



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 and advice on education, attainment, progression and Y12	VSK	Bespoke	Attainment & progression;
support	destinations.			Reduction of NEET young
				people at Post 16.
Paired Reading	Young people are identified according to age & reading ability.	VSK	Variable	Relationship Scale
	Foster carers are an integral partner in this project			YARC – reading age, fluency
				& comprehension
Educational Psychologist	Young person, solution-focused approaches to support CiC.	KEPS	4 days per area team	Evaluation forms
intervention and support.	Please see the area offer below for specific planning.			
Letterbox	Targeting young people to increase enjoyment of reading with	Letterbox	May to September	Letterbox evaluations and
	foster carer, as well as reading attainment and progress.			YP/foster carer feedback
Times Tables Rockstars	Focus on Y2 and Y3 young people, in preparation for the Y4	TT Rockstars	September to July	Progress data available via
	Multiplication Check (June 2022)			the program;
				Assessment results
Studypads – with assorted	Interventions available			Progress data available via
software				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	VSK	Summer Term	Evaluations from young
	Y6 young people moving into Y7			people and carers
	Y11 young people moving into Y12			
Unifrog	Online platform for careers advice & guidance	Unifrog	Y7-13	Evaluation of data
Designated Teacher for	Advice and training	VSK		Evaluations
Looked After Children	Contact Area for further details, or check our website			
(DTLAC) updates –				





including The lead for				
Previously Looked After				
Children (PLAC)				
New to the DTLAC role	Advice and training	VSK		Evaluations
	Contact Area for further details, or check our website			
Attachment & Trauma	Advice and training	VSK		Evaluations
Awareness Training	Contact Area for further details, or check our website			
VSK Introduction for social	Advice and training	VSK		Evaluations
workers	Contact Area for further details, or check our website			
Training for school staff	Multiple options	AC Education		Evaluations
		Online		
Training for school staff	Multiple options	KCA		Evaluations
Foster Carer Workshops	Advice and training available throughout the year, across a range of			Evaluations
	subjects			
UASC Studypads - with				Progress data available via
assorted software				the program;
				Usage monitored
Online Boxall Profiles	Online assessment tool for young people with SEMH barriers. VSK	VSK / Nurture UK	At any point	Ongoing
	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.			
Speech & Language	A limited number of places are available for assessment,	Speech &	At any point	
Support	intervention and advice. Time is allocated for each team. Decisions	Language Therapy		
	on how this time is used will be prioritised by the area teams.	Services		





Area Offer:





Building On Futures - 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	Intervention	Entry Criterion	Provider	Timings	Impact Measure
difficulties – with the aim of supporting young person to build capacity to manage relationships and transitions Building on Belonging - Aimed at children in Year 3 to Year 7, the child may have transitioned to secondary school or is about to do so. Whether they are newly settling into family life, or have been part of the family for years, this programme will aim to strengthen their relationships and enable the child to grow in confidence. Drawing & Talking Yp identified as needing support with emotional wellbeing with the aim of accessing education more successfully. The Amazing Me (TAM) Resource Pack programme using the resource pack made available to and purchased by VSK from TAM. West Kent Primary schools who wish to run the programme using the resource pack made available to and purchased by VSK from TAM. Yp identified as needing SLCN to be fully assessed or supported either through advice, block therapy or modelling groups. Training for schools also available. Speech & Language Therapy Services, lead difficulties — with the aim of supporting young sessions 8 x 3 hour sessions 9 Evaluation from school. YP making progress in school. YP making progress in school. YP making progress in school. Talking Ltd TAM / Amanda Peddle School run project with identified YP to support pupil wellbeing and emotional literacy. Evaluations. 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.	Dandelion time therapy	Building On Futures - Young person identified as	Dandelion	15 x 3 hour	Therapy based goals scoring
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Training for schools also available. Services, lead Training evaluations		or supported either through advice, block	Language		Targets met on programme
		therapy or modelling groups.	Therapy		Unidentified needs assessed
Lucid Screening. ESO		Training for schools also available.	Services, lead		Training evaluations
		Lucid Screening.	ESO		
4					





	Lego Therapy	YP identified as needing social skills group to	VSK Trained	12 x weekly	Bespoke Evaluation Forms
		improve social, communication and interaction skills	ESO	sessions	
•	Educational Psychologist	Young person has SEN which needs identification / school needs advice and /or bespoke intervention	REAL group	Termly triage consultations / Bespoke	SEN identified, YP has better access to curriculum Schools feel supported Swift response to need
	Sensory Outreach Worker	 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 change. d) Evaluation of the impact of the role on the sensory and wellbeing needs of pupils. e) Development of sensory outside space and sensory room. f) Consultation offer to schools in West Kent by Sensory Needs Co-ordinator – referral through allocated ESO. g) Outreach training sessions available for schools and foster carers. 	Bower Grove	In school support and outreach	Monitoring of well-being measures in school for Children in Care Ongoing analysis and adaption Embedding sensory work in school practice across the area.





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				