



Specialist Resource Provision Policy

Date of Review	April, 2022
Agreed by Trust	April, 2022
Shared with all Staff	September, 2022
Next Review	September, 2023

Ebbfleet Green Primary School

Specialist Resource Provision (SRP)

Introduction

The Woodlands is a 'Specialist Resource Provision' and is resourced to meet the additional needs of up to 15 children (starting with 8 children and growing incrementally each year) who have social communication difficulties and who, without such provision would be unable to access a mainstream curriculum. The children will have a diagnosis of an Autistic Spectrum Disorder and an EHCP. They may have sensory or communication needs which hinder their learning and ability to learn in a mainstream provision without appropriate support and intervention but will be children for whom cognitively a mainstream school would be accessible and appropriate to their individual needs.

The SRP (The Woodlands) is a provision at Ebbfleet Green Primary School which offers a personalised way of working to support primary age children with an autistic spectrum disorder (ASD) in North Kent. The provision is situated within the main school site and is totally inclusive.

Our Aims for the Woodlands

We aim to ensure that our pupils with an ASD:

- Are supported to access learning opportunities in a meaningful way that takes account of their learning style and the impact of their Autistic Spectrum Disorder.
- Feel confident, happy and secure in themselves, their relationships and their learning.
- Have the right to protection from all types of harm or abuse.
- Develop and maximise their ability to communicate and interact socially with others.
- Develop their ability to think flexibly, effectively and independently.
- Successfully use strategies to help them manage challenges presented by their Autistic Spectrum Disorder.
- Reach their potential academically and individually.
- Have goals and aspirations for their life beyond school and are as independent as possible in their ability to achieve them.
- Are equipped and confident to take their place in society; able to be proactive and productive members of society, accessing opportunities to continue

learning or working.

Ebbsfleet Green Primary School will demonstrate its commitment to inclusion by ensuring that:

- Pupils placed at Ebbsfleet Green Primary School are all equally valued, respected and nurtured.
- Pupils will have access to their parallel mainstream classrooms, peers, teachers and activities reviewed frequently to maximise their participation according to their individual needs.
- Staff will have access to on-going training, including regular child protection training.
- Pupils' needs, including challenging behaviours, are rigorously assessed, understood and supported.
- Staff at Ebbsfleet Green Primary School welcome collaboration with each other, wider collaboration within our Maritime Academy Trust, parents and outside agencies and actively seek ways to promote the best outcomes for pupils and their families.
- Ebbsfleet Green Primary School will offer a school environment that meets the needs of pupils with Autistic Spectrum Disorders and other disabilities in terms of structure, resources, visual and communication support.
- Ebbsfleet Green Primary School will offer a broad, balanced and relevant curriculum that meets the needs of pupils with Autistic Spectrum Disorders and other disabilities; tailored to be child centred, specialised and personalised.
- Ebbsfleet Green Primary School will base its practice upon current research and recognised best practice and that staff will receive on-going professional development opportunities.
- We will actively promote understanding of autism and other disabilities in the wider community.

Placement in the Woodlands

A placement at the SRP can only be offered through the statutory assessment process via Kent. If the panel considers that the placement at Ebbsfleet Green Primary School is conducive to a child, the criteria process will then start and follow the steps.

Working in Partnership with Parents

Placement will only be offered if parents are considered to be supportive of the placement.

Good communication is essential to the placement and this is supported in a variety of ways. We use Class Dojo to communicate with parents throughout the week. Parents/carers are asked to let the Woodlands Class Teacher know how the child has been in the morning before coming into school particularly if there have been any changes to their routines, events or different behaviours. This information is useful to understand the child's behaviour, inform planning and addressing individual needs.

Every term parents are sent a curriculum letter to let them know what their child is learning. This allows the parents/carers to be involved in the child's learning.

The Woodlands Class Teacher has regular phone contact with parents/carers to keep them updated of how their child is getting on. This allows parents/carers an opportunity to discuss their child's progress. There is an expectation that parents/carers keep the Woodlands Class Teacher informed about their child and inform about situations or events at home, which may affect their emotional functioning and consequently their behaviour.

Support from other agencies outside of education is sought as part of a graduated response to identifying and making provision for children's individual needs. To ensure the right level of support is given for the child and their parents. This includes but is not limited to Speech and Language Therapists, any professionals quantified on a child's EHCP, Kent's LIFT process and CAMH's. This is always done with parental agreement and all reports are shared and discussed with parents.