

## Guidance for admission to the Resource Provision at Townhill Infant and Nursery School



Children who attend the Resource Provision are given a place through Southampton City Council Send Admissions Panel. Applications to join the Resource Provision are submitted to Southampton SEND Services These are triaged by the SEND service team and then the school may be approached to see if they can meet the needs of the children. The school has the right to decline or accept this request. The aim of the Resource Provision is to provide and enable the children to not only have their individual learning needs met but also have the opportunity to experience (considering each individual pupils' context and their EHCP targets and provision) similar but adapted learning experiences and social opportunities as those of their mainstream peers. When appropriate they will have the opportunity to join the mainstream class for some learning experiences with adult support.

	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical
<p>We are likely to be able to provide for ...</p>	<ul style="list-style-type: none"> <li>• Pupils who are at early stages of development and whose progress is significantly below what is expected for their age with a complexity of needs.</li> <li>• Pupils with complex learning disabilities that affect all areas of learning, including self-care skills and independent functioning.</li> <li>• Pupils who require a highly individualised and adapted developmental curriculum.</li> <li>• Pupils who are making progress with substantial adaptations and focused support from external specialists.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils with significantly delayed or disordered communication skills.</li> <li>• Pupils with persistent, and complex difficulties in social interaction, alongside a very limited understanding of the purpose of communication.</li> <li>• Pupils who engage socially with adults and peers, but whose interactions are shaped or limited by their understanding of the world.</li> <li>• Pupils whose communication is in line with their chronological age.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils who experience significant difficulties in adapting to changes in routine or environment.</li> <li>• Pupils with sensory needs that need an adapted approach to enable them to learn, interact with others, and regulate their behaviour/s</li> <li>• Pupils with social, emotional, and mental health (SEMH) needs that are linked to their learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils who need help with personal care tasks.</li> <li>• Pupils who are independently mobile for most of the school day and occasionally may need adult assistance. For example, climbing stairs.</li> <li>• Children who need a range of gross motor skills, sensory and physical activities to support their development.</li> </ul>

We may be able to provide for...	<ul style="list-style-type: none"> <li>Pupils performing up to two years below the age-related expectations (ARE) without any associated complex needs.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils who show no awareness of others and communicate only through body language or instinctive, reflexive responses.</li> <li>Pupils who struggle with expressive or receptive language (e.g., limited vocabulary, difficulty understanding instructions), but their main need may lie elsewhere.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils who present with Social, Emotional and Mental Health (SEMH) needs, where their learning disability is a secondary area of need.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils who are independently mobile for portions of the school day but occasionally require adult assistance.</li> <li>Pupils who have significant Visual or Hearing impairment as a secondary need.</li> </ul>
We are unlikely to be able to provide for...	<ul style="list-style-type: none"> <li>Pupils with severe learning disabilities accompanied by complex health and physical needs.</li> <li>Pupils assessed with Profound and Multiple Learning Disabilities (PMLD).</li> </ul>	<ul style="list-style-type: none"> <li>Pupil's inability to communicate effectively may lead to severe behaviours that pose a risk to themselves or others.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils who have SEMH as their primary area of need.</li> <li>Pupils with severe ongoing mental health needs which require additional input from specialist CAMHs services such as BRS, not associated with a learning disability.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils who need access to onsite therapy staff to support their needs.</li> <li>Pupils whose main need is a visual or hearing impairment.</li> <li>Pupils whose primary need is related to a physical disability.</li> </ul>
<b>Other areas of consideration:</b>				
<b>Health</b>		<b>Social Care</b>		
<ul style="list-style-type: none"> <li>Pupils with health needs that require monitoring or support, but not intensive intervention or onsite nursing care.</li> </ul>		<ul style="list-style-type: none"> <li>Students with assessed social care needs that significantly affect their ability to access learning.</li> </ul>		

Additional considerations for Resource Provision:

Children will access mainstream school as deemed appropriate by school staff.

Children may have sensory needs that are heightened and causes sensory overload leading to dysregulated behaviour within a mainstream setting but can be managed for shorter parts of the day as appropriate.

Children can engage in adapted learning that requires a high level of adult support.

Wendy Jones

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