SRP Policy

Finberry Primary School

Reviewed September 2026

Trust Vision

The Stour Academy Trust

We are:
A Multi Academy Trust at the forefront of providing a 21st century education for children.

We have a vision for education that gives children the necessary skills to thrive in our modern, 21st century world.

Our pedagogical model combined with the intentional deployment of technology will help us deliver personalised learning. Through the innovative use of digital technology we will create a level playing field for all children, irrespective of their language skills, reading ability or any other factors that may present learning challenges.

Technology will accelerate our progress but will not be the driver of our vision.
We will develop both the cognitive and social-emotional skills necessary for children to succeed in their personal and professional lives.

There will be no barriers to achievement within our learning community and our teachers will build strong relationships that facilitate the learning of others.

Traditional classrooms will evolve to allow the vision to be fully embraced. Our enabling environments will be child-centred and designed to allow for flexibility, collaboration and independence. The aim is to shape our environment to better reflect a 21st century workspace that promotes social interaction, communication and self-regulation.

Trust Values

Finberry Primary School's Values

This policy should be read in conjunction with the following:

- Assessment Policy
- Behaviour and Anti Bullying Policy
- Child protection Policy
- Early Years Policy
- SEND Policy and Information Report
- Intimate Care and Toileting Policy
- Equal Opportunities Policy
- Equality Statement

This policy is in line with the KCC service level agreement (SLA).

Aims:

The primary aim of the Specialist Resource Provision (SRP) is to develop pupils' functional communication skills, emotional understanding, self-awareness, and social skills. This enables them, wherever appropriate, to access learning alongside their peers within the mainstream environment as independently as possible. Each child receives bespoke support through carefully targeted, achievable learning objectives that reflect their individual needs, abilities, sensory processing differences, and personal interests.

The SRP places a strong emphasis on fostering pupils' independence in preparation for adult life, teaching developmentally appropriate life skills as part of their daily experience. Operating as an integral element of the school's inclusive practice, the SRP ensures that all pupils are provided with equitable access to after-school activities, clubs, and wider school opportunities, removing barriers that may otherwise limit their participation.

The school's wider approach to inclusive practice, including the use of Inclusive Mainstream Funding (IMF) and actions taken to remove barriers to learning and participation for all pupils, is set out within the school's Inclusion Strategy, published annually on the school website.

Principles of nurture

The SRP is underpinned by the six 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 integrate into the life of the school as often as possible, but we recognise that our pupils may sometimes experience difficulties in particular situations and need specialist support or adaptations to achieve this.

The use of sensory equipment to address sensory processing needs and 'Zones of Regulation' for regular emotional 'checks in' throughout the day underpin our approach in supporting children to regulate their sensory behaviour and emotions. We recognise that sensory and emotional regulation is essential for children to become successful learners.

Inclusion into mainstream

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

- One-page profiles used to know the child and their interests.
- Clear routines and structure established.
- Any changes or transitions are clearly communicated.
- Visual supports are consistently used.
- Sensory-friendly environments.
- Low arousal classroom displays.
- Flexible seating options, including calming/quiet spaces.

The appropriate level of inclusion within mainstream activities will be reflective of the specific personalised needs of the child and the individualised support needed to enable this. The aim is for all pupils (when appropriate) to gradually increase their time spent joining their peers in mainstream activities, either supported by SRP staff or their mainstream class teaching team. 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 is their day going?

• What are their most successful lessons?

• What potential challenges might the pupils face?

• What effect the reintegration would have upon the well-being of the child.

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 school leadership and in collaboration with the hub SIP.
- The decision is then sent back, in writing, to the Local Authority SEND 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.

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

- 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:
  - 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.
- 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 specialist SEN 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. All staff will have regular continuing professional development (CPD) to ensure up to date evidence-based knowledge and skills are employed when working with the children. 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.

Specialist Support Offered

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

- Speech and Language Therapy
- 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

https://www.finberry.kent.sch.uk/inclusion/

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. 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. A focus on emotional regulation is the key premise to behavioural management with regular opportunities to gain rewards throughout the day. Working towards (time/activity) rewards are given to children linking in with the school system.

Curriculum

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 three different pathways. These stage-sensitive pathways take into consideration the children's engagement scale and ability to engage with the National Curriculum.

Tier 1 RISE Curriculum	Tier 2 GLIDE Curriculum	Tier 3 SOAR Curriculum
• **Early communication** • **Sensory exploration.** • **Predominantly pre-verbal.** • **High level/frequency of sensory regulation needs.** • **Heavily reliant on adult support for co-regulation.** • **Learning occurs through exploration.** • **May require more specialist communication systems e.g. AAC/PECs.**	• **Developing communication skills - emerging spoken language or use of AAC.** • **Can engage in short, structured learning sessions.** • **Moderate level of adult support and scaffolding.** • **Still engages in sensory and learning exploration; however, can engage in some adapted early formal learning e.g. phonics.** • **Peer engagement (supported).**	• **Increasing levels of independence.** • **Effective and meaningful access to mainstream reintegration opportunities.** • **functional communication is developing.** • **Accesses structured learning for longer periods.** • **Participates in group activities.** • **Developing academic skills.**

Integration of SRP Pupils into Mainstream Provision

Finberry Primary School is committed to ensuring that all pupils within the Specialist Resource Provision (SRP) have access to high-quality, inclusive education that meets their individual needs. Decisions regarding the amount of time a pupil spends within mainstream classes will be guided by a careful assessment of their strengths, needs and readiness for integration. Integration plans will be personalised and regularly reviewed. Factors considered may include the pupil's emotional regulation, communication needs, academic access, sensory profile, and the level of support required to engage safely and meaningfully in learning. Any time spent in mainstream will be purposeful, supportive, and closely aligned with the pupil's individual targets. There is an expectation that, where pupils are able to access aspects of the mainstream curriculum, their time within mainstream classes will gradually increase as they progress through the school. This incremental approach supports their social, academic and emotional development and ensures they are appropriately prepared for future transitions, including the move to secondary school. The rate of increase will always remain flexible and responsive to the pupil's needs, ensuring that integration remains positive, well-supported and beneficial.

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 using the targets in their EHCPs. These are informed by observations using the **AET framework** from the SRP team, overseen by the Lead Teacher. Personalised plan targets are continually assessed throughout the year with termly reviews, including an annual review as part of the EHCP process.

- Termly personalised plan reviews are available for parents to view via TES Edukey.
- The annual review is recorded and submitted via the Kent County Council digital form.

The **AET framework** provides a model for supporting autistic children to develop as competent and confident social communicators. This focuses on areas such as joint attention, communication, emotional understanding, self-regulation and social interaction. These targets are then used by teaching staff to plan attention and listening activities, social skills activities and emotional literacy sessions.
Children will also be assessed in line with the school assessment policy. This includes:

- Small Steps Progress Tracker for Tier 1 and 2 children.
- Our school-based assessment system (based on National Curriculum expectations) for some Tier 2 and 3 children.

Additionally, depending on their ability to access assessments, some children may complete statutory assessments such as:

- Year 1 Phonics Check
- Year 4 Multiplication Check
- Year 5 Cognitive Abilities Test (CATs)
- Year 6 Standard Assessment Tests (SATs)

All assessments and targets are shared regularly with parents and carers, promoting a productive partnership to ensure every child reaches their full potential both socially and emotionally. Children's personalised plan targets are added as flags on Tapestry.

Parental engagement

The SRP is committed to building a proactive and collaborative partnership with parents and carers, recognising this relationship as fundamental to each child's success. We actively seek the involvement of families in all aspects of their child's education, ensuring their insights, expertise, and priorities are valued and embedded within our provision.
Regular communication enables ongoing dialogue between home and school, allowing us to work together responsively and transparently. Parents and carers are fully involved in the review process for their child's personalised plans and play a central role in annual EHCP review meetings. Their contributions are encouraged, respected, and integrated into decision-making to ensure that support remains meaningful, consistent, and aligned across home and school contexts.

There are weekly reviews for those children who have a Flexible Learning Plan in place.

We will ensure that key SRP staff work collaboratively with parents, Kent County Council and professionals involved in supporting pupils.

- Termly personalised plan reviews are available for parents to view via TES Edukey.
- Children's personalised plan targets are added as flags on Tapestry.
- Weekly uploads highlighting individual pupil's achievements are shared with their respective parents and carers.
- There are regular SENDCo-PSA Coffee Morning/Afternoons hosted throughout the academic year. These events include information on different areas of SEND; advice and parental training sessions delivered by external professionals; parental networking opportunities.
- Additionally, there are events throughout the academic year which are specifically offered to parents/carers of children accessing the SRP. These provide valuable opportunities for parents/carers to network, celebrate the successes of their respective child, and to share experiences alongside their child.

Reporting to LA

The SRP contributes to LA's strategic plans and outreach, reporting specifically on the impact of the work of the SRP. We actively engage with the SEN Inclusion Advisor, Area SEND Co-ordinator, SEND Placement team and through the Community of Schools to demonstrate expertise in need type. One aim of the SRP would be to offer outreach support to other schools.

Monthly reporting (known as 'Exception Reports') takes place with the LA confirming pupil details and movement within the provision. SRP Data Reports are submitted by the school twice a year, as required by Kent County Council.

There is also an annual LA monitoring visit conducted by Kent County Council (usually led by the SEN Inclusion Advisor).

The SRP Lead Teacher and school SENDCo will work with the council's inclusion team to ensure the outcomes of the service level agreement are delivered.