



VSK South Kent PP+ Support Map 2024 – 25

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	Inner Compass Art therapist (Canterbury Alliance) VSK drawing and talking	Approx. 10 x 1 hour sessions	Therapists' assessment / reports. Progress in engagement measured via pep meetings
Consideration currently being given to extending creative therapy to include a) Possible art therapist for Folkestone area b) My Magical Garden, My Magical Tree		a) Sharon Rouse ? b) Jacqui Gray ?		Currently embryonic and if used for individual support then impact will be by individual evaluation at completion of work.
Mentoring support to address students with difficulties in building / maintaining relationships or at risk of cycle of suspensions	YP identified as needing support with emotional and social difficulties with the aim of better engagement in education	Dare to Differ	12 places of 1:1 support available via SLA / rolling programme Bespoke to YP	Dare 2 Differ prism awaited. End of year report.
Re engagement in education via forest school activities... Willowbank at Hersden, Canterbury Trailblazers at High Halden, Ashford and Cottingham.	YP at risk of suspension, on RTT or without a current school place.	Willowbank Education Trailblazers Education	Individual places secured as needed.	PEP meetings Reengagement in education or onward setting
Dame Kelly Holmes Trust - mentoring programme	Mentoring support and team building	Dame Kelly Holmes Trust	Terms 1 - 4	Project to run across the Folkestone Academy and Turner Free School.
Developing literacy, numeracy and social skills via vocational learning	YP identified as at risk of exclusion or disengagement. Aims to provide YP with educational and employment opportunities by building life	MXCP, Dover & FAR Academy , Canterbury	6 - 8 week course Bespoke, termly access	Completion of course Re-engagement or return to formal education

	skills, self-esteem and discipline.			
Canterbury bike project	YP identified as at risk of exclusion or disengagement. Aims to provide YP with educational reengagement	The Canterbury Bike Project, Kingsmead, Canterbury	Bespoke programme - sessions to be agreed	Weekly engagement reviews
Arts Exchange	YP identified as at risk of exclusion or disengagement. Aims to provide YP with educational reengagement	The Arts Exchange Cliftonville, Margate	Bespoke programme offering wide genre of arts experiences, including 1:1	Sessional feedback Consideration also being given to alternative art therapy interventions : Animate Arts High-quality participatory art projects (animateartscompany.com)
Psychotherapy	Young people in crisis in need of urgent therapeutic support	Canterbury and Dover Alliances (1.5 days pw during term time for each alliance, notionally 10 places.)	Delivered via individual sessions on a rolling programme.	Termly reviews with VSK, annual service impact..
Nelson Park Equine project	Offers range of experiences from engagement to equine therapy.	Nelson Park Riding Centre, Birchington	Bespoke days	Weekly engagement reviews
Speech and Language	Initial assessment offered and guidance re strategies for schools and carers	Miriam Allen, SAL therapist	Bespoke	Via assessment reports
Educational Psychologist intervention and support	The work across VSK of seconded Eps is developing, and includes clinic consultations for VSK, social workers and education practitioners.	KCC seconded Education Psychologists	TBA for 24 – 25.	Area team and DTs better informed re issues. EP seconded role evaluated by SLT and extended leadership team.
Foster Carer workshops	Discussions with fostering service is ongoing to schedule a programme of CPD that is recognised as part of ongoing fostering support. To include curriculum and cognitive understanding, alongside	SK VSK team TISUK offer	Webinar / MS Teams Network sessions	Bespoke Evaluation forms

	impact of trauma on behaviour and learning, and how to best support.			
Letterbox	Targeting YP in Years 1, 3, 5, 7 to increase enjoyment of reading with foster carer, as well as reading attainment and progress.	Letterbox, arranged by FELOs	May to September	Letterbox evaluations and YP/foster carer feedback
Transition support and advice for carers and social workers: Nursery to Year R (FELOs) Key Stage 1 to 2 (ESO / FELO) Key Stage 2 to 3 (ESO / FELO) Key Stage 4 to 5 (KS4PA)	Ensuring appropriate applications, timely visits and access to transition planning, supporting additional visits / meetings as appropriate.	VSK ESOs and FELO	To ensure timely planning via pep meetings, with additional actions as required.	Review via peps and individual consultations Team sharing of best practice via RAP discussions
CIEAG support for students in year 11 to ensure awareness of post – 16 options and timely applications	Students on SK spreadsheet in year 11, and occasionally y10 as required.	Sandra Smith, SK KS4 Progression Advisor / ESOs	Bespoke as needed	To ensure all students in year 11 have appropriate destinations. To meet NEET targets
Introduction to trauma aware / informed practice	SK schools seeking to be better trauma aware / informed.	VSK introductory webinar	As requested	Feedback from respective SLT / DTs
Continued development of relationship with Trauma Informed Schools UK, rolled out county wide: 2 day course : Leading a TIS 11 day diploma : Mental Health and Trauma informed practitioner Bespoke whole school training 2 day course for KCC partners (SEN, SS, Admissions, PIAS)	Discussion with schools interested in travelling journey to become trauma informed school.	VSK and Trauma Informed Schools UK	Bespoke	Course specific feedback Analysis of school data
Role of DT / induction support – workshop for new DTs, and individual introductory meetings as appropriate	Group workshop July for those assuming role of DT in new academic year	VSK SK AH	Bespoke	Feedback

NQSW training on role of VSK	As scheduled with NQSW induction lead (Sue Raistrick)	VSK SK AH	TBA annually - late term 2	Evaluation survey
DT update sessions - 2 per school year	Opportunity for DTs across SK to network on relevant issues and share best practice	VSK AH and SESO	December and June	Evaluation / feedback
Using a Nurture Approach (including advice on Boxall Profile)	Rollout to SK schools as appropriate.	SK Nurture Ambassador / SK Area team	Bespoke	School feedback evidenced via language in pep record. VSK SK team updates via Area meetings
EAL resources / projects	UASCYP and/or EAL students needing extra support to access the curriculum by improving skills in reading, writing and spoken English	VSK team, advice and Resources	Bespoke	Evaluation of progress, including use of My Ed.
Development of school toolkit	Schools with newly arrived UASCYP	VSK, SESO to lead	Bespoke to school context and need	Increase in school confidence to support UASCYP measured informally through pep meetings and DT
Embedding college ready programme for newly arrived Year 11 students from January	Year 11 UASCYP arriving from January	Students of Y11 age from January to attend course provided by KRAN at off site education setting (tba). Lead : Nigel Pantling, KRAN	18 hour pw programme developing literacy / arts / numeracy accredited course alongside cultural awareness in preparation for college in Year 12.	Reviewed via pep meetings and accreditation in formal examinations.

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