Hampshire County Council

Improvement and Advisory Service

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

19 June 2025

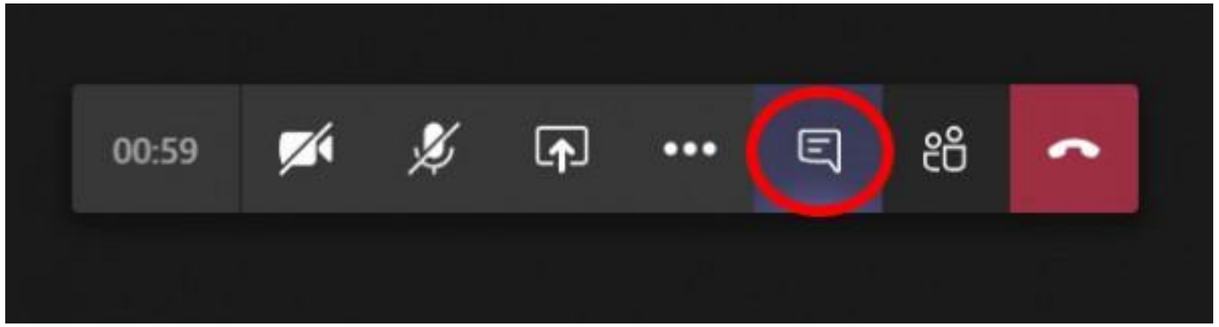
Marie Mullins

Welcome and Agenda

- RP toolkit
- Key performance indicators (KPI) and annual returns
- Sharing professional expertise – Ashley Infant School
- E modules, phone lines and resources
- Ordinary available provision (OAP) guidance

Welcome to the session

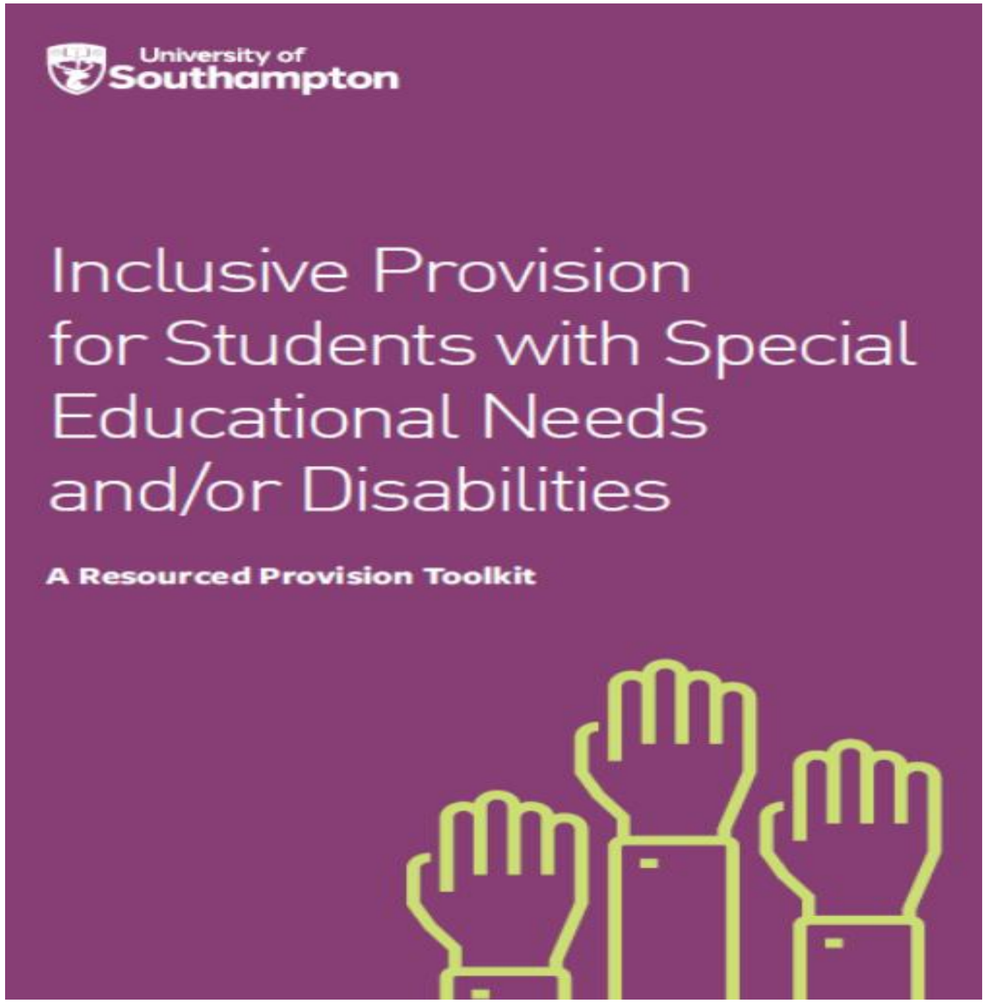
- Please mute your microphone
- Please open the chat bar function



THANK
YOU!

Resourced Provision Toolkit

- Working together to look at a section of the toolkit.
- We are looking at the section on: Area 3 Students Education in the mainstream classroom



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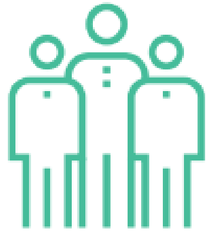
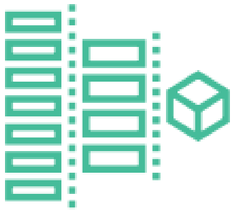


Whole school approach: What can the leadership team do to support mixed provision?

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?

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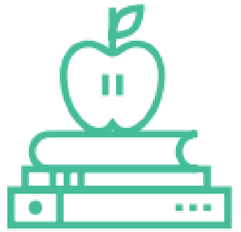


Students' education in the RP classrooms: What can we do to educate students in RP classrooms?

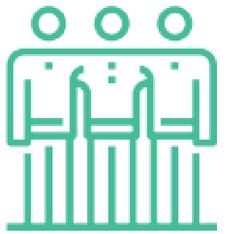
5.

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

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?

Mainstream teachers differentiate for all students in the mainstream class for all subjects

- Mainstream teachers differentiate work for students from the Resource Provision (RP) to reduce learning barriers and ensure participation.
- RP staff (teachers and LSAs) support differentiation by adjusting resources and how activities are presented.

SEEN IN A SCHOOL RP MONDAY – RESOURCES MADE BY RP TO SHARE IN ALL CLASSES – NOW AND NEXT CARDS

3A. Mainstream teachers differentiate for all students in the mainstream class for all subjects

Mainstream teachers differentiate all the work for the students from the RP when they are accessing their classroom so the student can participate with reduced learning barriers and at a differentiated level. LSAs and teachers from the RP advise on differentiation by making 'tweaks' to the resources and the presentation of the activities (see also 2d).

Nathan is a child from the RP in Mr Lopez's class. In maths Nathan worked at his workstation. The class were given a number line task to write numbers in descending order along a number line. The task was differentiated for different groups (e.g. counting down in 5s, 2s or 1s). Nathan was given a differentiated independent task from the others and started to do it by himself. He had the numbers 1-10 to cut out from a sheet and stick in descending order on a rocket picture. Nathan was able to cut the numbers out independently. The LSA kept checking in on Nathan to support him to put the numbers in order which he is learning to do independently. By changing the presentation of the task, Nathan was involved in the whole class learning outcome but at a differentiated level that he could complete.

In Ms Dodd's Year 5 class, the students were learning to use the first person. The task was to write a diary in the first person using 'I'. The work was differentiated so some students had to write a paragraph with 'I' to describe an event as if they were a character in a book. Mark and James from the RP were given one sentence from the book and had to change the pronouns or names to 'I' to change the writing from third to first person. They were given a printout of the sentence and a highlighter to find the third person words. They then had stickers with 'I' written on them to stick above the words they had highlighted. Mark and James were involved in the whole class learning outcome but at a differentiated level.

Scaffolding to support

3B. Scaffolding to support the learning of students from the RP is used appropriately to develop independent learners

Students from the RP should be encouraged to learn to work independently within the classroom. Staff should scaffold the child's learning, so they can complete tasks on their own but receive help learning a new task or concept. All students should be supported to recognise when they need help and how to ask for it.

Keyan is a child from the RP who is based in Willow class. He has been having lots of one-to-one support from an LSA, Tom. At first, Tom would repeat the teacher's instructions and draw a task plan with Keyan and then sit with him as he worked through the task plan. Over time, Tom supported Keyan to follow the task plan himself.

Tom prompted him if he got stuck. Gradually, Keyan was able to follow the task plan independently and would begin the task with Tom's support. Tom would then begin to move and help other students during the task, only returning when Keyan needed support. When Tom was not in the classroom, the teacher was aware of the strategy and, if necessary, would remind Keyan to use a task plan and then get started. This process enabled Keyan to work independently on tasks even when Tom was not in the classroom.

SEEN IN A SCHOOL RP LAST WEEK – CLEAR SCRIPTS FOR SPECIFIC PUPILS

- **Encourage independence**

RP students should be supported to work independently within the classroom.

- **Use of scaffolding**

Staff should scaffold learning—helping students learn new tasks or concepts while gradually reducing support.

- **Help-seeking skills**

All students should be taught how to recognise when they need help and how to ask for it.

Individual resources

- **Collaboration**: Mainstream and RP staff should work together to identify and optimise the use of individual resources that support inclusion.
- **Professional input**: Occupational therapist advice should be sought when needed to guide resource use.
- **Supportive resources**:
- Wobble cushions for sensory feedback during carpet time.
- Ear defenders to reduce overwhelming noise.
- Fidget toys to aid concentration.
- Individual workstations to support focus on tasks.

3C. Provide individual resources to facilitate learning in the mainstream class

Mainstream and RP staff can work together to work out which individual resources are supporting students' inclusion in the mainstream classroom and how best to use them. Advice from occupational therapists should be sought when is needed.

There are many different resources which can support students' access to learning and to aid concentration. For example, sitting on a wobble cushion during carpet time may provide necessary sensory feedback, ear defenders can reduce overwhelming noise, fidget toys may be used to support concentration and individual workstations create a separate space for students to focus on individual tasks.

Maria is an autistic girl who can access the academic work within the mainstream classroom but can become overwhelmed with the noise in this environment. Maria uses ear defenders in the classroom during noisier times such as the transition times between lessons. When the class are working quietly in pairs, Maria is able to remove

her ear defenders as the classroom volume is reduced and she is able to interact with her classroom partner. Staff from the RP support Maria to recognise when she needs her ear defenders and when she can manage without them by working with her to identify the triggers that can result in her becoming overwhelmed and recognise what levels of noise she can cope with. This may lead to her becoming more independent with her use of the ear defenders.

Work in collaboration – RP students and staff

Teacher responsibility: Mainstream teachers should ensure RP students have access to positive peer role models in the classroom.

Social development: Pairing RP and mainstream students supports the development of social relationships and mutual understanding.

Learning partners strategy:

Students are paired with a new partner every fortnight.

3D. Encourage students from the RP to work collaboratively with peers in the mainstream classroom and learn from one another

In the mainstream classroom, teachers should take responsibility to ensure the students from the RP are given access to positive role models for their learning in the classroom. This can also have a positive impact on the development of social relationships between students from the RP and the mainstream classrooms (see also 7b).

Mainstream teacher, Gianna, uses learning partners in her classroom. Every fortnight, the students are paired up with a new partner and this ensures all the students are able to pair with each other child in the class over the year. Lily, a child from the RP, is paired up with the other students from the mainstream class, which helps both her and the other students learn how to communicate with each other and understand each other's differences. This is particularly helpful for Lily who does not socialise easily with her peers in the playground.

In one PE lesson, Lily was paired with Ibrahim. She is quite unsteady on her feet and Ibrahim noticed that she was struggling to balance on the bench. He walked in front of her and showed her how he held his arms out to the side to balance himself. Lily started copying Ibrahim and was able to walk along the whole bench by herself. In another lesson using ipads, Lily worked in a group of three, when she could not complete a programming activity, one of the boys in the group showed her what to do. This both reduced Lily's reliance on adult support and both students felt a sense of achievement when Lily was able to complete the activity after being shown.

Examples from RP meeting

Thinking Frames - Thinking Matters

ACTION PLANNING FOR METACOGNITION

Chatter chum that changes weekly to avoid any issues

Visuals in both settings – they benefit all

Whole-school consistency

Visual supports used in the RP should also be used across the entire school—including classrooms, playgrounds, and assemblies.

Types of visual support

- **Signing** Can be used by staff and students in conversations, lessons, and assemblies.
- **Symbols**: Should be integrated into school systems and used alongside text to reduce visual load and maintain consistency.
- **Visual timetables**: Help students understand the structure of the day and should be used in both RP and mainstream settings.

3E. Visual support is used in both mainstream and RP

Visual support that is used in the RP should be used across the whole school, in mainstream classrooms, playgrounds and assemblies. This could include sign assisted speech systems, symbols and visual timetables.

Sign assisted speech can be learned and used by students and staff throughout the school in conversations, teaching times, and other activities, such as singing assemblies. Symbols can be made available throughout the school IT systems and used alongside written and spoken words to reduce the visual load and maintain consistency between the RP and mainstream classrooms. Similarly, visual timetables support students to understand what is happening throughout the day and should be used in both settings (see also 2f).

In Oakwood school, the teacher explains how the students from the RP have individual visual timetables that will show them where they are (the RP classroom or the mainstream classroom) and will tell them what topic they are doing. It will also show breaktimes and lunchtimes. Some children may use a Now and Next board as they move from one class to another to aid their transition. The timetables are replicated across the two classrooms, so the child from the RP can access it whichever classroom they are in.

Examples from RP meeting

- Sign of the week
- Have key signs in reception
- Keep all signs the uniform and same size across the school
- Have moveable *now and next* cards

Support all – avoid over reliance

Role of the RP LSA:

- Scaffolds learning to support both academic progress and independence.
- Supports all students and staff—not just those from the RP.

Facilitating Broad Learning:

- Support includes academic, life skills, learning behaviours, social skills, mental health, and independence.

Mainstream Teacher's Role:

- Helps reduce over-reliance on LSAs and promotes peer interaction.

3G. When LSAs from the RP work in mainstream class, they provide support to all students not only one-to-one support to students from RP

The RP LSA scaffolds the learning of the student in a way that supports their learning and develops their independence. They are expected to support all students and other adults and not to work with only the students from the RP.

When the LSA from the RP is providing support for the student from the RP in the mainstream classroom they are there to facilitate the learning of the student in the broadest sense including academic, life skills, learning behaviours, social skills, mental health and growing independence. It may include the LSA working away from the proximity of the student from the RP, for example by overseeing the work of another group, while they maintain awareness of the student's functioning. The mainstream teacher should also rotate the groups that they are supporting for small group work and this should include working with the groups that include the students from the RP. These measures reduce the dependency to the student from the RP on the LSA and encourages some independence and/ or peer working. If the LSA does provide some one-to-one support of the student from the RP, once the necessary support for a particular task or situation has been provided, the LSA should encourage independence by moving away.

During the Covid-19 pandemic, the 'bubble system' was used within schools to reduce the spread of infection. This meant that students and staff worked in small groups that did not change. Daniel became very used to having the same LSA with him in a small group and began to show an attachment to the LSA that was not conducive to his learning or his mental wellbeing. For example, if the LSA worked with another student, Daniel would cry and demonstrate some unregulated behaviours. As the bubble system was dropped, the LSA was better able to scaffold Daniel's learning to support his independence and it was observed that his unregulated behaviour decreased and Daniel became a more independent learner and member of the class.

Examples from RP meeting

- *On tap* NOT on top!
- MITA project to get staff to look at peer observations
- Focus on self help/Independence

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

OFSTED AT ASHLEY INFANT SCHOOL MARCH 2025

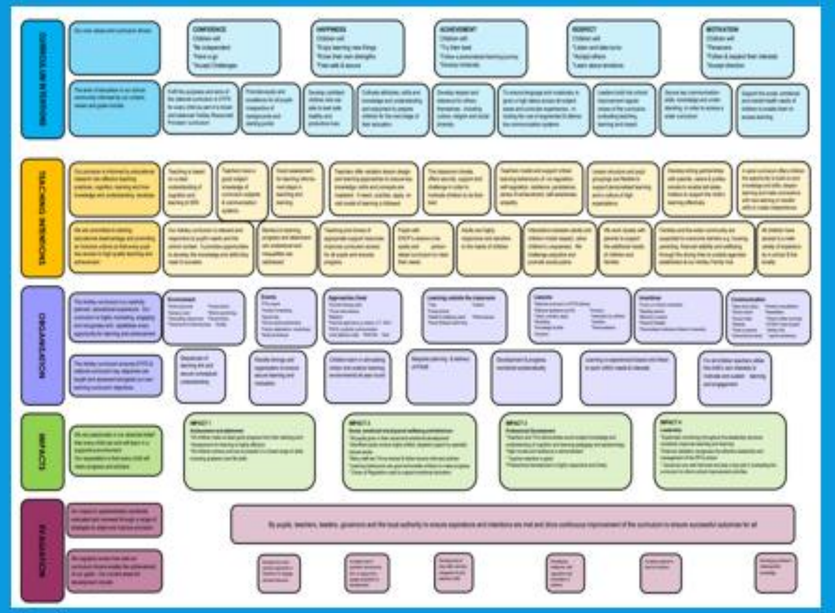
Ashley Infant School

'Equality and equity are at the heart of the school's work. Pupils in the specially resourced provision for pupils with special educational needs and/or disabilities (specially resourced provision) thrive. Carefully personalised teaching supports their learning and development effectively. The expertise within the specially resourced provision is used well to support staff in the main school to pinpoint and meet the needs of pupils with special educational needs and/or disabilities (SEND). Those at risk of not keeping up with their classmates benefit from effective support from both teachers and teaching assistants, for example through carefully considered group work.'

KEY MESSAGES:

Ashley Infant School

Ensure your website is up to date & the information about your Resourced Provision provides all of the important things you want OFSTED, parents and other professionals to know about your setting.



KEY MESSAGES

Ashley Infant School

Prepare your Senior Leader for the initial phone call. Ensure they have clear notes about how your Resourced Provision meets the needs of learners & the impact of teaching and learning in the RP across the school. Don't be afraid to boast!

On learning walks point out what you want the inspector to notice and understand.

Make sure your SENDCo can talk in detail about the IMPACT of the strategies you use (on pupils, parents, staff, other settings). We were asked about the progress children make, the curriculum they accessed, how we planned & assessed, any inclusion into mainstream & the impact of RP approaches on mainstream teaching & learning.

Don't try to change anything for OFSTED, the children will give the game away. Keep routines, practices & organisation the same and be able to say why it is successful and how it meets the needs of your children.

Positives of neurodivergence

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

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.

t is 'dis'?
cusses rethinking labels of disability,
positives of neurodivergence.
Creating new 'labels'
Miriam Walker
ABILITY

Subtitles

- Language Acquisition
- Cognitive Benefits
- Accessibility and Inclusion
- Academic and Professional Use
- Practical Learning Applications

18 / FEATURE

→ TEACHING & LEARNING

Switch On Read On

'Switch On Read On' – The power of subtitles for learners

Subtitles have emerged as a surprisingly effective tool in the fight against childhood illiteracy, particularly for children facing reading difficulties. The 'Switch On Read On' campaign has been working with celebrities and literacy organisations to spread the message about how this simple adjustment to TV watching habits can significantly boost a child's reading skills.

When subtitles (or captions as they are also known) are turned on during children's screen time, they create a multisensory experience where words are both heard and seen simultaneously. This dual exposure helps reinforce word recognition, improve vocabulary and strengthen reading comprehension. For children who struggle with reading, subtitles can be a game-changer by providing repetitive visual reinforcement of language.

There are hundreds of academic papers that can be read on **www.switchonreadon.org** that explain how children are naturally drawn to reading subtitles when they appear on screen. Eye-tracking studies have confirmed that the text is difficult to ignore, which means children are engaging with written language even when they are watching TV for entertainment. This automatic reading behaviour offers a low-effort yet impactful way to provide consistent reading practice and all while watching their favourite cartoons.

One study mentioned on the **'Switch On Read On'** site revealed that children exposed to just 30 minutes of subtitled content per week showed significant improvements in reading proficiency. This benefit was even more pronounced for children from disadvantaged backgrounds, where access to quality literacy resources may be limited.

Turning on subtitles has the potential to help bridge the literacy gap by making reading support accessible in every home with a TV, tablet or even a phone.

For children with reading difficulties, subtitles offer several specific advantages:

- **Phonemic awareness:** Seeing words while hearing them spoken helps children break down words into individual sounds, improving their decoding skills.
- **Vocabulary expansion:** Subtitles introduce new words in context, enhancing vocabulary retention.
- **Comprehension support:** By reinforcing narrative flow and context, subtitles assist children in understanding stories more deeply.

The beauty of using subtitles as a literacy tool lies in its simplicity and accessibility. Most modern TVs, streaming platforms and educational apps offer subtitle options that can be activated with minimal effort. Parents can make a lasting impact simply by enabling this feature during their child's favourite shows and with the increasing availability of 'children's profiles' on streaming services, subtitles only need to be switched on once and will then automatically appear on their children's TV content in that app.

The **'Switch On Read On'** campaign champions this effortless yet effective literacy solution, emphasising that every child deserves the opportunity to become a confident reader. By encouraging widespread adoption of subtitles, this initiative hopes to make reading practice an everyday part of children's lives. Turning on subtitles transforms screen time into an active learning experience – or reading time, if you will! For children facing reading challenges, it offers an easy, free and powerful way to build essential literacy skills, making a brighter future possible for millions of young learners.

> "For children who struggle with reading, subtitles can be a game-changer by providing repetitive visual reinforcement of language."

www.nasen.org.uk

BIO

Nina Hale

Nina Hale is a mother of two and co-founder of the public awareness campaign, **'Switch On Read On'**. She has subtitles switched on for her children and is on a mission to help spread the word about this free intervention (to the point where she's beginning to feel like a bit of a broken record).

Annual Return

We can celebrate the good practice.

Data is collected on a school level and therefore doesn't tell the whole story of the RP, so the annual report is an opportunity to share successes and equally any challenges you would like us to know about

KPIs and annual return

In Hampshire RPs, the expected KPIs are

- Ofsted grade is good or above.
- Section F of the EHC plan 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

Key Performance Indicator	Commentary
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	
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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.*

Ofsted Updates

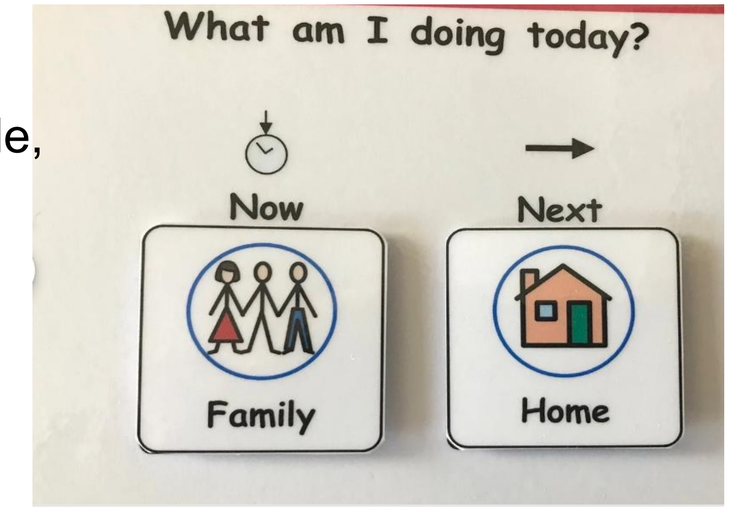
Search - GOV.UK (www.gov.uk)

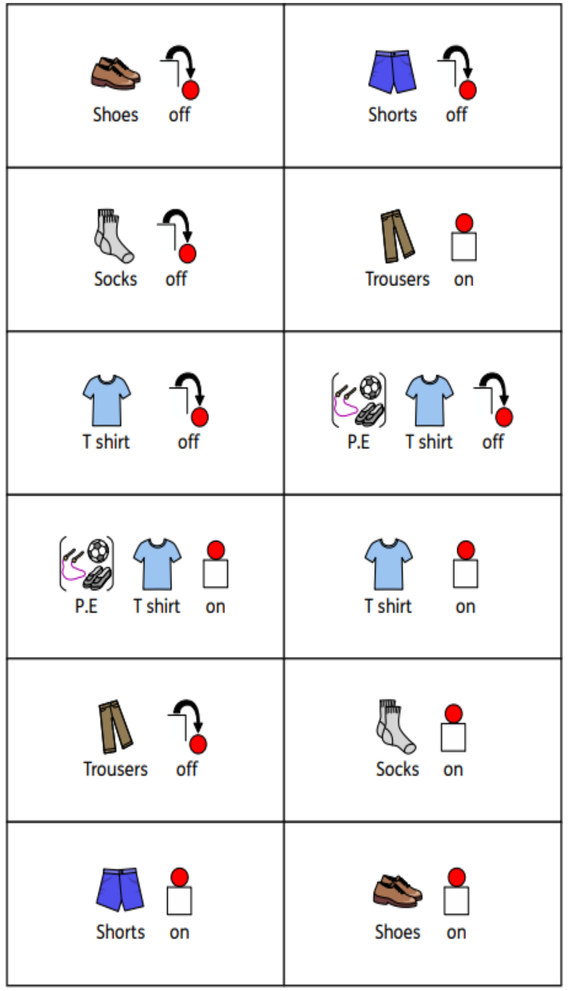
A *one stop shop* page for all Ofsted updates and Ofstednews – YouTube for videos and webinars

Cognition and Learning

Structured class routines

- Using songs for routines
- Increased visual aids including dual coding
- Visual timetables at eye level of children
- Use of sign language/basic Makaton
- Use of key words/vocabulary emphasised when speaking
- Multi-sensory approaches used to support spoken language for example, symbols, artefacts, role play
- Instructions in manageable chunks
- Checklists and task lists
- Backward chaining



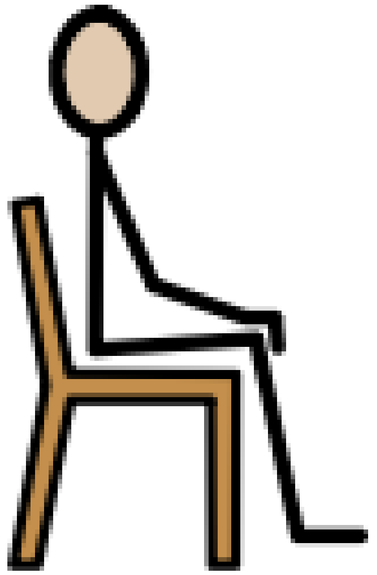


Sensory and Physical – visual

- Coloured overlays/ different coloured paper
- Eliminate inessential copying from the board
- Avoid standing in front of windows – your face becomes difficult to see
- Where copying is required, ensure appropriate print size photocopy is available or use full page magnifier to enlarge- there is app is on I PADS and android devices

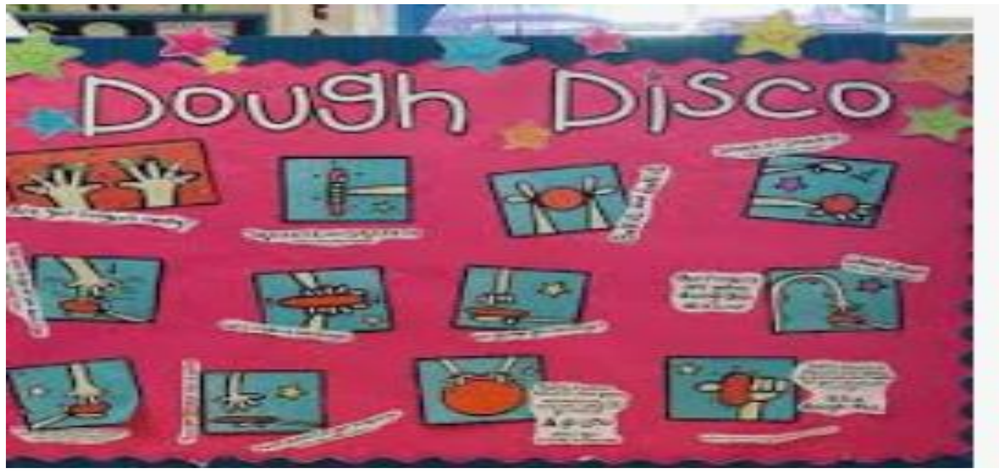
Sensory and Physical – Hearing

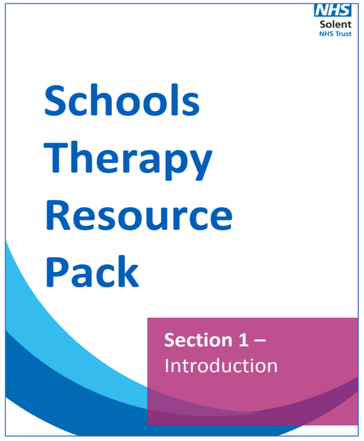
- Careful seating – closest to the teacher
- Keep background noise to a minimum – if severe use felt in pencil pots etc.
- Slow down speech rate
- Allow more thinking time
- Repeat contributions from other pupils
- Use visuals and prompts



Sensory and Physical – Co-ordination

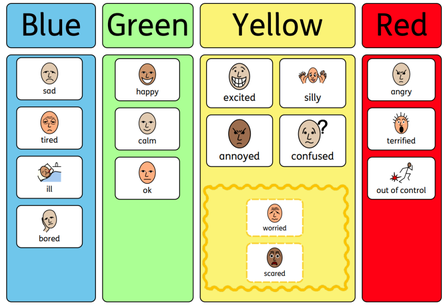
- Sat at table where there is sufficient space.
- LH & RH pupils not next to each other with adjacent hands.
- Desks at elbow height.
- Encourage oral presentations or use of ICT as an alternative to written work where appropriate.
- Dough disco to support fine motor.
- Range of fine motor and gross motor activities- Use the therapy pack to support this.

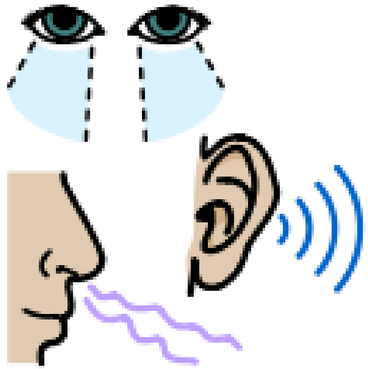




Sensory and Physical – SEMH

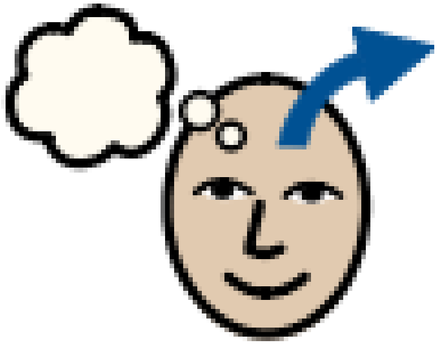
- Give pupils classroom responsibilities
- Calming music
- Team around the child approach; pupil profile with strengths
- Use of ear defenders to support focus
- Moving around/sensory breaks
- Interactive strategies for example, whiteboards to hold up answers
- Clear behaviour expectations modelled by staff- check in on emotions
- Quiet zone or sensory space
- Visual timer/stopwatch
- Use post its for questions rather than interruptions
- ‘Fiddle’ toys
- Concrete resources easily at hand to support

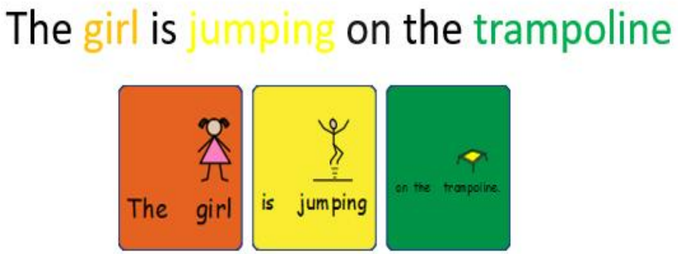




Cognition and learning

- Links to prior learning explicitly made/retrieval practice integrated into lessons – working walls and floor books
- Key learning points reviewed throughout lesson
- Conceptual variation in Maths
- Alternative ways of demonstrating understanding for example, diagrams, mind maps, use of voice recorders
- Word mats designed for specific subjects/lessons
- Colourful semantics
- Scaffolded support using symbols
- Task Planners
- Post it notes to add reflection time





SEN Support Toolkit, SEN Support Line & SEN Advisers

A SEN Support Toolkit, offering online resources and signposting to advice, guidance and best practice information in supporting pupils with SEN needs. The focus is on the graduated approach which underpins practice for all children with SEN and as such this toolkit may be useful for all colleagues supporting children with SEN needs.

Access to the online SEN Support Toolkit is free and unhindered by paywalls or passwords. Simply select the link to access

Course: Hampshire SEN Support Toolkit

A SEN Support Line, offering tailored email or telephone / Teams responses from highly qualified SEN professionals about specific challenges or concerns practitioners in school may still need support with after liaison with colleagues including their SENCo, and having accessed the SEN Support toolkit.

- Please save the SEN Support Line enquiry form link to your favourites. If you don't want to use them immediately it will help make it easy to find them when you do want them!

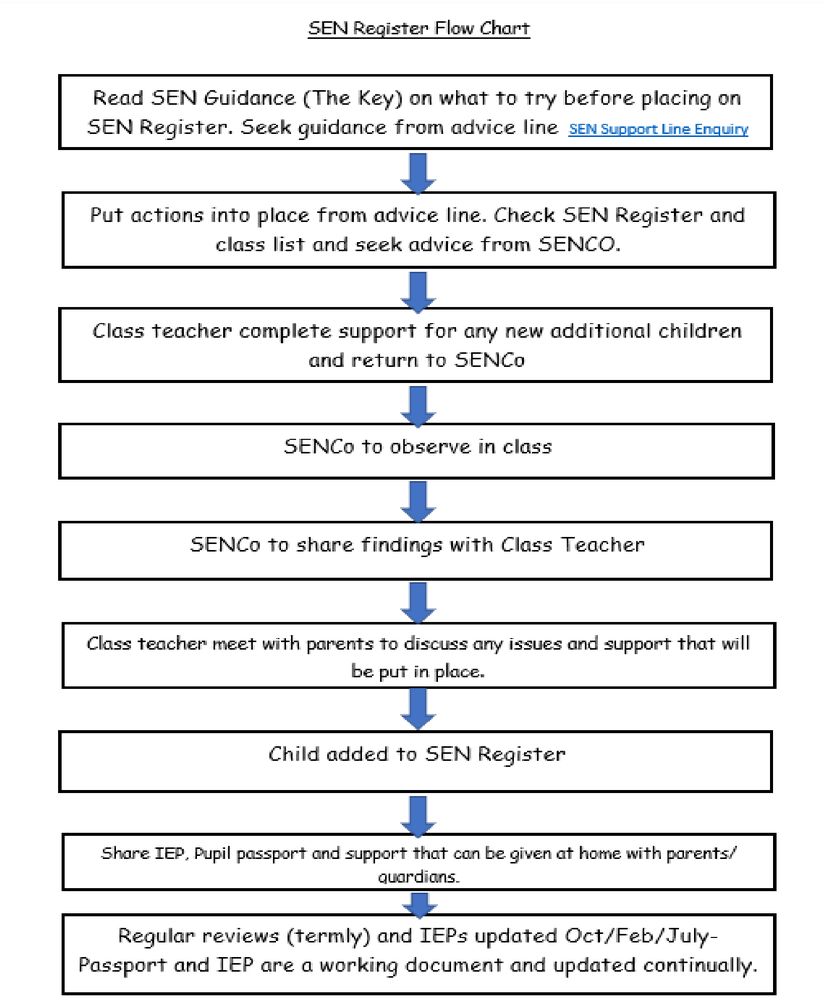
SEN Support Line Enquiry Form

Three new **SEN Advisers,** who will operator our new SEN Support phone line and manage our new SEN Support Toolkit.

- They can be commissioned by school to support teachers in the classroom, using the 'plan, do, review' approach to better meet the needs of children and young people in the classroom(s).
- The SEN Advisers can also be commissioned to provide support, guidance and problem solving with teachers and SENCo's on classroom-based support.
- They join our already established team of Special Educational Needs Inspectors and are all available to support our schools.

To book contact laura.hamson@hants.gov.uk

SEN FLOW CHART



Next network meetings

- 2025/2026 academic year tbc
- Chaired by Marie Mullins