



Hampshire
County Council

Improvement and
Advisory Service

Resourced provision (RP) network DOH, VI and PD Manor Infant and Junior school and online

16th of March 2026

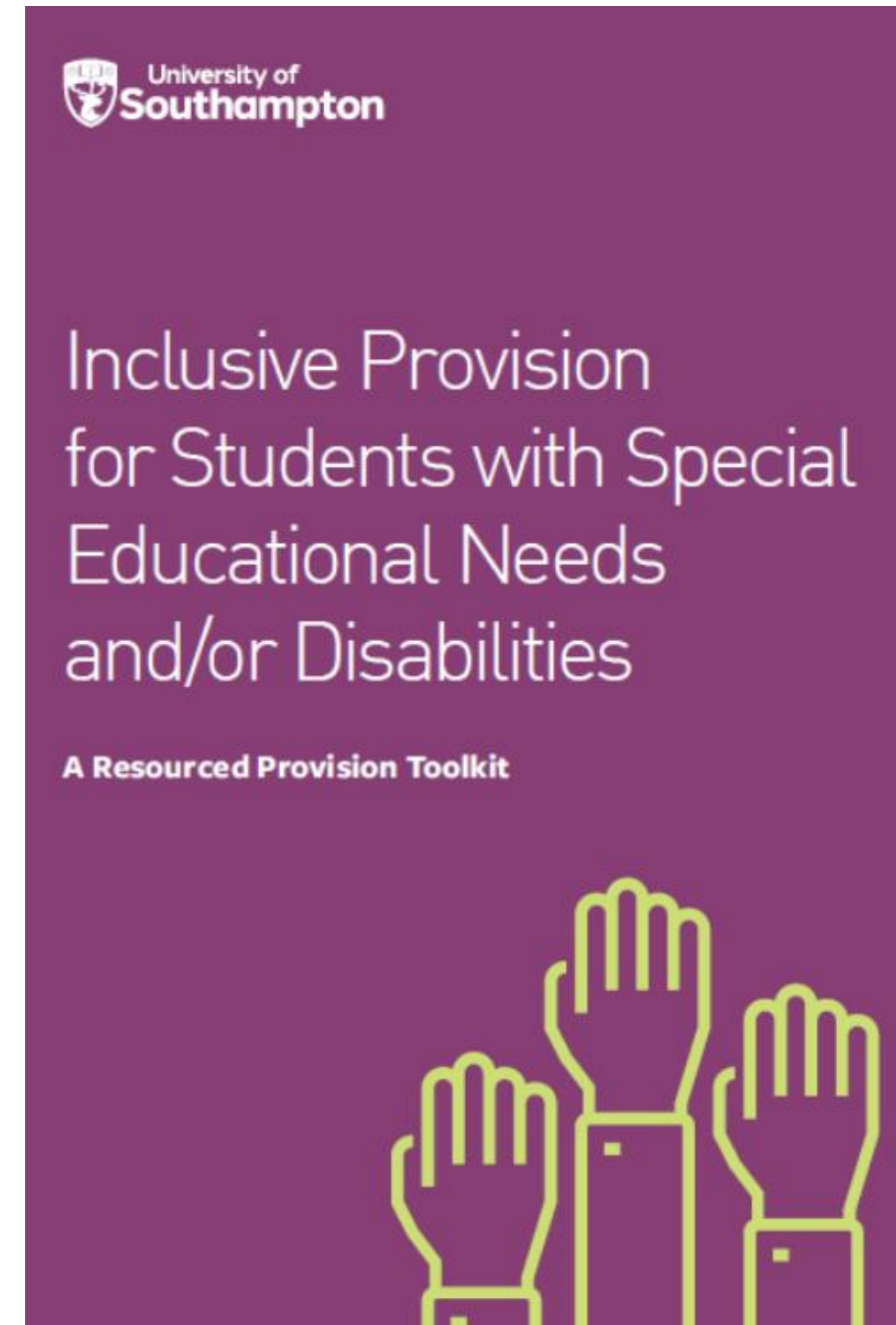
Marie Mullins

Agenda

- Resourced provision toolkit – Area 5 Collaboration with parents
- Key messages and problem solving
- Sharing professional expertise – RP support
- Feedback for Vaisilis
- NSPCC and training updates
- Exploration of RP

RP Toolkit

Working together to look at a section of the toolkit. We are looking at the section on Area 5 – Collaboration with parents

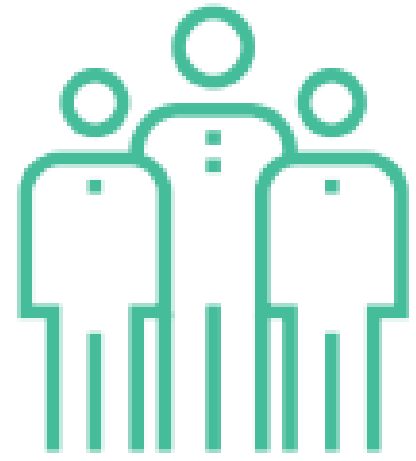




Happy sign language week



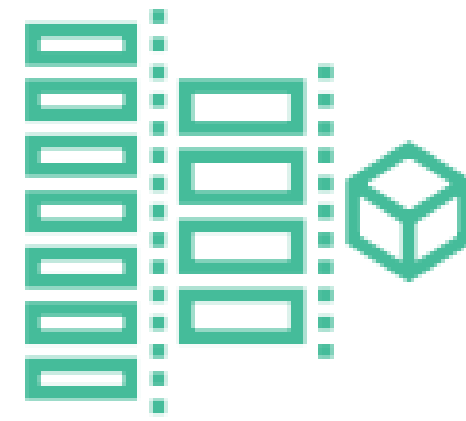
1.



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?

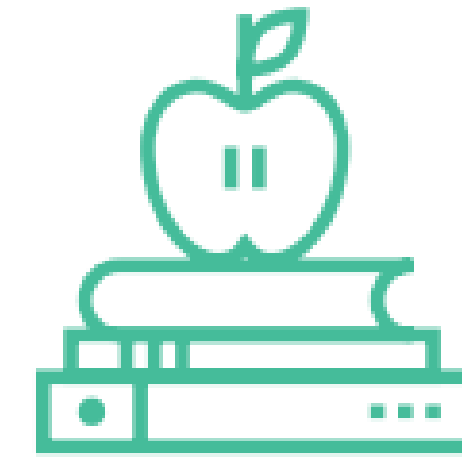
3.



Students' education in the mainstream classroom:

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

4.



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?

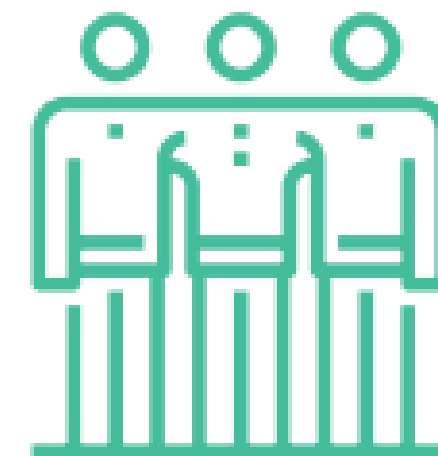
6.



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?

School liaison with parents to ensure joint message between settings

- Schools should share effective practices with parents to maintain open communication and ensure a consistent, collaborative approach to supporting pupils.
- Home–school collaboration: Staff and parents worked together to agree on consistent approaches and maintain open communication. Graduated transition plan: A step-by-step strategy was created to slowly reduce separation anxiety without overwhelming the pupil.
- Staff meet-and-greet support: An LSA met pupil and his mum partway along their walk to school, offering reassurance and a predictable routine.
- Systematic reduction of support: The meeting point was gradually moved closer to school as pupils' confidence grew.
- Building independence at a comfortable pace: The approach respected pupils' emotional readiness and avoided sudden changes. Don't rush these things as this could have a negative impact.



School liaise with parents to ensure joint message between settings

Calm, predictable routines:

Staff ensured the arrival process remained consistent, calm, and predictable each day.

Shared strategies between home and school:

Ensured that both home and school responded in the same way, reducing mixed messages. Scripts are useful for specific activities.

Positive reinforcement and reassurance:

Staff provided encouragement and emotional support as pupil practiced separating more independently.



What do you do? Problem solving

Consistent, Compassionate Communication

- Daily or weekly check-ins (face-to-face, phone calls, or a brief message).
- Quick updates on how the morning went to reassure anxious parents.
- Avoiding sudden changes to routines without warning.

Visuals & Resources for Home

- Provide **visual schedules** for mornings and coming-into-school routines.
- Share simple **social stories** parents can read at home.
- Offer **transition countdowns**, for example, *three sleeps until back to school.*

Modelling Strategies for Parents

- Demonstrate grounding, breathing, or co-regulation techniques in person.
- Show parents how to use consistent scripts for example, *It's time for school. You can feel worried and still walk in.*



Parents are supported to understand their child's needs and strengths but are asked to offer their expertise

Build Positive Relationships from the Start IT'S ALL RELATIONAL!

- Positive parent–school relationships should be fostered from the outset.
- Parents are valued and treated as the *experts* on their child.
- Early rapport-setting increases trust and supports long-term partnership.

Recognise Parents' Expertise

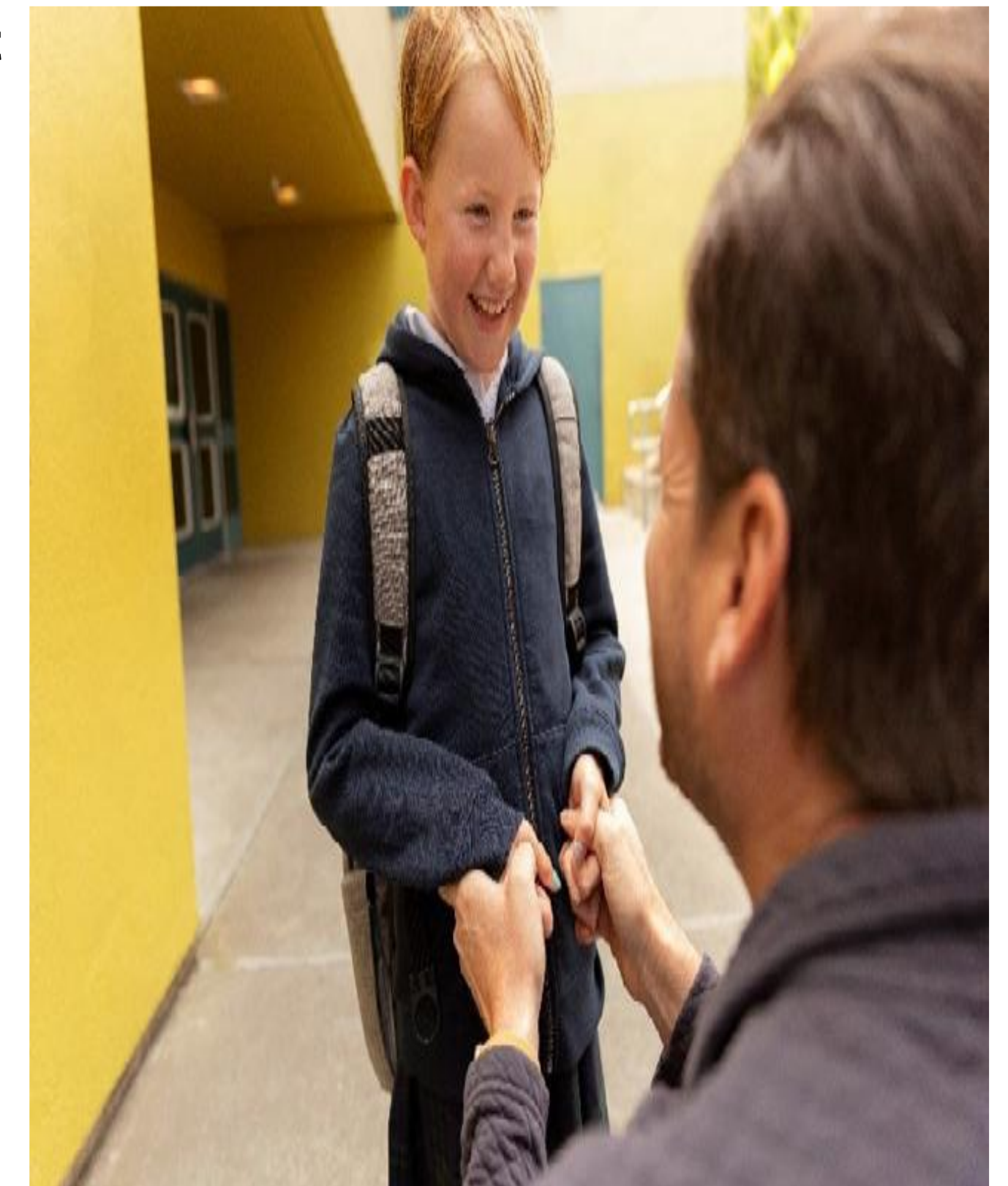
- Parents offer unique insights into their child's needs, preferences, motivators, and challenges.
- Their contributions help staff form a complete understanding of the student.

Begin Early Communication When a Student Is Allocated a Place- Put a face to the place

- The staff begin forming a relationship with the family as soon as the school knows the student is joining.
- Early contact demonstrates commitment and reduces parental anxiety.

Structured and Graduated Transition Visits

- Students visit the Resourced Provision (RP) and mainstream class (where appropriate). Take pictures for them to see the environment and build an understanding of what things look like.
- Visits begin with parents staying alongside the child.



Parents are supported to understand their child's needs and strengths but are asked to offer their expertise

Provide Opportunities for Parents to Observe and Ask Questions

- Parents can see how the RP or classroom operates.
- Time is provided for parents to meet staff, understand routines, and ask questions.
- Online observations and communication – This is all secure and safe.

Encourage Parents to Share Key Personal Information


- Parents are invited to share:
- Favourite toys, interests, motivators and any background information.

Staff Observations Help Build the Wider Picture

- Staff share what they observe during visits to help develop a balanced understanding of the child.
- Input from both parents and staff creates a holistic view of strengths and needs.

Tailored Transition Planning

- The number, length, and pace of transition visits should be flexible.
- Decisions are made collaboratively with parents, based on the child's needs.

<p>Communication and Interaction</p> <ul style="list-style-type: none"> • Communicates verbally but will use <u>makaton</u>. • Lead an adult to what he wants and will make vocalisations • Uses visual cues and word banks <p>Ways to communicate with me are ...</p> <ul style="list-style-type: none"> • Symbols/ <u>makaton</u> as prompt • Repeat my words back to me and model language • Limited language • Visuals <p>Target for Autumn two: I can independently go to speech sessions (Transition)</p>	<p>All about me...</p> <p>Katie P</p> <p>Sensory and Physical</p> <ul style="list-style-type: none"> • Loves climbing and good at transitions around classroom zones • Likes to <u>colouring</u> and holding familiar role play toys. • Likes playdough. <p>Next steps for Physical and sensory</p> <ul style="list-style-type: none"> • Transitions to speech and language. • Will respond to new activities. • To take engage in fine motor activities <p>Target for Autumn two: I can independently write tricky words. (Independence)</p>	<p>My interests are:</p> 
<p>Cognition and Learning</p> <ul style="list-style-type: none"> • Fully engaged with sensory range of tasks • Play is purposeful- puzzles, mark making. • Likes <u>colouring</u> • Enjoys climbing for a purpose and rolling <u>toys</u>. • Likes planning heavy work (gross motor) activities. <p>Next steps for learning ...</p> <ul style="list-style-type: none"> • Engage with routines – start and finish-prompting to stay on task • To complete tasks with minimal prompting • To focus on fine motor skills <p>Target for Autumn two: I can engage in fine motor task to support writing skills</p>	<p>SEMH</p> <ul style="list-style-type: none"> • Developed relationships with adults but and peers • Likes to take the lead in activities and needs support to turn take. <p>Next steps for regulation</p> <ul style="list-style-type: none"> • Follow routines – start and finish. • Will be exposed to new activities. • Take part in engaging in parallel play. <p>Target for Autumn two: I can accept new activities and try new things (Independence)</p>	



Parents' expectations are discussed and school's input is realistic

Be Clear and Transparent With Parents

- Schools should clearly explain how the RP supports their child.
- Staff should outline when and why external agencies will be consulted.
- Decisions should always be explained in a way that parents can understand.

Take Time to Explain School Decisions

When parents find decisions difficult to understand, RP staff should take time to:

- explain the rationale behind the decision

- describe the evidence behind the decision
- highlight the potential benefits for the child – it is vital we always see things through the lens of the child and make expectations realistic. The child needs to experience success.

Maintain Positive and Open Relationships

Strong relationships between school and parents enable regular, honest discussions.








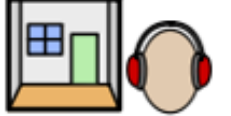


Clear expectations can be reviewed together, preventing tensions or conflict.

Open dialogue supports parents to feel included, respected, and informed.

Personalised Regulation Plan for Joseph

Year 2

Date Spring 2025

Zones	Behaviours	Strategies	Scripts
	<ul style="list-style-type: none"> • Smiling • Giggling • Engage with everyone. • Talk about things he likes • Walk safely 		
	<ul style="list-style-type: none"> • Fidgety • High levels of movement • Wiggly emotions 		I wonder if you don't like....., I imagine that is Would you like to try.....
	<ul style="list-style-type: none"> • Screaming • Shouts • Throws things. • Go under tables • Runs around • Swears 		We need to keep you safe. We care about you. Let's go to the*****
	<ul style="list-style-type: none"> • Physically aggressive • Pulls hair of adults but will seek out two pupils specifically to pull hair • Biting 		We need to keep you safe. Lets go 3,2,1 to your safe space or we will have to help you. Do you need a new adult?
	<ul style="list-style-type: none"> • Calm 		

Parents' expectations are discussed and school's input is realistic

Address Parental Concerns Promptly

- When disagreements arise, they should be dealt with quickly and sensitively.
- Early resolution prevents escalation and reassures parents that their views matter.

Use Evidence to Support Decisions

Staff should use assessment information, targets, and observations to explain:

- why a placement or timetable has been chosen- What this looks like for child
- how it supports the child's learning- this could be online tasks, reading or independent skills
- how progress is being measured- online or using assessment tools specific to setting
- evidence helps parents feel confident that decisions are well-informed- parents are on a journey.



Parents' expectations are discussed and school's input is realistic

Hold Joint Meetings With Parents

Mainstream and RP teachers can meet with parents together to provide a **shared and united explanation**.

Joint meetings reinforce consistent messaging and strengthen trust.

They also allow staff to show parents exactly what is working well across both settings.

Highlight the Child's Strengths and Progress

Share examples of:

social interactions

academic progress

independence

successful integration

Showing positive outcomes helps parents understand why certain things are in place to support the child.



Parents' expectations are discussed and school's input is realistic

Emphasise the Importance of Role Models and Opportunities

- When appropriate, explain the benefits of mainstream inclusion:
- exposure to role models
- rich language opportunities
- positive peer interactions
- improved independence and communication
- Clarifying *why* mainstream time matters can help shift parental expectations.

Treat Parents as Partners, Not Observers

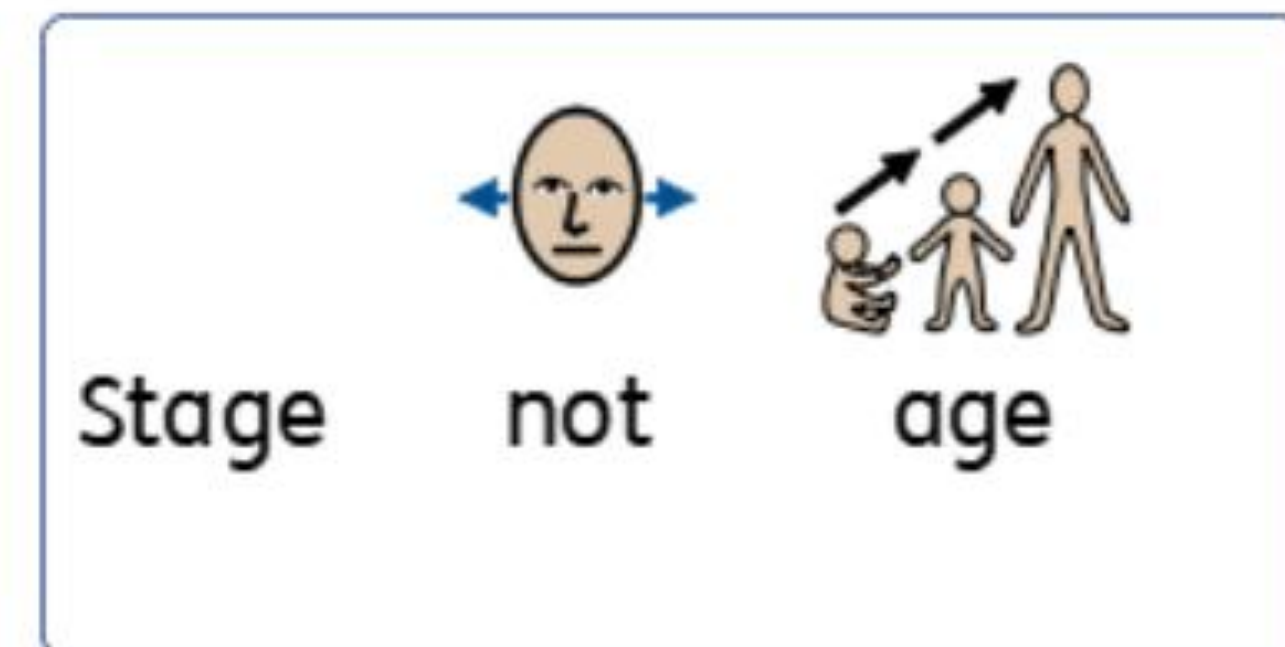
- Parents should be involved in discussions about:
- placement decisions
- timetabling
- targets
- progress
- This reinforces the idea that school and families are working **together** for the



It's All About Relationships!



Problem Solving



Celebrating progress and online support

Regular, accessible communication between school and parents improves engagement, attendance at key meetings, and shared understanding of pupil needs and progress.

A blended model—using both online systems and in-person contact—offers flexibility and equity for families while safeguarding time for relationship-building.



Celebrating progress and online support

Core Principles

Blended approach - Use online platforms for efficiency and reach, and maintain in-person opportunities for relationship-based dialogue and resource sharing

Strength-based tone - Celebrate day-to-day successes and wellbeing, not just statutory processes (EHC plans, reviews).

Consistency - Agree frequency, channels, and who responds. Keep a clear record of communications.

Accessibility - Offer options (online, phone, face-to-face) and provide support for parents to access technology. Parents may need additional support to access technology or advice on what to do next.

Boundaries - Maintain an *open-door* ethos with clear response times and safeguarding/privacy protocols.



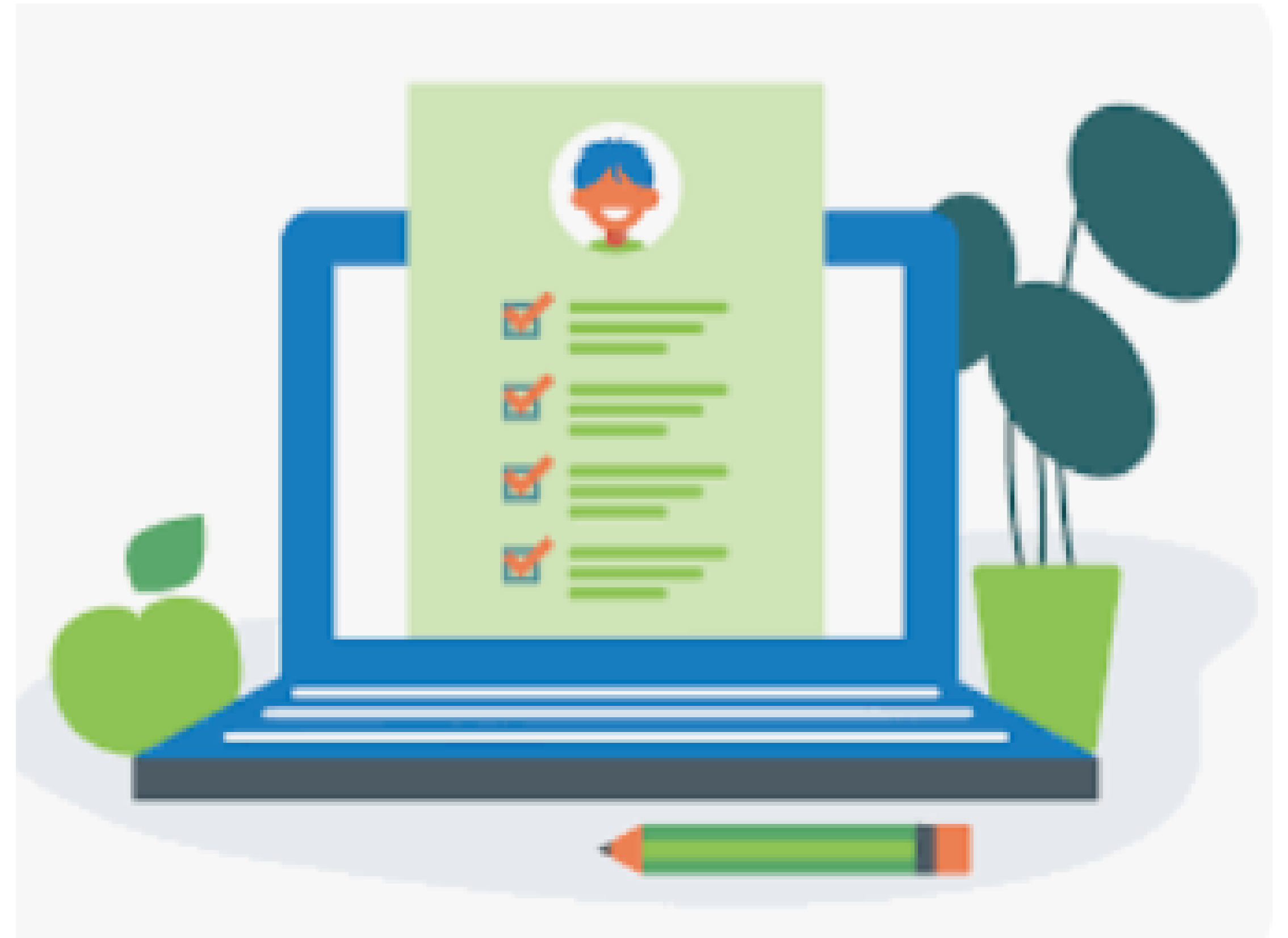
Celebrating progress and online support

Practical Use of Online Systems

Recommended components

Virtual meetings: Use secure conferencing for parents' evenings, annual reviews, and therapy sessions where in-person attendance is not possible. Offer tech support for parents (for example, joining trials, closed captions, dial-in by phone).

Learning journals: Share personalised observations, photos, short video clips, and notes. Invite parent comments and home updates.



Manage parents' concerns with regard to a potential learning, academic or social gap between students in mainstream and their child in RP

Parents of students in a Resource Provision (RP) may need clear explanations of their child's learning profile, including strengths, needs, and how progress is measured.

Some parents are concerned about the widening gap between their child and mainstream peers, as RP students may take longer to meet age-related expectations or may not reach them at all. Staff should listen carefully to parents' concerns to avoid assumptions or misunderstandings.

RP staff should share assessment information and personalised targets, explaining how progress is measured against these targets. Some goals may differ from peers' expectations, while others may match them, helping parents understand what progress looks like for their child (see also 5f).

Regular sharing of work samples, photos of learning activities, and everyday achievements can reassure parents, helping them see that their child is progressing, engaged in learning, and benefiting from both mainstream opportunities and RP support. This collaboration builds parental confidence and enables them to support learning at home.



Problem Solving



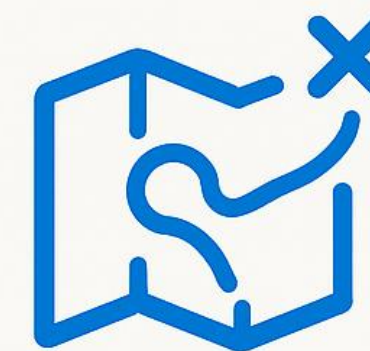
Aspirational but realistic



**UNREALISTIC
EXPECTATIONS**



**VEXATIOUS
PARENTS**



**BEING CLEAR
ABOUT THE
JOURNEY**

Feedback to Vasilis

Practical Solutions for Supporting Students in RP and Mainstream Classes (ii)

2B. Resolve confusion in planning: Mainstream teachers lead the planning for all students including those from RP with support provided by RP staff



The mainstream teacher is responsible for the academic learning and the RP teacher is responsible for reducing the learning barriers and ensuring EHCP targets are met.



This planning should be done collaboratively. Firstly, the mainstream teacher considers the academic targets for the child from the RP and focuses on academic progress, ensuring differentiation is sufficient for the child to access the learning. The lesson plan detailing the differentiation is shared with the teacher from the RP. The RP teacher then thinks through the additional needs of the child, for example speech and language, and considers whether the differentiated activities will be accessible. The RP teacher provides feedback to the mainstream teacher on the planning and makes any alternative suggestions that

may facilitate successful inclusion. When a lesson is taking place inside a RP classroom then the RP teacher takes responsibility for the planning of those lessons.



River Valley school designates the mainstream teachers or subject leads to be responsible for creating a lesson plan. Mainstream teachers differentiate the lesson plan for all the learners in their classroom, including the students from the RP and the RP staff role is to advise on the level of differentiation (see also 3a). David is a child from the RP who needs support with writing. His RP teacher has suggested alternative tried and tested methods from the RP to enable David to demonstrate his learning. These include taking photos of their activity or allowing David to draw a picture/series of pictures rather than write a paragraph.



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.



Training on Nasen specific for RP's

[Twilight Talk: Resourced Provision in Mainstream Schools to Promote the Inclusion of Students With SEND | Nasen](#)

Twilight Talk: Resourced Provision in Mainstream Schools to Promote the Inclusion of Students With SEND

Webcasts | 06 Nov 2025

Twilight Talks

[Bookmark](#)

The government is increasing the number of Resourced Provisions (RP) and Specialist Units (SU) in mainstream schools to help include students with special educational needs and disabilities (SEND). However, we still know little about how they work in practice. In this talk, Dr Vasilis Strogilos will share findings from two linked projects on RP. The [first project](#) generated new practical knowledge on whether RP functions as an 'inclusive service' or a 'safe space' for students with SEND. It identified key benefits, such as RP promoting academic and social inclusion, and challenges, including its function as a 'special school' within a mainstream school. The second project built on these findings by co-designing a [practical toolkit](#) with teachers, teaching assistants, parents, and students in three Hampshire schools to support effective RP implementation.



NSPCC

NSPCC elearning: online courses

Safeguarding and child protection online training

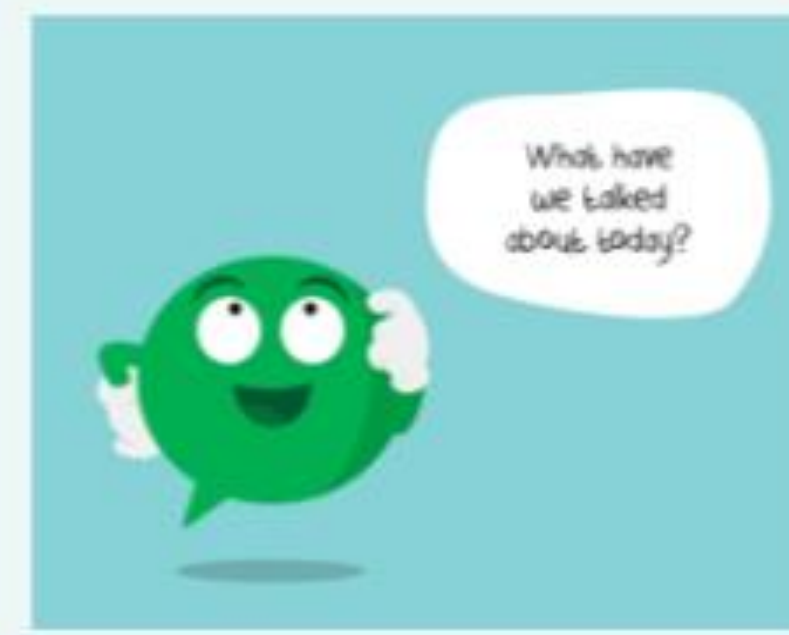
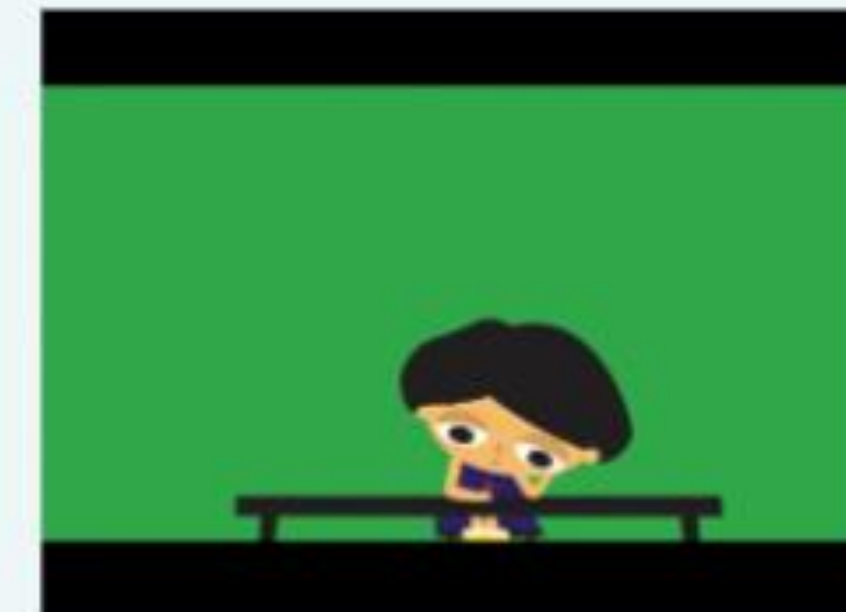
See our full range of online training courses, expertly designed to support you in learning about all aspects of child protection and safeguarding.

Need help? Call [0116 234 7246](tel:01162347246) or email learning@nspcc.org.uk.

NSPCC 'Learning'

Virtual assembly including BSL





CALL, CHAT ONLINE, EMAIL OR SIGN WITH US



Call us on 0800 1111



Chat to us online



Email us



Sign with us in BSL

ADVICE FOR YOU



Coronavirus

Find out about coronavirus and what to do if you're worried.



Buddy zone

Learn about speaking out and staying safe.



Deaf zone

Get advice and support if you are deaf or hard of hearing.



School

Lots of children worry about school, but we can help.

Speak out Stay safe SEND/ASN/ALN



- Aimed at 9-11 years old but can be used with older and younger pupils in KS2.
- 6 sessions with activities and resources to help pupils understand what abuse is and learn strategies to keep safe.
- Can be adapted to meet a wide range of needs and abilities.

Tool Kit activities / Flexible



**RED Flag
Speak out stay
safe Stories**

**Different
versions
according to
emotional level**



**Scenarios
choose your
path**

**Sorting
activities**

Wants / Needs

Safe / unsafe

Ok/ Not ok



**How to speak
out**

**Barriers
Helping hand
Sack of worries**

Safe adults

**Explore
Childline
website**



You Matter

**Emotional first
aid kit**

Feelings wheel

**Personal
Therapeutic
expression/art**

Fire alarm social stories – Would this help?




 Fire alarm social story

Sometimes the  will  sound

It will be  loud but my  teacher will help  me

I need  to go  outside

I follow  my  teacher and  walk with my  class

I will be  safe



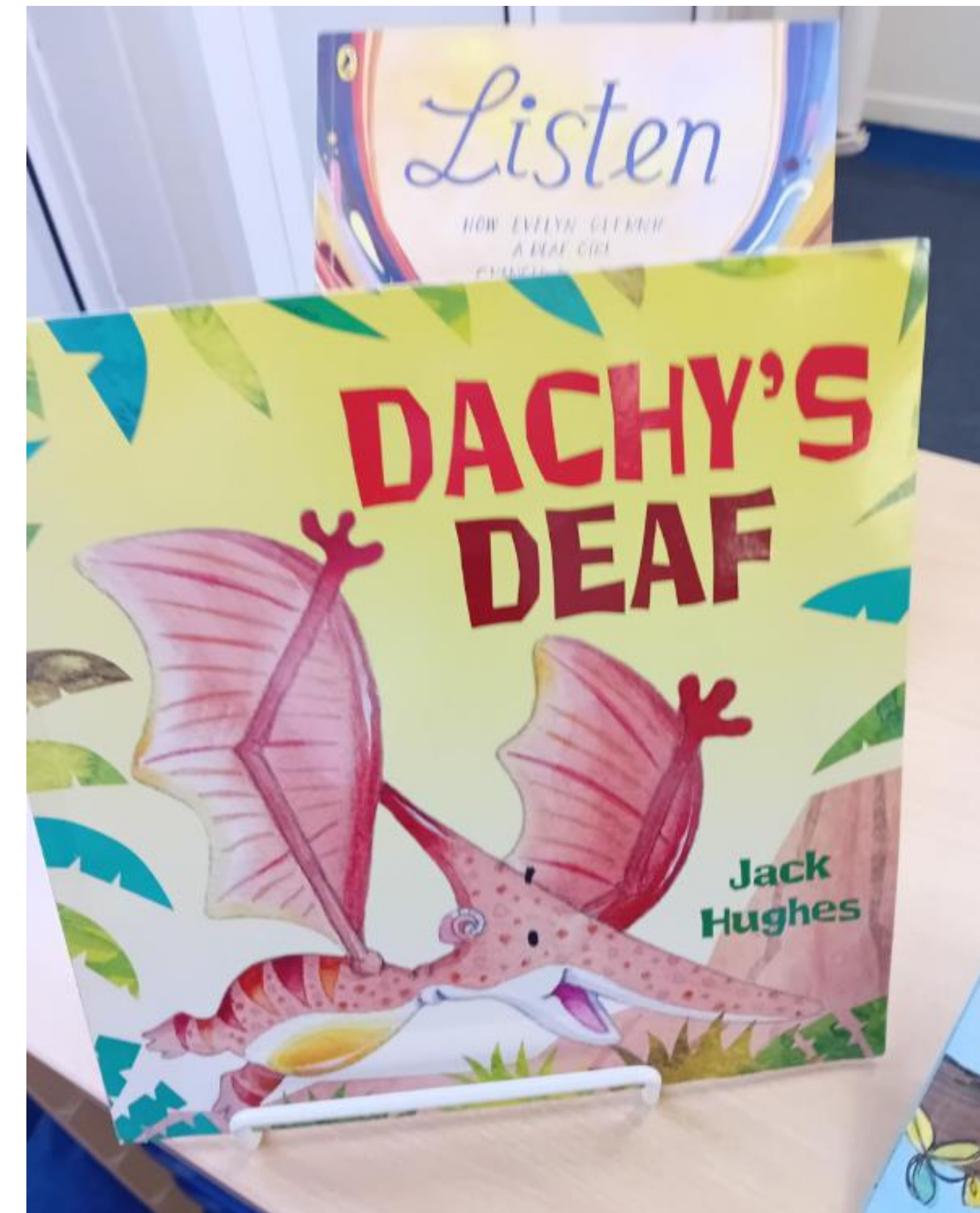
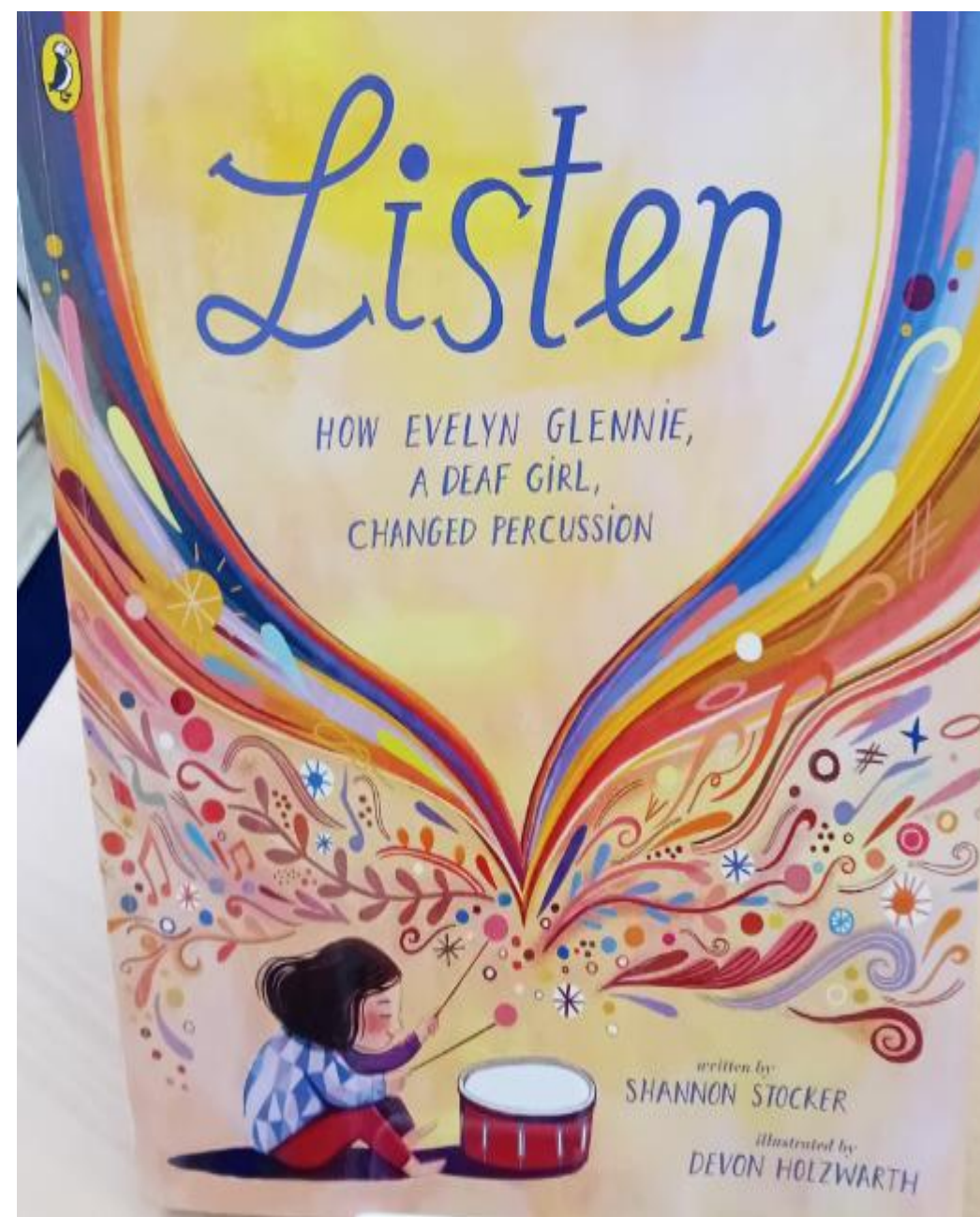

 Fire drill social story

I am 	I hear 	I get in 	I follow 
in school 	the fire alarm 	line 	the teacher 
 I need to go  outside	 Good listening	 I follow my teacher	The alarm  will stop 
 I follow my teacher and  walk with my  class	 Walk back  into class	I have  done well	My teacher is  proud of me

Explore Manor Junior school resourced provision



Things to share from Manor Infants and Junior school



Dolls like me!



 National Deaf Children's Society

Talking to your deaf friends

Some deaf people speak, some use sign language and some use both. Find out what your friend prefers.



Five top tips

- 1 Get their attention.**
Try waving or tapping their shoulder.
- 2 Speak normally.**
Not too slowly or too loudly.
- 3 Face them when you talk.**
Make sure they can see your mouth.
- 4 Use your hands.**
Point at what you're talking about.
- 5 Keep trying.**
Try typing on your phone or writing a message down.

[ndcs.org.uk](https://www.ndcs.org.uk)

The National Deaf Children's Society is a registered charity in England and Wales no. 1014513 and in Scotland no. SC040330. ©2013

Cochlear Implant

What is a Cochlear Implant?

What is a Cochlear Implant?
A cochlear implant is an electronic device that bypasses the hearing nerve in the ear and sends signals directly to the brain. It consists of an external processor and an internal receiver. The external processor is worn on the head and is connected to the internal receiver by a magnetic coil. The internal receiver is implanted in the skull and is connected to the cochlea. The cochlea is the part of the ear that contains the hearing nerve. The cochlear implant sends signals to the brain, which interprets them as sound.



What helps me hear?



Cochlear Implant

What is a Cochlear Implant?
A cochlear implant is an electronic device that bypasses the hearing nerve in the ear and sends signals directly to the brain. It consists of an external processor and an internal receiver. The external processor is worn on the head and is connected to the internal receiver by a magnetic coil. The internal receiver is implanted in the skull and is connected to the cochlea. The cochlea is the part of the ear that contains the hearing nerve. The cochlear implant sends signals to the brain, which interprets them as sound.





Hearing Aid

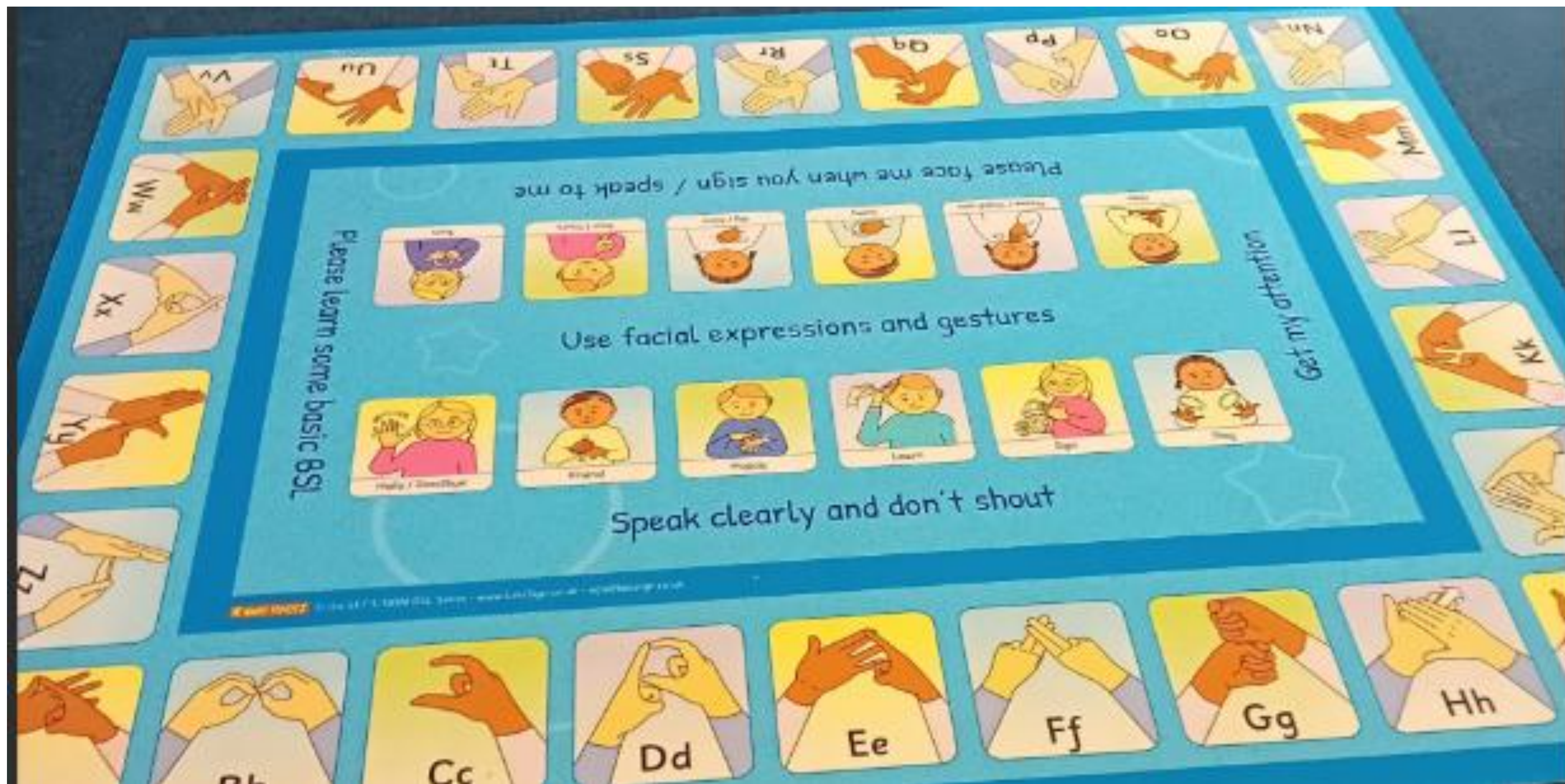
These are the parts of a behind-the-ear hearing aid that can be seen from the outside.











Next Meeting online

18 June 2026

4pm - 5.30pm

