

SRP Policy



This policy should be read in conjunction with the following:

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

In line with the service level agreement (SLA)

Aims:

The main aim of the SRP is to teach and enable children with the necessary skills, socially and academically, to access their mainstream class through a carefully planned transition process taking into account their individual needs. 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 run on the basis of a nurture group which means that it is the 'Safe Base' for all our pupil. 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.

Inclusion into mainstream:

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 aim is for all pupils to be able to be included in at least 50% of mainstream activities.

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 demands will it place on the pupils?

- What effect the reintegration would have upon the well-being of the child and also the other children within the mainstream class.

We maintain routine and structure wherever possible and prepare the pupils for any planned changes in advance.

Admissions:

Children will be admitted in line with the SEN admission policy. Placement referrals will be agreed between Kent County Council and the school and 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.
- The pupil will be able to be included in mainstream activities for at least 50% of the time. However, what constitutes good levels of inclusion must be considered on a care by care basis.

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.

Staffing:

The provision will be run 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.

Routines:

We maintain routine and structure wherever possible and prepare the pupils for any planned changes in advance.

The day works on a child- centred timetable that ensure 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 breakfast during our “Breakfast Buddies” nurture provision with the adults in order to work on 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 attend Chill Out Club. The children eat together as a class community and this ensure that there is consistency and continuity at this often difficult time of the day.

In the afternoon the children follow an enriching, therapeutic timetable based upon their Boxall profile needs and their personalised provision plan. This could consist of:

- Lego Therapy
- Drawing and Talking
- Cooking
- Outdoor Learning
- Mindfulness
- Yoga
- Arts and Crafts
- Music
- Social Skills

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

The provision will follow the behaviour policy and system 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 and underpinned by the Behaviour and Anti Bullying Policy.

Curriculum: - The curriculum will be adapted to meet the needs of the children. The curriculum will be planned by the home class teachers and delivered by the SRP teacher. Promoting the mainstream core standards and evidence-based interventions.

Assessment:

Following a settling period, the children are assessed using the Boxall Profiling system. That takes a baseline measure of each child's developmental level and areas of behaviour which need to be targeted. The Boxall scores then produce targets for the children which teaching staff use to plan social skills activities and emotional literacy sessions. Pupils are then reassessed each term against the same criteria to track progress and set new targets.

The children will be assessed in line with the school assessment policy. Within the SRP, we track pupils' academic progress through carefully planned lessons and evaluations. Academic progress is continually assessed and is in accordance to normal school guidelines and the use of Target Tracker. All assessments and targets are shared with home class teachers and parents/ carers regularly ensuring a productive partnership to ensure every child reaches their full potential both socially and emotionally.

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 parent, the Council and professionals involved in the supporting pupils. Following 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.

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.