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Staff Responsibility:	Abigail Facchin
Linked policies:	SEND Intimate care policy Single equality and community cohesion policy Safeguarding and child protection Behaviour policy
Singed by chair:	
Date:	

SLCN (including ASC) Special Resource Provision policy

Introduction

The SRP is a provision at Boarshaw Community Primary School and offers an alternative way of working to support primary age children with SLCN.

The provision is located within the main school, and includes the use of mainstream classrooms and provision rooms that are set up to meet the needs of the pupils.

The provision provides support to primary age children who have social, emotional and mental health needs, offering provision that enables them to stay in their own mainstream school.

The welcoming and nurturing environment, alongside suitably trained staff, support children aged 3-11, so that they can more successfully access the National Curriculum within a mainstream school. Children have the opportunity to access all of Boarshaw Community Primary School facilities where appropriate, including lessons within classrooms, PE sessions, the playground at break times, canteen at lunch time and whole school assembly.

Our aim at Boarshaw Community Primary School is to ensure pupils and their parents/cares are included and welcomed into the life of our school.

All staff within school are trained to support the philosophy of the SRP, and indeed the philosophy of the whole school. We value the importance nurture principles and a total communication approach, this drives our school ethos.

The SRP is supported by a collaborative partnership with the SEND team at the LA, Educational Psychologists, Speech and language, Occupational Therapy and other professionals.

Our Aims

- To support children to stay in mainstream education.
- To create a nurturing environment where children feel welcome, included, valued, happy and safe.
- To support children to build healthy and trusting relationships with adults.
- To offer a curriculum, assessment, environment and staff that promotes initiation, persistence, exploration, anticipation and realisation
- To enable children to see themselves as successful learners and achievers.
- To enable children to thrive through high expectations.
- To be flexible in responding to the needs of the children.
- To help children understand their own emotions and provide support and strategies for self-regulation.
- To support children to communicate by offering a total communication approach throughout school.
- To support children to build reciprocal friendships with adults and peers. To develop a range of social skills to enable pupils to function alone, as part of a group or part of a class.
- To work holistically with parents/carers and external agencies to develop consistent strategies to support the child.
- To ensure all school staff understand and support the aims of the SLCN provision.

Our Beliefs

- Children learn best in an accepting and nurturing environment.
- Children learn best when they are exposed to learning activities which are developmentally appropriate.
- Children thrive in an environment where appropriate behaviours are encouraged with the use of positive reinforcement.
- Children want to be understood.
- Building self-confidence and self-esteem helps a child to learn.
- Children learn best when they have developed secure trusting relationships and have clear boundaries and expectations.

The SRP follows the 6 Principles of Nurture to meet children's social, emotional and mental health needs:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of self-esteem
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

The Staff Team

At present the provision offered is led by the Deputy Head/ SENDCo. Within the team there is a teacher, TA3, and 4 TA1s. You can find more information about the staff in the SRP prospectus.

Admissions Criteria

- The child has an Education, Health and Care Plan (EHCP) which identifies SLCN (including ASD) as the primary area of need.
- The SEN panel, in consultation with the SENDCo and Headteacher, will determine if the SLCN provision is suitable for the child and if the SLCN provision can meet the provision outlined in section F of the EHCP.
- The child should be able to access learning in a mainstream environment.
- The child's admission would not have a detrimental effect on the education of the other children in the setting (Equality Act, 2012).

The SRP Curriculum

The curriculum in the SRP is based on the National Curriculum, personalised to meet individual needs and allowing children to learn at an appropriate pace. Children may be working on curriculum objectives significantly below their chronological age. The Engagement Model provides a firm foundation for our curriculum. We recognise that children may be at different levels –

- Children at the early stages of emergent learning - will engage in non-subject specific learning
- Children who are learning to learn - will engage in some subject specific learning, early maths and English and cross curricular topics
- Children who are developing independent learning skills – will access subject specific learning in a range of subjects

The curriculum is planned using a topic approach for the Autumn, Spring and Summer terms. These are planned half termly, based on children's interests to ensure engagement.

Whilst in the RP the children have opportunities to access mainstream classrooms where appropriate and when they are ready to do so. This happens with a great deal of thought and preparation to ensure that it does not impact on the learning or behaviour in the mainstream classes.

The pupils, when ready, will also engage in specific interventions to help meet their needs.

The SLCN RP assessment system

Our curriculum ensures that the engagement model is central to what we offer pupils. This means we can evidence pupil's initiation, persistence, exploration, anticipation and realisation. This is shared with parents/carers on a weekly basis via B- Squared.

In order to demonstrate and report progress to parents/carers, we use B-Squared assessment system. This allows National Curriculum progress where needed.

At the end of Key Stages, depending on a child's ability, we would report that a child is either;

- Working at a National Curriculum level
- Working at pre-key stage standard
- Working within the Engagement Model

If applicable, we may also use The Boxall Profile and SDQs with the pupils.

The SLCN RP Environment and Day

Our spaces are designed to provide a welcoming, calm and engaging environment that children love to be in. We want the to feel a sense of belonging and take pride in their environment. There are different spaces for different types of activities. These can be seen in the RP prospectus.

The children start their day at 8:45 am and finish at 3.15pm. Lunchtime is 12.00pm -1.00pm

Partnership with Parents

The staff of the RP will keep parents regularly informed through Class Dojo, B-Squared, review meetings, home-school communication books, informal chat, stay and play sessions, coffee afternoons and written reports.

On a daily basis through the home-school link book parents are kept informed of what their child has been learning that day and when appropriate ways you can support at home. Parents/carers can view daily achievement vis B-Squared.

There is an Autumn, Spring and Summer newsletter and topic plan to keep parents informed about the learning in class and how this can be supported at home. If a child joins mid-term then a copy of this will be given at the home visit and can also be accessed via the school website. Any information can be found under the SEND tab on the school website.

The RP strongly believes that children learn best when home and school are working closely together.

Exit Criteria

- The child has made progress that means they can access the mainstream classroom on a full-time basis, with support and adjustments.
- The child is unable to access the SLCN due to need and is, therefore, not making progress.
- The needs of the child is having a detrimental effect on the education of other children within the SLCN RP (Equality Act, 2012).