

VSK West Kent PP+ Support Map 2018-19

| Intervention | Entry Criterion | Provider | Timings | Impact Measure |
|--|--|--|---|---|
| Play, talking or creative therapy | Young person identified as needing support with emotional wellbeing with the aim of accessing education more successfully | Eden Counselling | 12 x 1 hour sessions | Reduced Clinical Risk scores (secondary) Improved Leuven scores (primary) |
| Drama Therapy | Young person / group identified as requiring support with emotional wellbeing to support accessing the educational offer more successfully | Juliet Stevens | 12 x 1 hour individual / group sessions | Improved Leuven scores Feedback from school and young person |
| Animal Therapy / Forest School | Young person identified as requiring support with emotional wellbeing / anger management to support accessing the educational offer more successfully | Animal Days Out | 6 x half day sessions | SDQs and clinical evaluation (to be discussed) |
| 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 |
| Relaxed Kids | Young person/group identified as needing extra support & skills to manage emotions; aim to give mindfulness skills which young person will use to help calm and relax | Relaxed Kids | 6 x 1 hour group sessions | Improved Leuven scores Feedback from school and young person |
| 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. | Sarah Post, SLT | Bespoke | School Evaluation Targets met on programme Unidentified needs assessed Training evaluations |
| Educational Psychologist intervention Eg VIG, BEAT, assessment... | YP has SEN which needs identification, school needs advice and/or bespoke intervention | KEPS | 12 days in total Bespoke to YP | SEN fully identified, YP has improved access to curriculum. Schools feel supported. Swift response to need. BEAT evaluations. |
| 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 |
| Reading with Dogs | YP identified as needing support with reading attainment/progress | Reading with Dogs | Weekly sessions in term | Evaluations plus feedback from schools |
| Year 11 Progression Advisor | Support and advice on destinations and progression for Yr 11s | Sam Armstrong Mills | Bespoke | Meeting NEET targets |
| Dandelion Attachment/Trauma training (additional to VSK NK attachment training) | Schools wishing to understand and support YP with complex attachment behaviours | Dandelion Time | 2 days | Dandelion Evaluations. |
| Using a Nurture Approach (including advice on Boxall Profile) Nurture Training and network events | Advice and training | Amanda Ormond with The Nurture Group Network | 3 day accredited training & bespoke advice/events | School feedback |
| Operation Enhance | Training for schools to understand more about gang and drug culture | James Hensman | 2 hour sessions for each area | School feedback |

| 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 | |