Hampshire County Council

Improvement and Advisory Service

Resourced provision (RP) network MLD/SLD

24 June 2026

Marie Mullins

Agenda

- Welcome
- NSPCC talk – Emma explains resources and support available to you
- Area 6 – TOOLKIT Collaboration with external professionals
- MLD/SLD training day- Discussion on training and networking opportunities
- Annual returns

Guest speaker – Emma Aked

NSPCC Learning

Learning disability week

Learning Disability Week takes place Monday 15 to Sunday 21 June 2026.

The theme for 2026 is "Do you see me?" which is all about people with a learning disability being seen, heard and valued.

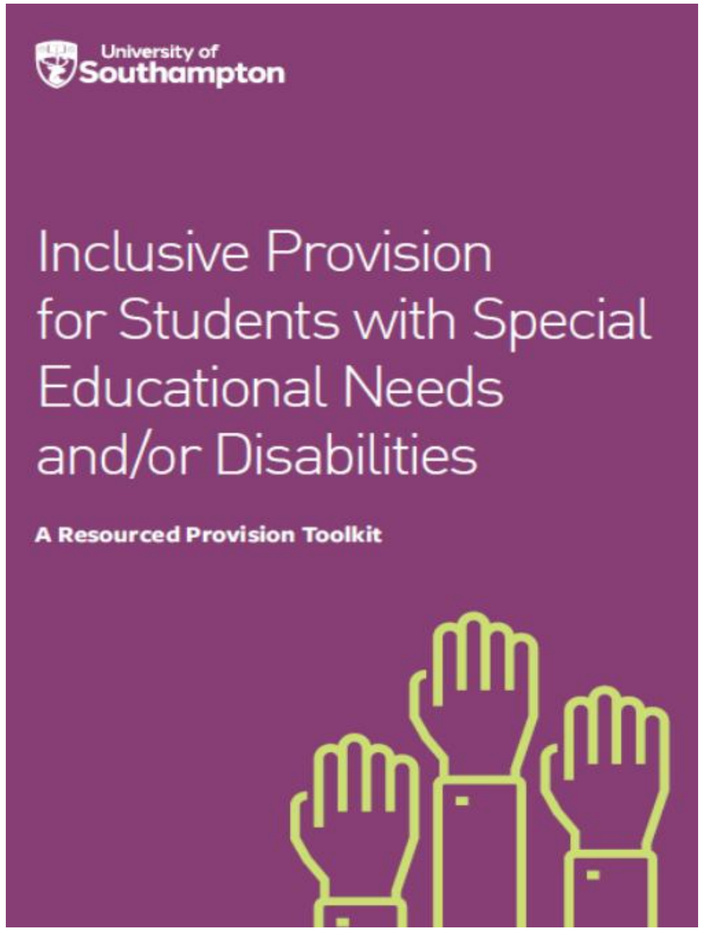




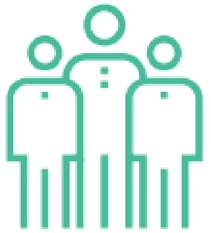
Resourced Provision Toolkit

Working together to look at a section of the toolkit. We are looking at the section on:

- Area 6 Collaboration with external Professionals

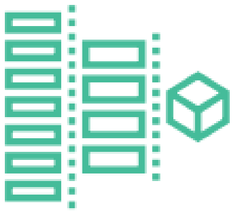


1.



Whole school approach: What can the leadership team do to support mixed provision?

2.



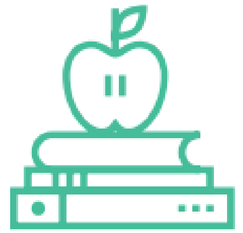
Co-planning/transition to mainstream classroom: How can we co-plan for students' education and transitions from RP to mainstream classrooms?

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.



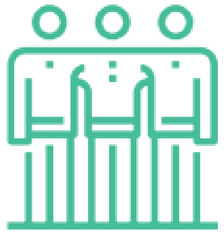
Collaboration with parents: How can school staff and external professionals collaborate with parents?

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?

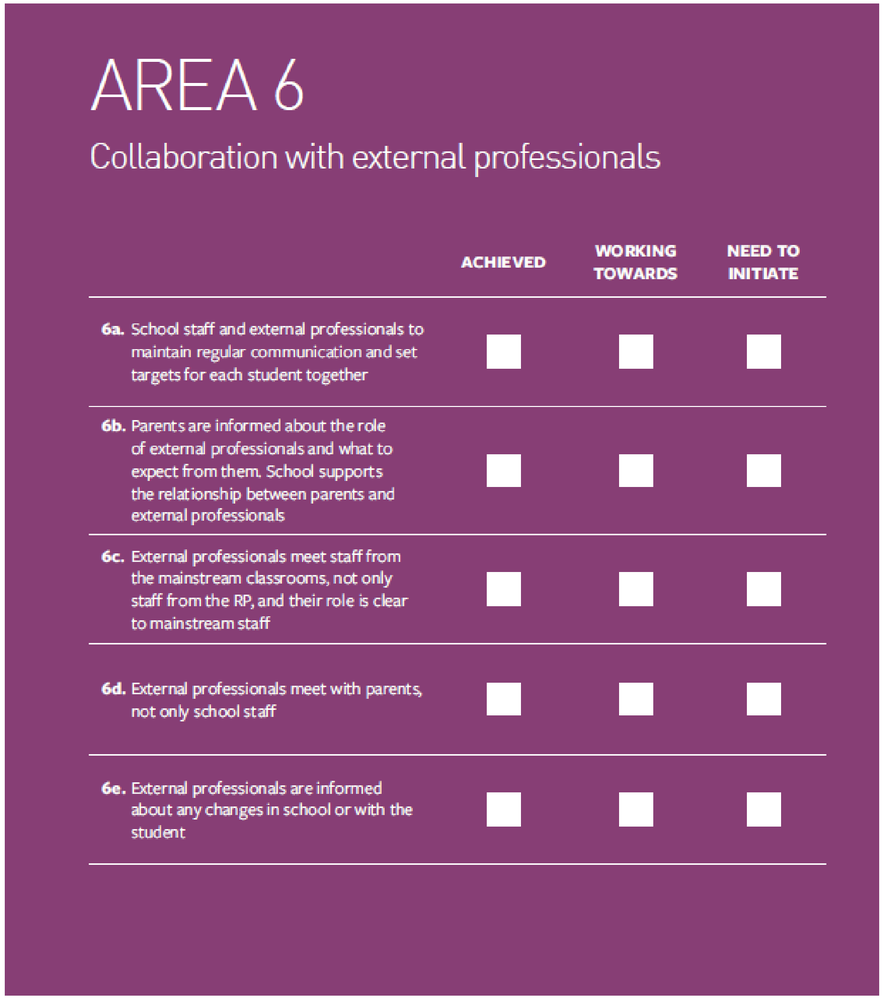
8.



Seek support from the Local Authority: What support can schools expect from Local Authorities?

Collaboration with external professionals

- RP staff lead target setting with external professionals.
- Targets shared clearly with staff and parents.
- Focus on developmental and educational needs (working document).
- All targets combined into one A4 sheet.
- Clear, accessible and easy to use.
- Support staff planning.
- Compiled by RP manager.



AREA 6

Collaboration with external professionals

	ACHIEVED	WORKING TOWARDS	NEED TO INITIATE
6a. School staff and external professionals to maintain regular communication and set targets for each student together	☐	☐	☐
6b. Parents are informed about the role of external professionals and what to expect from them. School supports the relationship between parents and external professionals	☐	☐	☐
6c. External professionals meet staff from the mainstream classrooms, not only staff from the RP, and their role is clear to mainstream staff	☐	☐	☐
6d. External professionals meet with parents, not only school staff	☐	☐	☐
6e. External professionals are informed about any changes in school or with the student	☐	☐	☐

Parents are informed about the role of external professionals and what to expect from them.

- Schools act as the link between parents and external professionals
- Parents may be unclear about roles, diagnoses, and interventions
- Schools explain who is involved and how support works together
- Phone calls offered if parents cannot attend
- Parents often need support to know what to ask
- RP manager helps parents prepare questions and understand roles
- Focus on helping parents support their child at home
- Builds clear communication and stronger parent–professional relationships



What do you do? Problem solving

- Create a one-page *who's who* guide for each child.
- Offer question prompts to help parents prepare for meetings.
- Run short pre-meet sessions to build parent confidence.
- Use flexible contact options for example, meetings, phone, email.
- Ensure consistent communication from school as the main contact.
- Share practical examples of how support can be used at home.
- Check parent understanding regularly and address misconceptions.
- Build ongoing relationships, not one-off interactions.
- Gather parent feedback to improve the process.



External professionals meet staff from the RP and the mainstream class

- Observations take place across both RP and mainstream settings
- Joint discussions ensure shared understanding of targets and provision
- Therapeutic plans are clearly explained to all staff
- Strategies are applied consistently across environments
- Supports generalisation of skills between RP and mainstream
- Staff can ask questions and clarify their role in delivery
- Mainstream staff receive practical adjustment ideas
- Ensures coordinated, consistent support for the student



External professionals meet with parents, not only school staff

Example in Practice

- During COVID-19, Gianna accessed SaLT sessions online from home
- Parents supported set-up and observed sessions, gaining insight into therapy
- Parents were able to actively participate and support activities

Benefits Identified

- Increased parent understanding of therapy approaches and purpose
- Improved ability for parents to support learning at home
- Strengthened communication between parents and professionals

Considerations

- Some pupils may alter behaviour when parents are physically present
- Balance needed between involvement and maintaining typical engagement

Sustained Approach

- School and SaLT introduced online parent *sit-in* sessions during in-school therapy
- Parents observe without distracting the child
- Enables real-time feedback and ongoing collaboration



External professionals are informed about any changes in school or with the student

- Safeguarding risks – staff may not respond appropriately to medical emergencies or changes in need.
- Health risks – incorrect or outdated care for example, medication, equipment, feeding, mobility support.
- Inconsistent provision – different staff or settings working to outdated plans.

DHOH, VI and PD training day in Autumn 2



Key Performance Indicators and Annual Return

- Key Performance Indicators: In Hampshire RPs the KPIs expected are:

- Ofsted grade is good or above
- Section F of the EHCP is delivered both inside and outside of the RP
- Evidence of an inclusive culture and high-quality curriculum both in the RP and across the mainstream school – demonstrated through a strategy to promote integration and common strategies used consistently across both components
- Quality assurance visits demonstrate an inclusive culture and high-quality curriculum for children both in the RP and across the mainstream setting
- Regular engagement in RP networks and events
- Evidence of ongoing CPD for staff in both the RP and across the school, that directly relates to the provision designation
- Attendance is in line with national averages, within a term of joining the RP
- Reasonable adjustments are in place to ensure the behaviour policy meets the needs of children supported by the RP
- Evidence of increasing time spent reintegrating into the mainstream part of the school.

Annual Return

Hampshire Children's Services SEN Monitoring

Hampshire County Council

Resourced Provision Annual Return

School Name:		**Type of RP:**	**Date RP established:**
Headteacher:		**Manager of RP:**	
Staffing of the RP:	Such as number and grades of support staff, hours provided, any 1:1, additional professional input.		
Number of pupils in RP:		**APN of RP:**	**NOR and APN of school:**
Number and % of pupils on school roll:		**a. with an EHCP (include those in RP):**	**b. identified as requiring SEND Support (K):**
No. and % of pupils in each SEND category/main area of need (include those in RP)			
Cognition and Learning:	**Physical/sensory:**	**SEMH:**	**Communication and Interaction:**
Attendance data for whole school:		From the start of the academic year to the date of completion of the form (specify date)	
Attendance data for those in Resourced Provision:		As above	
Contextual information regarding the attendance of individual pupils accessing the RP here.			
Suspensions involving RP pupils this academic year:		**How many days lost in total?**	
Please break these figures down per pupil and outline the reason for suspension or PEX.			

Key Performance Indicator Summary

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Excerpt from email to headteachers

- *Annual Return – In order to maintain ongoing dialogue with our RP* (sic)*, an annual return will be requested at the end of each academic year. It will provide headteachers and RP leaders an opportunity to share successes against the KPI as well as an opportunity to make any requests regarding training or support known to the LA.*

New technology

Chris McCausland explored artificial intelligence and assistive wearable tech in the BBC documentary *Chris McCausland: Seeing into the Future*. You can watch the full episode on the BBC iPlayer. During the programme, he tested Ray-Ban Meta glasses, which use voice commands and artificial intelligence to assist with everyday tasks.





RP day MLS/SLD

This is a free day's training at Liss Junior School and on a Wednesday 4 November to ensure more schools can attend

