



Hampshire
County Council

Improvement and
Advisory Service

Resourced provision (RP) network moderate learning difficulties (MLD)/ severe learning difficulties (SLD)

17 November 2025

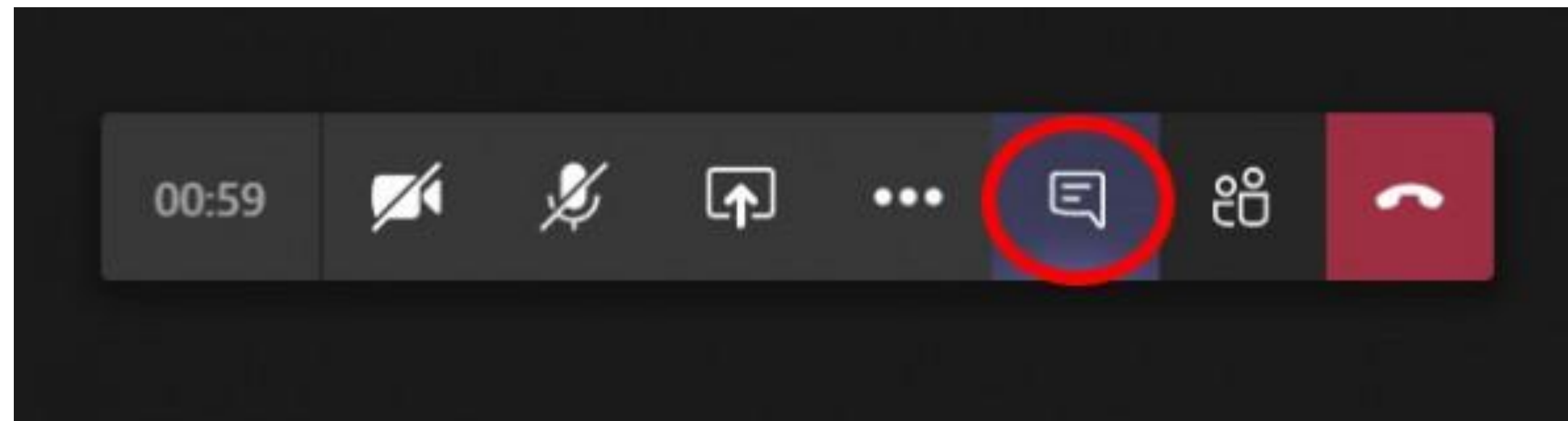
Marie Mullins

Welcome and Agenda

- RP toolkit
- Key performance indicators (KPI) and problem solving
- Sharing professional expertise – RP websites
- E modules, phone lines and resources
- National association for special educational needs (NASEN) training and updates

Welcome to the session

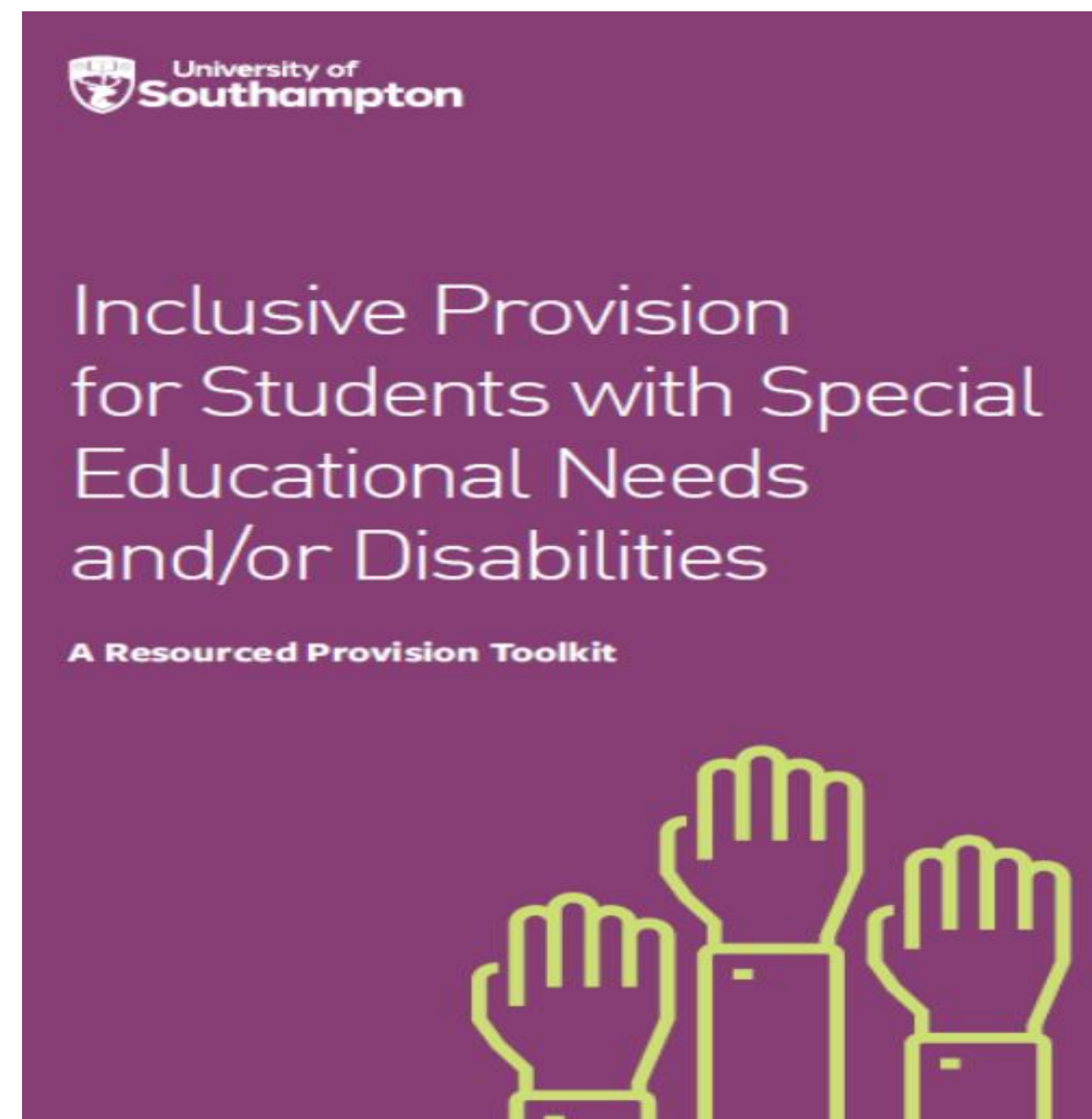
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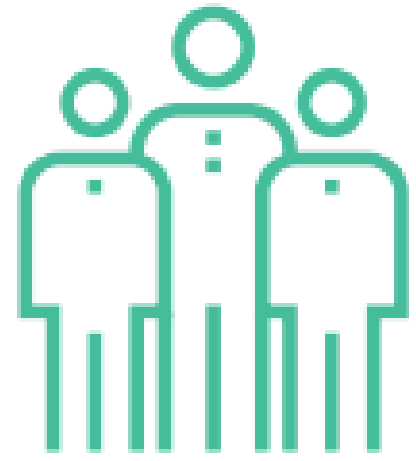


Resourced Provision Toolkit

Working together to look at a section of the toolkit. We are looking at the section on: Area 4 Students Education in the RP classroom.



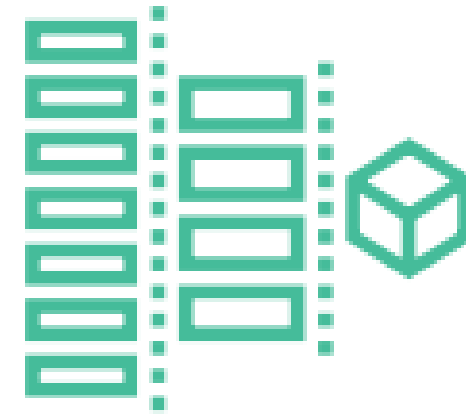
1.



Whole school approach:

What can the leadership team do to support mixed provision?

2.



Co-planning/transition to mainstream classroom:

How can we co-plan for students' education and transitions from RP to mainstream classrooms?

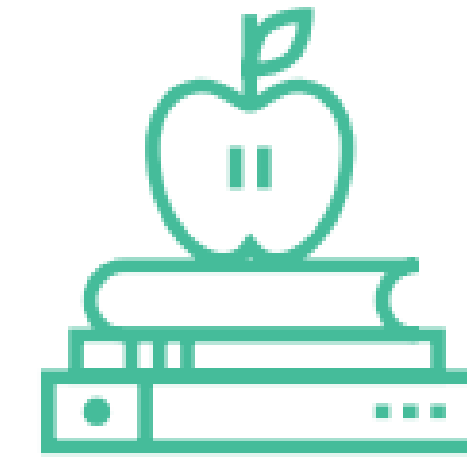
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Students' education in the mainstream classroom:

What can we do to educate students from RP in mainstream classrooms?

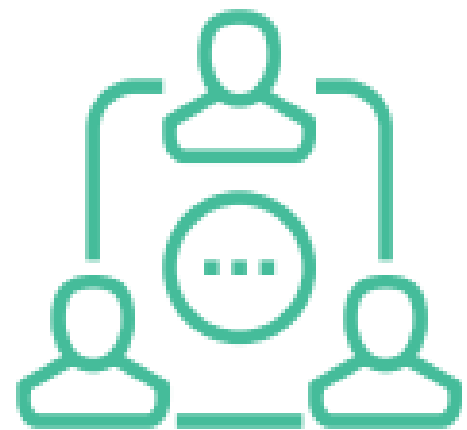
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Students' education in the RP classrooms:

What can we do to educate students in RP classrooms?

5.



Collaboration with parents:

How can school staff and external professionals collaborate with parents?

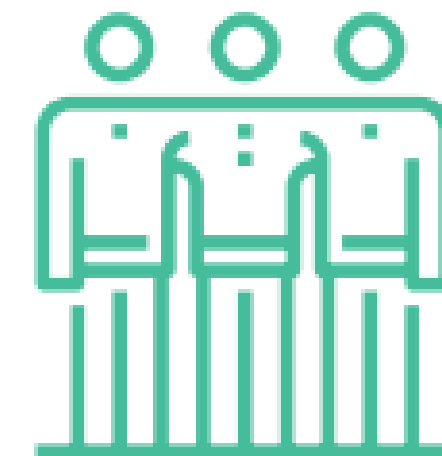
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Collaboration with external professionals:

How can school staff collaborate with external professionals?

7.



Student relationships and friendships:

How can school staff support student relationships and friendships?

8.



Seek support from the Local Authority:

What support can schools expect from Local Authorities?

Space is provided for targeted work in a one-to-one or small group setting

Use of the RP Space

RP can support students individually or in groups outside the mainstream classroom.

Mainstream students may also use the RP space for targeted work.

Mainstream teachers should be informed of any targeted work and have access to examples.

RP staff, teachers and learning support assistants (LSAs) support differentiation by adjusting resources and how activities are presented.

4A. Space is provided for targeted work in a one-to-one or small group setting

For students who need individual or group activities, RP can be used to provide additional support outside of the mainstream classroom. Equally, this space can be used by mainstream students who need a space for targeted work. When targeted work is carried out, the mainstream teacher should always be aware of its happening and be able to see examples of it.

Once a week, Logan goes out of the classroom with Mrs Mendez, a LSA from the RP, to a story telling group with two other students. Each week, the group starts with Mrs Mendez reading out the stories that the students wrote from last time as a reminder of their last group time. Then, Mrs Mendez shows an object which she has brought to the group for this week's inspiration. This week it is a small angel decoration. Mrs Mendez shows the prop and asks the students questions about it. For example, "what is this?" "Where might you see this?" "Where do you think the angel is going today?" "How do you think the angel is feeling?" Then she tells the students they have some time to write a short story taking inspiration from the angel. Logan can write very simple short words but is not able to write sentences yet and so she draws a picture for her story with one or two words on the picture. Once the students have finished, each child is invited to tell their story or to give



their piece of paper to Mrs Mendez for her to tell their story. When it is Logan's turn, Mrs Mendez asks Logan to show her picture and tell her story. As Logan describes what it is happening, Mrs Mendez writes down the story so that she will be able to read it out next time. The students take turns, listen, speak, ask questions and develop stories, all of which help develop their communication skills. Feedback is given to Logan's mainstream teacher after the session.

Problem solving

Creative Use of Existing Spaces

Flexible Zones

Use corners of classrooms with visual dividers (e.g. bookshelves, curtains, or screens) to create a semi-private area.

Shared Spaces

Coordinate with other staff to use libraries, halls, or unused offices during quiet times.

Outdoor Learning

If weather permits, use outdoor areas for storytelling, sensory activities, or movement-based sessions.



Create opportunities for students from mainstream classes to join the RP for specific activities

Reverse Inclusion into RP

Some mainstream students may benefit from participating in RP activities.

RP staff can:

- advise mainstream teachers about suitable students
- offer inclusion opportunities into RP on a regular or flexible basis.

Caution

Placement decisions should be based on individual needs and aligned with the RP's intended function.

4B. Create opportunities for students from mainstream classes to join the RP for specific activities

There may be students in the mainstream classrooms who would benefit from reverse inclusion into the RP. RP staff may support and advise the mainstream class about these students and may also offer time for the students from mainstream to come and include in RP activities. This can be done on a regular or more flexible basis.

Maia is a student in mainstream. She enjoys being in her mainstream class and is making progress but she is very quiet and doesn't talk easily with other students. She struggles with anxiety and can find the mainstream class overwhelming. Maia now joins the RP class one afternoon a week for Forest School which gives her a break from the mainstream classroom, an outdoor activity with a smaller group of students, and some one-to-one time with RP staff. Maia loves Forest School and there has been a noticeable



difference in her anxiety levels since the reverse inclusion started. It has also given her opportunities to speak to individual students, for example, as they collect sticks for an activity, in a quieter environment which has improved her confidence.

Expand the work students do in the RP into mainstream spaces

Consistency Across Learning Environments

Targets should not be associated with just one classroom.

Strategies and support must be applied **fluidly** between RP and mainstream settings.

This ensures pupils generalise skills across environments.

Seen in a school RP last week; clear scripts for specific pupils to enable success.

4C. Expand the work students do in the RP into mainstream spaces



In the Individual Education Plan (IEP) for students in the RP, the goals and the special support outlined should be expanded beyond the RP into the mainstream classroom. All staff should contribute in writing the individual targets and support their achievement.

It is important the student does not associate a particular target with just one classroom environment and that strategies and support for a target are used fluidly between the RP classroom and the mainstream classroom (see also 2a).

In Crestview school at the beginning of the academic year, the students' EHCPs are read through and discussed by all staff. Sophie is a student from the RP who has several targets on her IEP concerning her social interactions with peers and staff. One of her targets is around how she speaks to people. The IEP targets are displayed on a small wall card in the RP and Sophie takes this card with her when she goes to her mainstream classroom. This target has also been shared between the RP and the mainstream teacher. In both settings, Sophie is praised when she speaks nicely to others, or is reminded of her target when needed. This consistency has extended her targets beyond just the RP classroom and helped her to achieve this target throughout the school, which has been noticed by breaktime and lunchtime staff.

Individual resources that enable success











Collaboration: Mainstream and RP staff should work together to identify and optimise the use of individual resources that support inclusion.

Professional input: Advice should be sought from specialist teacher advisers when needed to guide resource use.

Supportive resources:

- Regulation charts with specific script.
- Ear defenders to reduce overwhelming noise.
- Specific chair bags/ grab bags to support the pupils in various settings
- Individual workstations to support focus on tasks.

Personalised Regulation Plan for Joseph
Year 2
Date Spring 2025

Zones	Behaviours	Strategies	Scripts
	<ul style="list-style-type: none">SmilingGigglingEngage with everyone.Talk about things he likesWalk safely		
	<ul style="list-style-type: none">FidgetyHigh levels of movementWiggly emotions		I wonder if you don't like... imagine that is Would to try.....
	<ul style="list-style-type: none">ScreamingShoutsThrows things.Go under tablesRuns aroundSwears		We need to keep you safe about you. Let's go to the'
	<ul style="list-style-type: none">Physically aggressivePulls hair of adults but will seek out two pupils specifically to pull hairBiting		We need to keep you safe 3,2, 1 to your safe space o have to help you. Do you need a new adult?
	<ul style="list-style-type: none">Calm		

Examples from RP meeting

- Sign of the week
- In reception have key signs to demonstrate what to do for basic hello and goodbye. Some schools have a Makaton advent calendar.
- Keep all symbols and signs across the school(s) the same.
- Have clear scripts and a common language that you use for specific pupils.



Best Practice Sharing

- If you have an example of best practice, please consider creating an article to be featured in SEN Matters and on the Toolkit



The Website

A well-designed Resourced Provision (RP) website should be clear, inclusive, and informative—serving both professionals and families. Here's a suggested structure and key elements to include

Personalised Curriculum

Our teaching is highly personalised and motivating for every child

The tasks we plan are linked closely to your child's interests to ensure they are motivated to learn and they are individually planned to develop your child's next steps in learning across all areas of the curriculum.

We deliver the curriculum in a range of ways from whole class teaching, small group, paired and Individually taught sessions.

Every child is expected to demonstrate their understanding through completed independent learning tasks



When appropriate, each child will use a distraction free area called a bay. They visit during teaching sessions to complete personalised and targeted tasks to help develop their independence and demonstrate their understanding of previous learning.

A child's morning will be a mixture of learning with an adult and exploring their own learning activities set up by staff. These own learning activities are often linked to our weekly topic and different areas of the curriculum. They are

- **Welcome Message:** Brief introduction to the RP, its ethos, and who it supports.
- **Photos or Virtual Tour:** Optional visuals of the RP environment (with consent).

Our Outdoor Learning Area

We are extremely lucky to have wonderful dedicated outdoor areas which are used daily by the children. These include two hard court areas, a grassed area with a swinging basket, tyre pit, mud kitchen, trampoline, growing area, and sensory garden. We use these outdoor spaces throughout the day and all year around.



- **Purpose and Vision**

- Who the RP is for (eligibility criteria).
- How it complements mainstream provision.
- Statement on inclusion and collaboration.

- **What We Offer**

- Types of support (e.g., speech & language, sensory, emotional regulation).
- Curriculum adaptations and therapeutic input.
- Integration with mainstream learning.

Our Sensory Room

Our Sensory Room was redeveloped in Summer 2019. This state of the art area provides a myriad of benefits for children with special needs, encouraging hand and eye coordination, and the development of social and language skills. An over stimulated child or distressed child can be comforted and calmed and an inactive child become engaged.

The Sensory room is used daily ^{*}during heuristic play sessions, music and movement sessions and other adult led tasks, also through the children's own leaning time. Children can use this area in a variety of ways and it is vey much enjoyed by all our children.



Site structure and usability

- **Navigation:** The website should be easy to navigate, allowing parents and visitors to quickly find the information they need.
- **Organization:** Information should be well-organized into clear sections.
- **Up-to-date content:** The site should be regularly updated and maintained to ensure all information is current.
- **Accessibility:** Information should be provided in a paper format free of charge upon request.



Sensory Processing

Unique Strengths and Abilities

Neurodivergent individuals often excel in areas that require deep focus, creativity, or unconventional thinking.

Impact of Sensory Processing Differences

Sensory processing differences can affect **personal care activities** such as eating, dressing, and hygiene.

These challenges often relate to how children perceive and respond to sensory input (e.g., textures, tastes, sounds).



20 / FEATURE
→ SPOTLIGHT

Supporting personal care for children with sensory processing differences

Occupational therapist Dr Lelanie Brewer explains how sensory processing differences can impact personal care activities at school and provides insight into important considerations from a sensory perspective.

nasen connect



BIO

Dr Lelanie Brewer is an occupational therapist with extensive experience in helping children and young people with sensory processing difficulties. She is an advanced practitioner in sensory integration. While working as a school-based therapist, Lelanie trained school staff about sensory integration and how sensory processing differences impact children's participation at school. Lelanie holds a PhD from Newcastle University's Population Health Sciences Institute and her research focused on self-care in children with and without motor difficulties. She is the professional adviser for Making Learning of Sensory Integration Education, a not-for-profit organisation that provides training in sensory integration, and she is a facilitator of Sensory Help Now, an online resource for parents and carers to support their children with sensory processing differences.

The term 'sensory processing' refers to the way our brains take in, process, and respond to sensory information from the environment and from within our bodies. It's our brain's way of understanding the world around us and what's happening inside us – and whether to react to or ignore that information. We have eight senses (auditory, visual, tactile, vestibular, proprioceptive, interoceptive, olfactory and gustatory) and processing information from all these senses helps us to do the things we need to do every day, such as getting dressed, eating, moving around, socialising and learning.

Sensory processing differences and personal care at school
In the school day, personal care or self-care activities include (but are not limited to) eating lunch, going to the bathroom, getting dressed for PE and getting shoes on and off. All these processes are reliant on the processing of sensory information. Sensory processing differences can affect how we perceive sensory input, meaning input could either be too much or not enough for us to make sense of a situation (sensory modulation), and it can affect how we discriminate sensory information so may impact how we move our bodies. Consider the task of putting on socks and school shoes: there is a motor skills requirement to do up shoelaces/buckles but, for some children and young people with sensory processing differences, there may be several additional factors to be considered. For example, they may have difficulty putting shoes on the right foot, they could be hyper sensitive to the seams of the socks, or the shoes can just be too uncomfortable.

What to look out for from a sensory perspective



Eating lunch or snacks
For some children with sensory processing differences, difficulties with motor planning and fine motor skills might mean the struggle with tasks like using cutlery pouring a drink. For children who have difficulties with tactile discrimination who struggle with using both sides of their body in a coordinated way (bilateral integration), even opening a juice or yogurt container can be a struggle. Carrying a lunch tray without spilling food is also difficult if a child has poor balance. For children and young people with sensory modulation difficulties, smells and tastes can be too much and cause them to feel overwhelmed. Others might find the noise of the canteen can make lunch time feel very uncomfortable and contribute to stress and anxiety. In your school, consider the viability of a quieter space or staggering lunch times for children who feel overwhelmed in the lunch hall.



Getting changed for PE
Getting changed for PE independently relies on good gross and fine motor skills and the ability to plan and execute the necessary movements.

Children who struggle with the fabric of a school kit should be allowed to wear something like a soft cotton t-shirt and cotton shorts instead.

www.nasen.org.uk

Considerations for Personal Care

Eating habits or snacks

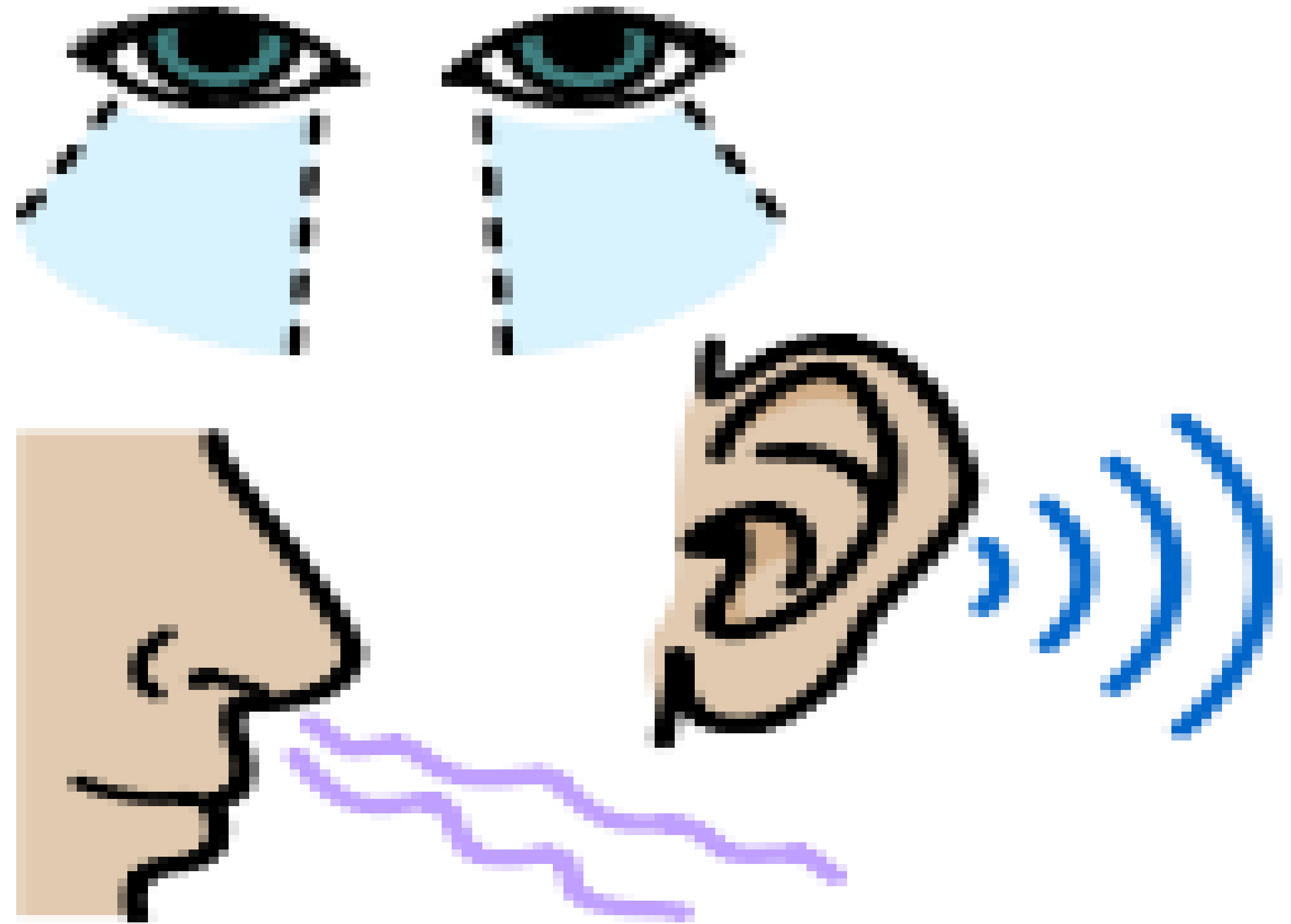
- Children may avoid certain foods due to texture, taste, or smell sensitivities.
- Strategies include offering familiar textures and gradually introducing new ones.

Clothing and PE kit

- Some children struggle with the feel of certain fabrics.
- Allow alternatives like soft cotton t-shirts and shorts for comfort.

Practical Tips

- Adapt routines to reduce sensory overload.
- Provide choices and gradual exposure to new sensory experiences.
- Collaborate with occupational therapists for tailored strategies.



Key Message

Supporting sensory needs in personal care is essential for **comfort, independence, and emotional wellbeing**. Small adjustments can make a big difference.

Innovative Perspectives

Their different ways of processing information can lead to **fresh insights** and **innovative solutions**.

Exceptional Creativity and Problem-Solving

Many neurodivergent people demonstrate **high levels of creativity**, especially in fields like art, science, and technology.

Attention to Detail

Strong focus and attention to detail are common traits, particularly in areas of personal interest or expertise.

Enhanced Team Diversity

Including neurodivergent individuals in teams can **boost overall performance** by adding cognitive diversity and alternative viewpoints.

Empowerment Through Language

Reframing terms (e.g., from “disability” to “neuro-differences”) helps shift societal perceptions and **empowers individuals** to embrace their identities.



Whole school wellbeing

Roadmap for Becoming Sensory-Aware Sensory Awareness

Consider sensory needs.

Learn about sensory systems.

Audit

Identify strengths and gaps.

Develop Strategy

Create an action plan.

Implement

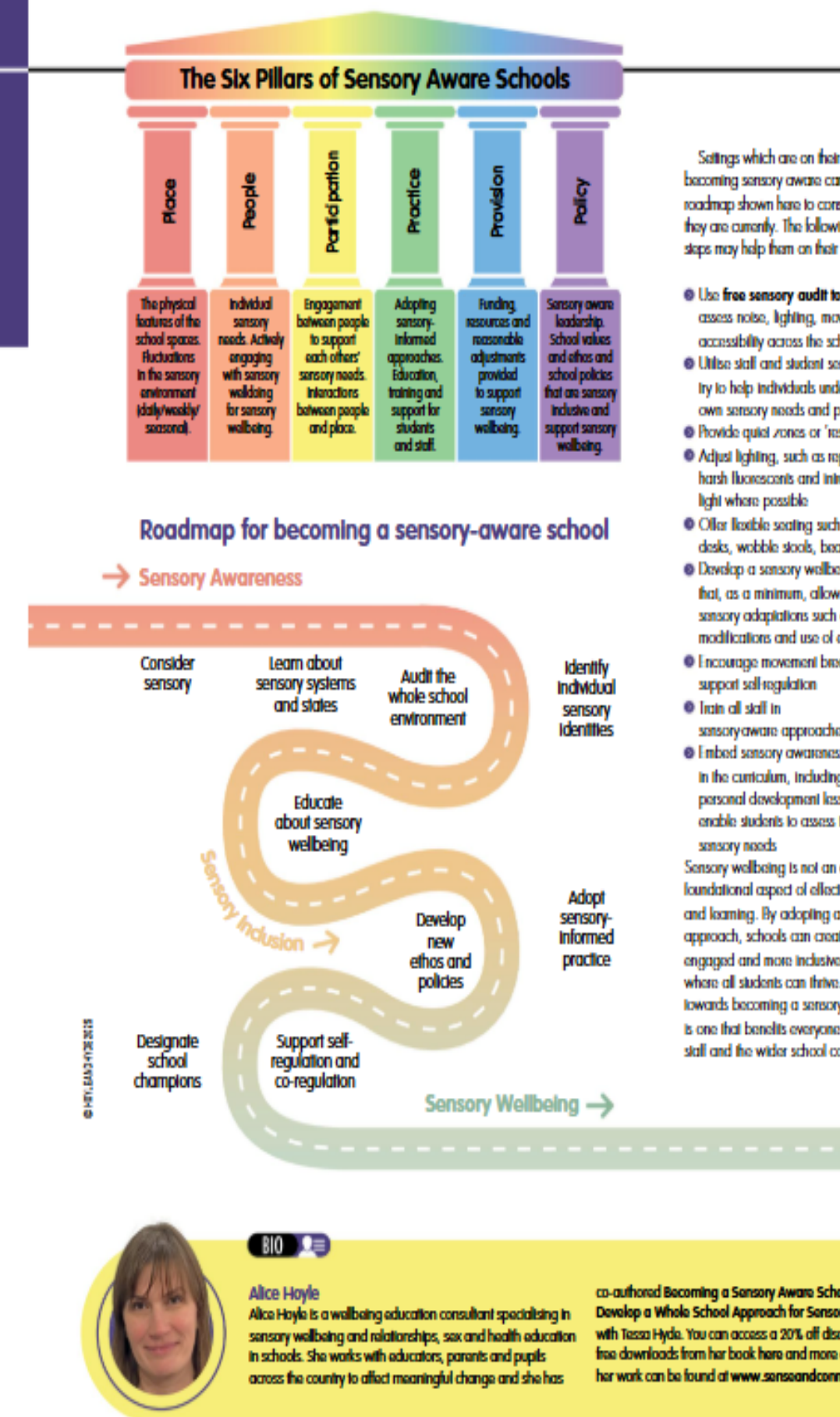
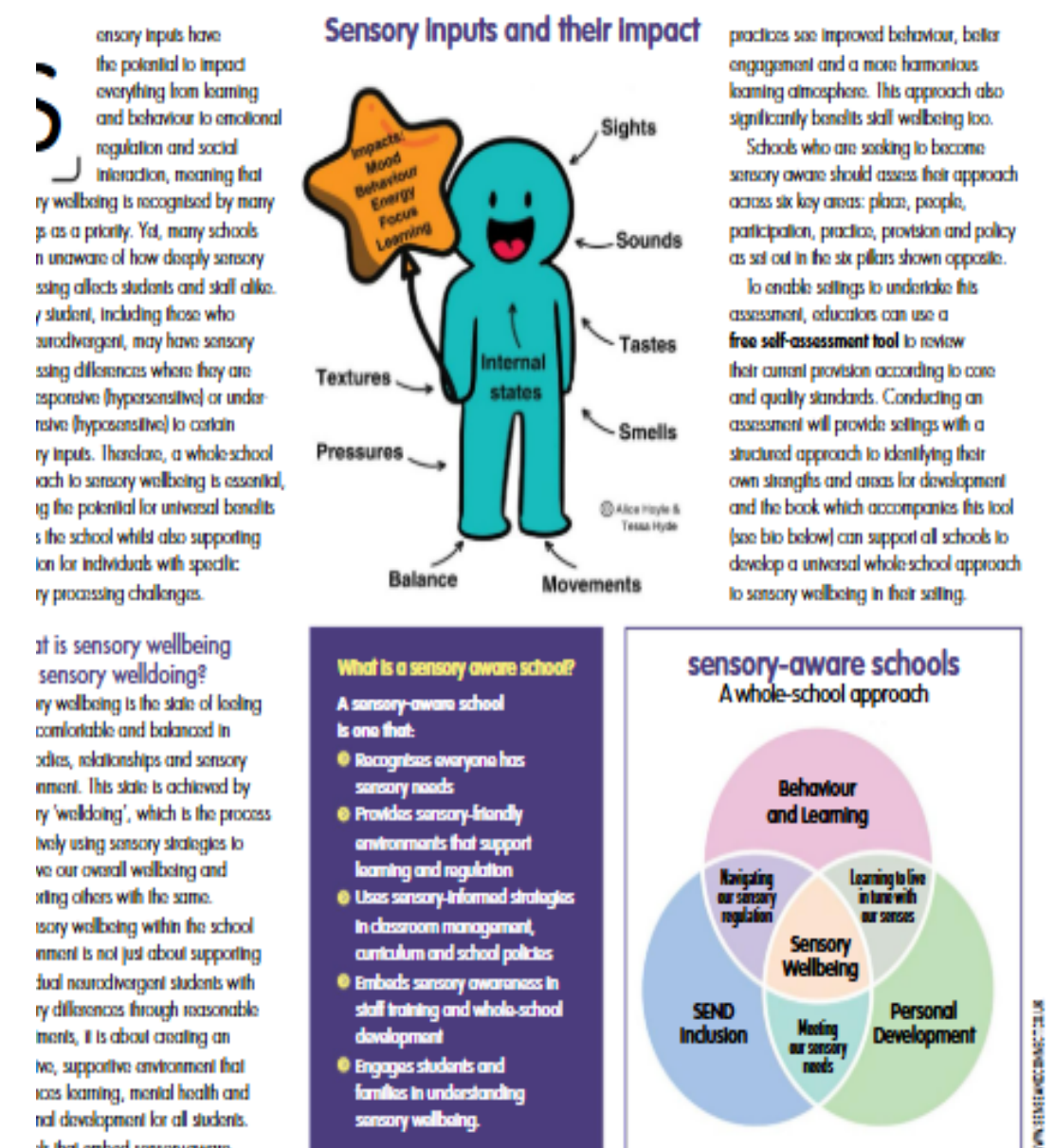
Adopt whole-school practices.

Embed

Make sensory wellbeing part of school culture.



Alice Hoyle reflects on why a whole-school approach to sensory wellbeing is essential for enabling learning, emotional regulation and social interaction.



Key takeaways

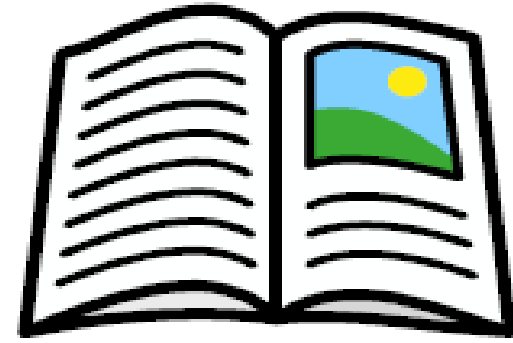
- Sensory wellbeing is a shared responsibility across the school.
- Staff training and environmental audits are essential.
- Consistency between classrooms and communal spaces supports all learners

The Good Mental Health Handbook

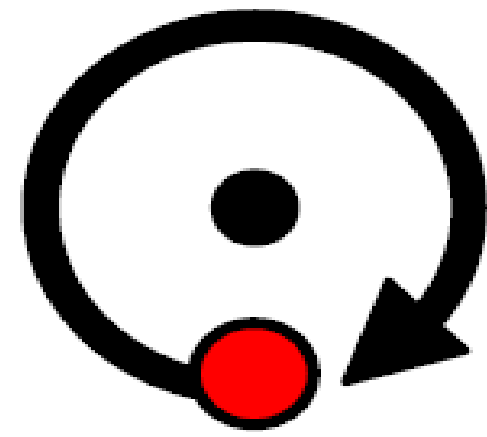
A guide for parents and carers



Would this help?



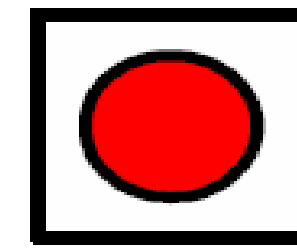
A story



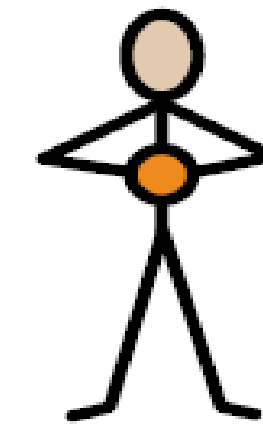
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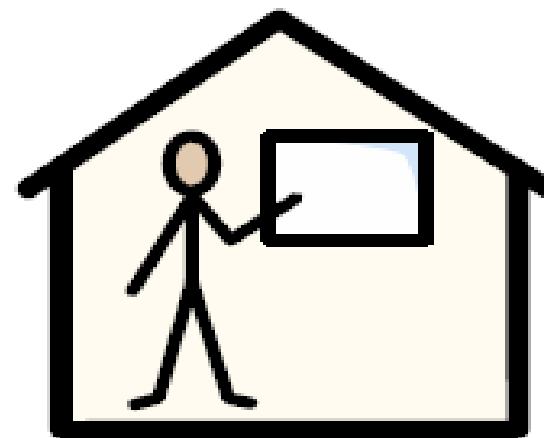
visitors



in



my



school

Next Meeting in person

Can you host or would you like to visit
Oak Lodge or another special school ?

10 March 2026 from 4pm to 5.30pm

