

# SRP Policy

Reviewed September 2023



**The Stour Academy Trust**

This policy should be read in conjunction with the following:

- Assessment Policy
- Behaviour and Anti Bullying
- Child protection Policy
- Early Year Policy
- SEND Policy and Information Report
- Equal Opportunities Policy
- Equality Statement

This policy is written in line with the KCC Service Level Agreement (SLA)

**Aims:**

The main aim of the SRP is to teach the self-regulation skills and emotional understanding to enable children to learn in a mainstream environment alongside their peers independently; focused on their individual needs therefore creating bespoke support for each child. The SRP will operate as an integral part of the school, including after school activities and clubs as any other pupils in the school. We aim to ensure there is a focus on developing independence skills of pupils in preparation for adult life.

**Principles of nurture:**

The SRP is underpinned by the principles of Nurture:-

- Children's learning is understood developmentally.
- The classroom offers a safe base.
- Nurture is important for the development of self-esteem.
- Language is understood as a vital means of communication.
- All behaviour is communication.
- Transitions are significant in the lives of children.

The children are encouraged to reintegrate into the life of the school as often as possible but we recognise that our pupils may sometimes experience difficulties in particular situations.



The use of a five-point emotion scale and regular emotional 'checks in' throughout the day underpin our approach in supporting children to self-regulate their emotions.

### **Inclusion into mainstream:**

The whole school follows an Autism-friendly approach, this includes:-

- Clear routines are established
- Any changes or transitions are clearly communicated
- Visual supports are consistently used

This will be bespoke for each child based upon their level of need. The appropriate level of support and integration will be reflective of the specific needs of the child.

The length of time and the choice of lessons that the pupils spend time with their mainstream class varies depending on a number of factors, for example:

- How their day is going.
- What are their most successful lessons?
- What potential challenges the pupils might face.
- What effect the reintegration would have upon the well-being of the child and also the other children within the mainstream class.

### **Applications to the SRP**

Children will be admitted in line with the SEND Admission Policy. Placement referrals will be agreed between Kent County Council and the school; no pupil can be admitted without prior agreement from KCC.

The application will be based on, but not limited to, the following criteria:

- The pupil must have an EHCP with Autism as their primary area of need.
- The pupils must have assessed additional needs which appear primarily to relate to Autism.
- A child's EHCP and supporting documents must be sent to the school from the Local Authority SEND team.



- Each application will be considered after careful scrutiny of a child's EHCP. At this point, if it is felt that the child may be successful then an observation will be carried out in the child's home or current educational setting.
- Any decision about a placement will also consider the SRP **eligibility criteria** as well as recognising the practical and logistical limitations on the space and resources available to us, within the SRP and the mainstream classroom.
- The decision whether to offer a place is made by the SRP teacher, SENCO, Headteacher and in collaboration with the hub SIP.
- The decision is then sent back, in writing, to the Local Authority SEN team, who will contact parents and carers to inform them of the decision.
- If a place is not offered, it is due to the fact that SRP and mainstream school would not be able to meet the needs of the child, thereby denying the child the opportunity to reach their full potential.

Upon receipt of the consultation a visit is made to the child's current school to gain information to support the consultation process. Parents are invited to view the school and the provision. Prior to admission a meeting will take place to agree the following: basic admissions information, timetable, risk assessment, Pastoral Support Plan (PSP), medical or personal care needs and Personal Emergency Evacuation Plan (PEEP) if needed.

Transitions to or from another provision follows practice outlined in the Kent Transition Charter.

### **Eligibility Criteria:**

In order to be considered for admission children must:

- Have an Educational Health Care Plan (EHCP) with a diagnosis and Primary need of Autism; without severe or complex learning difficulties in addition to their Autism.
- Have the potential to be included in mainstream activities. What constitutes good levels of inclusion must be considered on a care by care basis.
- Have the potential to gradually build up the children's time and tolerance of the mainstream learning environment in their time with us.



**If the child is struggling to access mainstream, discussions will be had with parents to discuss the possibility of needing a more specialist setting.**

Admitting children who are incompatible with our resources or specialism would not allow those children to fulfil their potential, or learn in an environment where they feel safe, understood, or supported. This would not only deny a child their right to have their needs met; but would also negatively impact the education of the existing cohort.

The SRP provision is not a suitable setting for children who:

- Do not have the social capacity to enable them to successfully integrate into mainstream academic lessons.
- Require one-to-one support to access heavily-differentiated work or to manage behaviour.
- Have severe or complex needs in addition to their Autism diagnosis.
- Have social, emotional and behavioural difficulties as the main cause for concern.
- It is recognised that these may occur as a temporary need, as a symptom of Autism; however, where these are not temporary, and/or present a major barrier to the learning of an individual child, the SRP is not able to offer adequate or specialised SEMH, behavioural support or SLCN and is therefore an inappropriate setting.
- Should these difficulties present once admitted to the SRP their place would be reviewed (through the process of Annual Review, which could be brought forward), in cases where:
  - Incidents are frequent or intensive
  - The child is not responding to support
  - The child poses a risk to self or others and/or impacts on the learning of other children.

### **SRP Exit Criteria:**

When a child no longer needs the support of the SRP, they will have built up their independent time in the mainstream class.

This could include situations when:



- The child has developed self-help strategies to effectively manage their challenges and difficulties.
- Resultant or additional learning needs can be met at the level of SEN with support, with interventions in a mainstream setting.
- The child is at the end of Year 6 and transferring to secondary school.

When a child is ready to leave the SRP, effective transition will be planned and supported to facilitate success.

Transition to an alternative setting will also be considered when a child needs a higher level of specialist support, or an alternative area of specialism.

This may occur in situations where:

- There are frequent and/or intensive behavioural difficulties which present a risk to self and/or others, and prevent learning.
- The pupil remains unable to access the mainstream learning environment on a regular basis, following intensive SRP support and advice from external professionals.
- A child or parent expresses the wish to change provision.
- There is a consensus view that the priority need could be best met elsewhere.

Exit from the SRP will normally be considered at the formal statutory Annual Review. An Early Annual Review may be called if it is felt to be urgent or necessary.

### **Staffing:**

The provision will be led by a qualified teacher, who will be supported by teaching assistants. The number of adults within the provision will be dependent upon the needs of the children within the provision. Pupils will require differing levels of direct adult support dependent on the needs of the individual pupil or the subject or activity they are participating in. The Trust will ensure that suitably qualified and experienced staff are available to support pupils to be included with their peers in mainstream activities. We will ensure class teachers are aware that they retain responsibility for the progress of all pupils on their class list/roll. There is a joined-up approach to moderation involving both the class teacher and the SRP teacher. All staff participate in an ongoing cycle of Continuing Professional Development and Learning (CPDL).

### **Integration:**



We believe that every child should have the opportunity to access a full and engaging curriculum in order to reach their full potential.

Pupils are admitted to the SRP with the expectation that they will be able to access learning in mainstream class for a percentage of their school day.

The following criteria for integration will be applied. In line with the SRP eligibility criteria, pupils will be expected to be able to:

- Understand, acknowledge and communicate their needs (both physical and learning) generally, through the use of spoken language or with the use of visuals.
- Demonstrate enthusiasm for learning, and the desire and ability to work alongside, or within, a group of chronological peers.
- Follow instructions (simple two-step instructions in Early Years).
- Use a visual timetable (supported within Early Years, but independently from Year 1).
- Work unaided for an identified period of time (dependent upon circumstance).

Success Criteria for integration require that:

- There will be good engagement with the learning process.
- There will be progress with social communication.
- Levels of well-being will be generally high.
- Additional resources and aids will be provided, as appropriate, to facilitate the success of integration into mainstream class. This could include technology to meet sensory needs, visual timetables, communication aids and higher staffing ratios - but does not indicate or guarantee 1:1 support.
- Additional staff are deployed to support learning, but their main focus is on developing independence and removing (rather than creating) barriers to the successful integration of pupils

Specialist Support Offered

Resources and Interventions to support SRP children could involve access to:

- Speech and Language Therapy
- Speech and Language Interventions, such as Language Through Colour (LTC)
- Sensory circuits
- Lego therapy
- Drawing and Talking
- Sensory rooms



- Social skills training
- Fine and gross motor support
- Individual workstations and timetables
- Specifically-devised programmes of study, where appropriate, designed to meet individual needs
- Life skills curriculum
- Individual intervention support (based on EHCP targets)
- Positive Behaviour Management system
- Individualised Social Stories

## **Routines:**

In line with our inclusive practice across the whole school, we maintain routine and structure wherever possible and provide pupils with strategies to help with managing unforeseen changes that may occur throughout their day. The day works on a child-centred timetable that ensures individual learning styles are catered for and that learning is practical and engaging for the children. As well as ensuring a broad and balanced challenging curriculum is being delivered.

Tasks are broken down into small, time restricted blocks in order to help the children to maintain their focus. Children work one to one, in pairs or in small groups and their levels of progress are increased by carefully targeted teaching and learning opportunities.

Each morning, the children share an early morning snack to ensure their bodies are fuelled and ready for the day ahead. This not only promotes healthy eating but supports development of social skills, turn taking and the building of positive relationships. There is also a focus on the development of language and communication skills.

At lunch time the children can attend lunch club. The children eat together as a class community and this ensures that there is consistency and continuity at this often-difficult time of the day. There are transition opportunities in place for children who are able to join their mainstream class for lunch and play.

In the afternoon, the children will have more opportunities to integrate with their mainstream class whilst following an enriching, therapeutic timetable based upon their EHCP targets. These targets are outlined in a personalised provision plan alongside their individual Boxall profile needs. This could consist of:





- Zones of Regulation
- Social skills groups
- Sensory circuits
- Daily calm/meditation

### **Rules/ rewards/ consequences, (Links to Behaviour policy):**

The provision will follow an adaptation of the Behaviour and Anti Bullying Policy of the school which includes the consideration of pupils with additional educational needs and behavioural difficulties. Time rewards are given to children linking in with the school system.

### **Curriculum: -**

The SRP delivers an enriched curriculum which provide meaningful and engaging contexts for learning as well as opportunities for first hand learning. Children who have the academic ability for their chronological age will access a broad and balanced National Curriculum in-line with their mainstream class. Children, who are currently working below the academic ability for their chronological age will access a bespoke curriculum.

The curriculum will be a developmentally sensitive (stage-not-age) curriculum, that is categorised into 3 pathways. These pathways take into consideration the children's engagement scale and ability to engage with the National Curriculum.

Pathway 1: Engagement scale 0-5

Pathway 2: Engagement scale 5-10

Pathway 3: Engagement scale 10+

Pathway 1 Curriculum is predominantly built around the children's EHCP targets, sensory processing, communication & interaction and Social Emotional Mental Health, with a focus on pre-academic skills, Attention & Engagement activities and the foundation of phonics.

Pathway 2 Curriculum is built upon stage 1 with the addition of learning experiences and exploration, life skills, PE and Little Wandle SEND pathway. It has a focus on Reading, Writing and maths following developmentally sensitive skills and progression.

Pathway 3 Curriculum builds in National Curriculum subjects of Topic, Science, PSHE, RE, Computing and Music. Still allowing children to access their EHCP targets for sensory processing, communication & interaction and Social Emotional Mental Health.

### **Progression of Skills:**



The children will follow a bespoke set of skills in all foundation subjects that are a part of the mainstream school expectations. These can be accessed at the level of the child, at the time they are ready.

### **Assessment:**

Children's personalised plans are devised by the targets in their EHCPs and supported through the use of Boxall assessments carried out by the class teacher using the Boxall profiling system. Personalised plan targets are continually assessed throughout the year with termly reviews, including an annual review as part of the EHCP process. The personalised plans and Boxall scores produce targets for the children which teaching staff use to plan social skills activities and emotional literacy sessions. Boxall profiles are reassessed regularly against the same criteria to track progress and set new targets.

SCERTS: Is a model for engaging autistic children to help them become competent and confident social communicators. This is focussed on skills such as: joint attention, symbol use, mutual regulation and self-regulation. Children are assessed multiple times through the academic year and the children are given SCERTS targets that are added to their personalised plans.

The children will be assessed in line with the school assessment policy. All assessments and targets are shared with parents/ carers regularly, promoting a productive partnership to ensure every child reaches their full potential both socially and emotionally.

### **Parental engagement:**

The SRP actively encourages a working partnership between parents, children and staff. This is regarded as essential for the successful development of all children. In the SRP there is daily communication with parents using a home/school contact book. Parents are involved in the reviews of the personalised plans and the annual review meetings for the EHCP. We are also looking to develop coffee mornings for parents of SRP children and termly open afternoons in the SRP for parents to share activities and learning opportunities with their children.

### **Reporting to Parents:**

There are weekly meetings for those children who have a PSP in place. We will ensure that key SRP staff work collaboratively with parents, the Council and professionals involved in the supporting pupils. SRP staff will follow the whole school reporting format through termly reports and parents' evenings. Other ways in which we communicate with parents are also outlined on our website.



Language linked to Autism used by the school will reflect the preferences of the family.

**Monitoring:**

The SRP is monitored throughout the academic year by the school and SEND governor.

**Reporting to LA:**

The SRP should be contributing to the Council's strategic plans and outreach, reporting specifically on the impact of the work of the SRP. Actively engaging with Local Inclusion Forums (LIFT) and STLS dimension groups for school professionals, demonstrating expertise in need type.

The aim of the SRP would be to offer outreach support to other schools, agreed through LIFT. Monthly reporting will take place with the LA confirming pupil details and movement within the provision.

The school will meet with the KCC SEN Inclusion Advisor at least once annually to undertake a performance review. This will include review of activity, data, admissions and exits as well as evidence of good outcomes in line with the SLA Key Performance Indicators.

