

As well as allocating funds to schools via funded PEP targets for Kent CiC, VSK also provide access to the training, interventions and advice below. The first section demonstrates the core offer we have available to all. The second section shows the 'area specific' offer based on local provisions and the needs of the cohort. For further information about how the PP+ grant is used, please see our website.

Core Offer:

Intervention	Entry Criterion	Provider	Timings	Impact Measure
Staffing, eg. ESO & KS4PA support	Support and advice on education, attainment, progression and Y12 destinations.	VSK	Bespoke	Attainment & progression; Reduction of NEET young people at Post 16.
Paired Reading	Young people are identified according to age & reading ability. Foster carers are an integral partner in this project	VSK / KEPS	Variable	Relationship Scale YARC – reading age, fluency & comprehension
Educational Psychologist intervention and support.	Young person, solution-focused approaches to support CiC. <i>Please see the area offer below for specific planning.</i>	KEPS	4 days per area team	Evaluation forms
Beanstalk volunteer Reading	Young people identified as needing support with reading attainment/progress <i>AWAITING SCHOOLS' REOPENING TO VISITORS</i> <i>* OOC offer currently under discussion</i>	Beanstalk	Weekly sessions in term-time	Beanstalk evaluations which include child's view
Letterbox	Targeting young people to increase enjoyment of reading with foster carer, as well as reading attainment and progress.	Letterbox	May to September	Letterbox evaluations and YP/foster carer feedback
Times Tables Rockstars	Focus on Y2 and Y3 young people, in preparation for the Y4 Multiplication Check (June 2022)	TT Rockstars	September to July	Progress data available via the program; Assessment results
Studypads – with assorted software	Interventions available			Progress data available via the program; Usage monitored
Maths Whizz	Option for Y5-Y6 engagement via this online diagnostic program	Maths Whizz	September to July	Progress reports available via the program
Transition packs	Nursery aged young people moving into Reception Class Y6 young people moving into Y7 Y11 young people moving into Y12	VSK	Summer Term	Evaluations from young people and carers

Unifrog	Online platform for careers advice & guidance	Unifrog	Y7-13	Evaluation of data
Designated Teacher for Looked After Children (DTLAC) updates – including The lead for Previously Looked After Children (PLAC)	Advice and training Contact Area for further details, or check our website	VSK		Evaluations
New to the DTLAC role	Advice and training Contact Area for further details, or check our website	VSK		Evaluations
Attachment & Trauma Awareness Training	Advice and training Contact Area for further details, or check our website	VSK		Evaluations
VSK Introduction for social workers	Advice and training Contact Area for further details, or check our website	VSK		Evaluations
Training for school staff	Multiple options	AC Education Online		Evaluations
Training for school staff	Multiple options	KCA		Evaluations
Foster Carer Workshops	Advice and training available throughout the year, across a range of subjects			Evaluations
UASC Studypads - with assorted software				Progress data available via the program; Usage monitored
Online Boxall Profiles	Online assessment tool for young people with SEMH barriers. VSK staff can complete this alongside those who know the young person well. Individualised, achievable targets for social and emotional aptitudes are generated which can be reviewed and re-assessed periodically.	VSK / Nurture UK	At any point	Ongoing
Speech & Language Support	A limited number of places are available for assessment, intervention and advice. Time is allocated for each team. Decisions on how this time is used will be prioritised by the area teams.	Sarah Post	At any point	

Area Offer:

Intervention	Entry Criterion	Provider	Timings	Impact Measure
Dandelion time therapy (systemic therapy/eco therapy)	Young person identified as requiring support with possible attachment difficulties – with the aim of supporting young person to build capacity to manage relationships and transitions	Dandelion time	15 x 3 hour sessions	Therapy based goals scoring system/ reports
Drawing & Talking	Yp identified as needing support with emotional wellbeing with the aim of accessing education more successfully.	VSK trained ESO Drawing & Talking Ltd	Bespoke	Evaluation from school. YP making progress in school.
ELSA support	ELSA trained staff in school can access additional support, guidance and peer supervision to develop practice and expand intervention toolkit.	VSK ELSA trained ESOs	Bespoke	Schools feel better supported to meet SEMH needs of YP.
The Amazing Me (TAM) Resource Pack	West Kent Primary schools who wish to run the programme using the resource pack made available to and purchased by VSK from TAM.	TAM / Amanda Peddle	Bespoke	School run project with identified YP to support pupil wellbeing and emotional literacy. Evaluations.
Coaching & Mentoring sessions for YP	Referral for Primary & Secondary YP focusing on increasing emotional resilience and wellbeing using various positive interventions such as solution focussed conversations, problem solving, arts (drawing & talking), creativity, interactive activities and Lego interventions	North Kent MIND	Face to Face 12 weekly sessions	Individual measures for YP monitored through the PEP and via mentor reports for schools.
Speech and Language Therapist /Asst	Yp identified as needing SLCN to be fully assessed or supported either through advice, block therapy or modelling groups. Training for schools also available. Lucid Screening.	Sarah Post, SLT, lead ESO	Bespoke	School Evaluation Targets met on programme Unidentified needs assessed Training evaluations

Lego Therapy	YP identified as needing social skills group to improve social, communication and interaction skills	VSK Trained ESO	12 x weekly sessions	Bespoke Evaluation Forms
Educational Psychologist	Young person has SEN which needs identification / school needs advice and /or bespoke intervention	REAL group	Bespoke	SEN identified, YP has better access to curriculum Schools feel supported Swift response to need
Educational Psychologist intervention Eg VIG, BEAT, assessment...	<ul style="list-style-type: none"> a) Precision teaching with a focus on Phonics for schools f2f training x3, including access to Sound Progress b) Cognitive Behaviour Approaches workshop for schools and VSK staff c) BEAT exam anxiety programme TBC d) Multi-agency incl. foster carers Trio of Training: Grief & Loss; Anxiety & Resilience; Anxiety Based School Avoidance 	KEPS	24 hours	Schools feel better supported to meet needs of SEND. Building capacity amongst professionals, including foster carers. Participant evaluations.
Non-Violent Resistance Training (NVR) adapted for schools	Pilot project at Homewood School	Partnership Projects UK Ltd	Training course and online workshops	Evaluations. Reduction in FTEx linked to behaviour. Increased capacity of school staff to support YP with SEMH needs.
Sensory Outreach Worker	<ul style="list-style-type: none"> a) Creation of individual and embedded sensory programmes b) Develop whole school staff training to ensure strategies and practices are fully embedded. c) analyse ongoing impact and opportunities for adaption as needs of the pupils 	Bower Grove	Research Project and outreach – Year 3 of project	Monitoring of well-being measures in school for Children in Care Ongoing analysis and adaption Embedding sensory work

	<p>change.</p> <p>d) Evaluation of the impact of the role on the sensory and wellbeing needs of pupils.</p> <p>e) Development of sensory outside space and sensory room.</p> <p>f) Consultation offer to schools in West Kent by Sensory Needs Co-ordinator – referral through allocated ESO.</p> <p>g) Outreach training sessions available for schools and foster carers.</p>			
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Key to Colour-Coding:

Area of need		
Cognition and learning – English/Literacy/Maths	Advice and training	Spans multiple needs
Communication and interaction eg speech and language	EAL	Progression
Social, emotional and mental health		