confidence, and a renewed belief in their ability to succeed.

## SRP Case Studies

### The John Wesley CEMP School- Creating a communication-friendly environment

#### Contact details

[srp@john-wesley.org.uk](mailto:srp@john-wesley.org.uk)

(01233 614660)

#### Brief description/ overview

The approach began with just the children who are accessing the SRP. It is now supporting the whole school (with focus on particular cohorts when needed).

#### An overview of what we did

Part of setting up the SRP was considering the environment and ensuring it was communication friendly, accessible and promoted speech and language. We used the following resources, as well as other strategies and actions, to do so:

##### Language through Colour:

- Teaching and learning across all subjects
- For all displays/resources (backed or bordered in the correct colour)
- For activities, writing frames and talking prompts
- In speech and language therapy sessions
- Semantic dictionaries sorted into each symbol e.g. who/what like
- To create wordmats of tiered vocabulary (tier 1, 2 and 3)
- Star Word Webs to explicitly teach tier 2 and 3 vocabulary.

##### Communicate in Print:

- Teaching and learning across all subjects, alongside Language through Colour
- For all displays/resources – made on inPrint so that symbols are alongside words for labels, working walls and resources
- For instructions and prompts
- Social stories
- Semantic dictionaries alongside language through colour to provide context and meaning for the vocabulary.

##### Cued articulation:

- Taught alongside phonics to support learning

- Used in SALT sessions to support speaking.

Makaton:

- Used throughout teaching and learning
- Used in speech and language sessions
- Used as cues to promote talking.

From setting up the SRP as a communication friendly environment, we then considered how we could implement similar strategies across the whole school to support SLCN. First, we completed environment audits to see what was already on offer. We then held training for Language through Colour, inPrint, Cued Articulation and Makaton to give a baseline understanding for all staff. From this, we then introduced the different resources and strategies across the wider school up to the point we are now where all four are non-negotiables and used consistently across the school from EYFS to Year 6.

**Impact**

Initially this had a positive impact on the children in the SRP as they spent their time in a communication friendly, language rich environment. This positively impacted their speech, language and communication.

However, when we then implemented the strategies across the whole school, the consistency had an even bigger impact for these children as well as the whole school cohort. For the SRP children, the similarities between the two classrooms meant they had consistent resources, expectations and support in their learning. It allowed them to become more independent in their learning as they were confident in accessing and using the resources available to them.

As well as independence in learning, children are more independent in their environment as well as signs, labels and timetables are all created using LTC and CiP so children have visual support surrounding them at all times e.g. toilet signs, class signs, tray labels.

The consistency provides predictability for children as they move between classes, supporting transition between year groups or key stages as they know that the environment will look the same with regards to the resources used.

For the other children across the school, they were able to access resources and strategies that support SLCN. Not only has this supported children who may have identified SLCN, we know it is supporting children with unidentified needs.

The use of cued articulation, particularly in KS1, has had a positive impact on progress and knowledge in Phonics as children are able to use visual cues to support their motor programming of new sounds.

## Valley Invicta Primary School at Kings Hill ASD SRP- Embedding AAC strategies

### Contact details

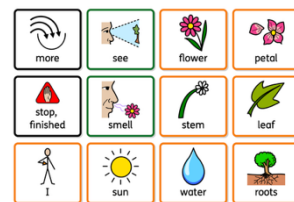
s.walls@kingshill.viat.org.uk

### Brief description/ overview

- Many pupils within our SRP use a range of AAC strategies.
- We need to create a staff, pupil cohort and environment, both within the SRP and the wider school that allows consistent and confident use of the AAC strategies.
- Focus on developing staff and pupil confidence as well as enhancing resources already on offer.

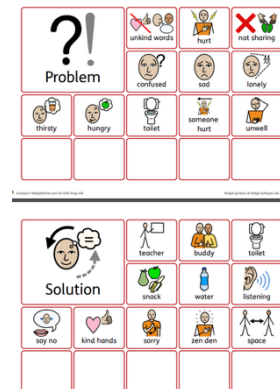
### An overview of what we did

- Review of provision, targets and resources currently required for pupils within the SRP.
- Training for staff relating to AAC – the Pod, Education People and in school training. Focus on SRP staff initially and then given to wider staff across the school.
- SENCO/ Lead SRP Teacher and SRP Teacher created system of shadowing and modelling for staff to see implementation in practise.
- Implementation of communication station within the SRP and then the relevant classrooms.
- Working closely with NHS Sp&L and CAT Team – building relationships and access the support offered.
- Access and use of communication boards across all parts of the school day with easy transition into mainstream classrooms.
- Development of activity or subject specific communications boards created by SENCO with then training so teachers could create their own communication boards.
- Development of communication boards for the playground and the hall so pupils can support each other with communication. This included a



problem/solution board to support pupils to independently resolve simple issues.

- Introduction of Makaton across the school – 6 key signs followed by Makaton singing sessions with a view to increase whole school signs over time.
- Action research relating to total communication approach implementation across the whole school to improve practise.
- Strategies for use of colourful semantics across Key Stage 1 with use as intervention in Key Stage 2. Next area of development will be use of colourful semantics as an approach across all classes.
- Penguin (SRP class) Penguin Pals day as part of Autism Acceptance week. Pupils had to create their own communication boards and use these for sessions during the school day. Pupils had to consider what symbols are important and how did this affect their levels of communication.
- Purchase of 2 school devices with Grid and Supercore so that pupils not yet open to CAT team can explore using these systems.



## Impact

- Staff are confident with the different forms of AAC and persevere in those early stages of communication with pupils when they do not yet have a functional means of communication.
- Pupils are better able to interact with each other as they know the different communication systems.
- Pupils are making progress with getting their needs met and building relationships.
- Due to the creation of communication boards for subject topics, pupils are able to contribute to class discussions, communicate with staff and develop their ideas.
- Confidence with development of spelling has improved using AAC for pupils who have the cognitive ability but struggle with communication and fine motor skills.
- Pupils are more regulated in the SRP when they are able to successfully communicate their needs and interact with peers.

## Special School Case Studies

### Grange Park School- Implementing the Paragon Pathway

#### Contact details

renukah.atwell@grangepark.kent.sch.uk

#### Brief description/ overview

The Paragon Pathway supports a cohort of pupils that have all been in mainstream, SRP, Independent or a Health PRU provision before joining Grange Park. All pupils have a diagnosis of autism and experience additional health needs which significantly impact their ability to access education. The cohort have high needs, across communication and interaction, social emotional mental health (in relation to anxiety) and physical and sensory both through diagnosis and heightened due to past educational experiences although many will not have cognition and learning needs.

All pupils have co-occurring conditions, including ADHD, anxiety, OCD and selective mutism. Historically these pupils have not had consistent attendance and engagement in school and have been at risk of becoming children missing in education. The pupils last full year attendance at their previous provisions averages circa 30%. Most have been non attenders. These pupils have a different placement profile.

All pupils experience heightened anxiety around transitions, health routines, or changes to structure. Due to a number of medical interventions and fluctuating health conditions they have reduced stamina for learning across the week. Communication challenges are present, with the overwhelming majority displaying signs of trauma and sensory needs that can create barriers in larger or less structured environments. The classic SEMH placements are not appropriate to the needs of the cohort in these settings

#### An overview of what we did

Many pupils have experienced disrupted education, requiring a curriculum that closes gaps in knowledge and skills while addressing health and developmental needs. By maintaining high aspirations and prioritising personal development and wellbeing, we enable pupils to overcome disadvantage and achieve long-term success as responsible citizens.

- Safe, predictable, and low-arousal setting where they can access learning without feeling overwhelmed.

- Specialised timetable to support individualised attendance patterns as part of phased reintegration.
- Phased entry to school in place.
- Timetables are structured to balance core subjects with therapies and wellbeing support to ensure academic and health priorities are supported.
- Multidisciplinary approach to support the pupils, working with external agencies to ensure a joined up and holistic approach. These agencies include CAMHS, Neighbourhood MDT (multi-disciplinary teams), NHS emotional wellbeing teams, Educational/Clinical psychologists, CBT specialists, PIAS, Social Care, SALUS. Leaders and staff are heavily involved in professional meetings.
- The school facilitates additional therapies to further support the pupil's additional needs. Teachers provide catch up support for in year entry at key stage 4.
- Therapeutic interventions provided for the pupils by the school and these include personalised speech and language therapy (as well as the whole school support), Occupational therapy and emotional wellbeing support integrated into the school day.
- The schools own multidisciplinary therapy team offers bespoke neuroaffirmative support to pupils working extremely close all pupils. Trauma informed practice and the six principles are embedded across the school.
- Key adult support who provides consistent advocacy and communication with families and external agencies. Staff act as co-regulators, modelling and supporting strategies.
- Parental support is extensive and can be almost daily due to their anxieties surrounding the past mental health trauma. Leaders/therapy team support parents with further meetings in relation to baselines and settling in. This additional support helps build trust among the parents.
- Therapeutic support through whole school initiatives such as SCERTS, Pro-act scipr, SPELL (Structure, Positive Approach, Empathy, Low Arousal, Links), Zones of regulation (used to describe levels of alertness and feelings), Interoception (awareness of body sensations and the link to feelings).

### **Impact**

For pupils on the Paragon Pathway attendance has significantly improved by over 100% (average attendance of 67%).

All pupils have transitioned onto the pathway either at the end of key stage 3 or during key stage 4. This pivotal time to build fundamental skills and specialised in accreditations that will directly support their next steps and significantly reduce the chances of the pupils to become CME or NEETS at the end of key stage 4.

100% previous pupils on this pathway have a positive post-16 destination.

PIAS best practice school and have shared best practice and host meetings to support other schools.

The pupils make significant progress in relation to their academic outcomes but also in relation to their EHCP targets alongside the SCERTS framework in relation to their social communication and emotional regulation. The social emotional growth indices that are a product of the progress in SCERT's allow for a clear objective view of key independence/life skills developed by the pupil to be successful in their next steps.

Family outcomes have been overwhelmingly positive, with all parents reporting improvements in home life. This progress is largely attributed to reduced anxiety and trauma around education. The school's additional support—delivered through the therapy team, teachers, leaders, and a strong multidisciplinary approach—has been central to achieving these outcomes.

# A summary of effective strategies evidenced in the Kent Case Studies for Resources

## **1. Optimise Resource Allocation and Planning**

- Conduct a thorough audit of existing resources, including teaching materials, technological tools, outdoor spaces, and specialist equipment.
- Align resources with school priorities, cohort needs, and evidence-based interventions (e.g., Boxall Profile, Connecting Steps, Speech & Language tools).
- Strategically pool funding (e.g., Higher Needs Funding, Pupil Premium) to maximise impact and ensure sustainability.
- Regularly review the utilisation of resources to respond to changing pupil needs and cohort profiles.

## **2. Create Flexible and Inclusive Learning Environments**

- Design spaces to support both mainstream and alternative provision learners, allowing for staged or personalised learning.
- Develop low-arousal, sensory-friendly areas and quiet zones to support regulation, concentration, and wellbeing.
- Use flexible classroom layouts, outdoor areas, and dedicated hubs to provide multiple pathways for engagement and learning.
- Incorporate a variety of tactile, visual, auditory, and digital resources to cater for diverse sensory and communication needs.

## **3. Embed Communication and Assistive Technology**

- Implement augmentative and alternative communication (AAC) strategies, including communication boards, software (e.g., Grid, Supercore), and Makaton signs.
- Use consistent visual supports across classrooms (e.g., Language Through Colour, inPrint symbols) to enhance independence and reduce transition challenges.
- Provide training for staff to ensure confidence in using communication systems and technology with pupils.

- Encourage integration of assistive technology into mainstream and specialist teaching to support inclusion, engagement, and access.

#### **4. Develop Specialist Provision and Internal Hubs**

- Establish alternative provisions or wellbeing hubs to support pupils with SEMH, ASD, ADHD, or complex learning needs.
- Implement staged, mixed-age, or pathway-based approaches to meet individual developmental and learning requirements.
- Use evidence-based interventions such as Intensive Interaction, TacPac, Bucket Time, Attention Autism, and Zones of Regulation to enhance social, emotional, and academic development.
- Facilitate smooth transitions between internal provisions and mainstream classrooms to maintain engagement and inclusivity.

#### **5. Strengthen Staff Capacity and Collaboration**

- Allocate staff based on expertise and strengths, using flexible deployment models (e.g., Team Around the Child, SWAT teams).
- Provide ongoing training in the use of specialised resources, interventions, and communication strategies.
- Encourage collaboration across mainstream, SRP, and specialist settings to share best practice, expertise, and resources.
- Promote reflective practice, including joint planning, monitoring of resource use, and evaluation of impact.

#### **6. Engage Families and External Partners**

- Share resource strategies and provision approaches with parents and carers to build understanding and collaboration.
- Provide access to digital platforms (e.g., Edukey, Tapestry) for families to track learning and wellbeing interventions.
- Work closely with NHS Speech & Language teams, local special schools, and external agencies to enhance resource effectiveness.

- Use family engagement to ensure personalised support, continuity, and consistency between home and school.

## **7. Monitor Impact and Evidence Progress**

- Evaluate resource effectiveness through pupil progress data, Boxall profiling, and assessment outcomes.
- Adjust resourcing and provision models based on evidence, ensuring interventions remain targeted and high-impact.
- Share effective resource strategies across schools and networks to support system-wide improvement in inclusion and SEND practice.