

VSK Swale PP+ Support Map 2018–19

Intervention	Entry Criterion	Provider	Timings	Impact Measure
Play, talking or creative therapy (Through schools collective)	Young person identified as needing support with emotional wellbeing with the aim of accessing education more successfully	Various including Eden, and in school provision	12 x 1-hour sessions	Reduced Clinical Risk scores (secondary) Improved Leuven scores (primary)
Public Speaking	Secondary age YP – identified as needing to gain in confidence in groups/potential for FE>	The Speakers Trust	12 group sessions	Course Evaluation – school feedback
Mentoring	Secondary age YP identified as needing support to increase positive thinking, resolve difficulties etc	Oasis	0.5 - 1 hour per week	Reduction in use of Reflection/internal and exclusion. (Reduced risk factors)
Speech and Language Therapist /Asst (Through schools collective)	YP identified as needing SLCN to be fully assessed or supported either through advice, block therapy or modelling groups Training for schools also.	Via West Minster (For Sheppey Schools)	Bespoke	School Evaluation Targets met on PEP Unidentified needs assessed
Educational Psychologist consultation	VSK advice for individual cases	KEPS	1 hour per month	SEN fully identified, Schools feel supported. Swift response to need.
Educational Psychologist supervision and criteria	Referral form to lead school	Aquila?	35 days per year?	Schools feedback, reduction in internal and external exclusion. Further targeted interventions.
Foster Carer workshops – Delivered on Sheppey through the project to include IFAs	Upskilling and informing foster carers on curriculum developments and encouraging participation with their YP at home	NK team and EP	3 x ½ day (NK)	Bespoke Evaluation forms
Paired Reading	YP are identified according to age & reading ability. Foster carers are an integral partner in this project	VSK and KEPS	16 weeks	Relationship Scale YARC – reading age, fluency & comprehension
Letterbox	Targeting YP 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
Beanstalk volunteer Reading	YP identified as needing support with reading attainment/progress	Beanstalk	Weekly sessions in term	Beanstalk evaluations plus feedback from schools
Online learning – ipads	YP identified as needing support to reach their target grades/outcomes	VSK – John Ollason (Secondary) Debbie Briant (Primary)	Ongoing	Feedback – academic attainment.
Year 11 Progression Advisor	Support and advice on destinations and progression for Yr 11s	Karen Wood	Bespoke	Meeting NEET targets
Forest school workshops	Training for schools to engage YP with Forest school approaches	KCC Forest School	½ day	Bespoke Evaluations
LAC Solihull training	Solihull Approach specifically on CIC/adoption, can be multi agency.	Jo Kelly	2 days	Bespoke Evaluations
Drawing and Talking	Trauma and therapeutic interventions	Jo Hayes	1 day	Bespoke Evaluation
Using a Nurture Approach (including advice on Boxall Profile) Nurture Training and network events	Advice and training	Amanda Ormond/The Nurture Group Network/Jo Hayes	3-day accredited training & bespoke advice/events	School feedback
EAL resources / projects	UASYP and/or EAL students needing extra support to access the curriculum by improving skills in reading, writing and spoken English	VSK Swale team, advice and Resources Steve Green	Bespoke	Bespoke evaluations
Sittingbourne Collaboration -	Students in Sittingbourne Schools in need of swift targeted support. Initial discussion	VSK	Bespoke	TBC.

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