



A Good Practice Guide for Resource Base Provisions (RBs) for pupils with social communication difficulties and related behaviours

This guide is intended for schools in the Royal Borough of Windsor and Maidenhead considering setting up a RB for children with social communication difficulties and related behaviours and the key areas to consider.

Resourced Provision and SEN Units

Resourced Provision is for pupils who will spend more than half of their time in mainstream classes (with support), as opposed to SEN Units, where pupils spend more than half their time in special classes. For ease of reference, unless otherwise specified, this document refers to both jointly as Resource Bases (RB).

Description of need and suitability for a Resource Base

To be eligible for a place at a RB, the pupil will have significant or complex social communication and interaction needs (generally an ASD diagnosis or on the waiting list). This will be the primary need as stated on their Education, Health and Care Plan (EHCP). This means they will have clear and significant difficulties and/or differences in a number of the following areas: language development (expressive and receptive), social interaction and communication skills and understanding, emotional regulation and awareness, modulation of behaviour, flexibility of thought and varied interests, adaptability to changes and transitions, sensory needs. The pupil will have difficulty coping with full time inclusion within a mainstream setting, but has the potential for graduated inclusion and access to the National Curriculum (NC) through staff with knowledge of ASD with a higher level of specialist adult support and a flexible timetable. This may include withdrawal opportunities when needed and a 'safe space' when experiencing high anxiety. RB pupils may have other areas of difficulty (e.g. learning, anxiety) and may be unable to cope with certain areas of the curriculum, therefore alternatives will need to be considered. Patterns of behaviour may be unsettling to a mainstream class and so RB pupils will need access to adults who are guided by their ASD knowledge and understanding to inform a graduated desensitisation and reintegration plan.

Focus	Recommendation
Ethos	<p>The drive and enthusiasm for including pupils with EHCPs for social communication difficulties and related behaviours will be evident across the whole school, with all staff having a vested interest in supporting the RB pupils to succeed. Accordingly, a school with an RB will:</p> <ul style="list-style-type: none"> • have a strong emphasis on inclusion and diversity. All staff and pupils will understand and celebrate individual differences, and this will be supported through the Personal, Social, Health and Economic (PHSE) curriculum. • have an awareness of the strengths, needs and interests of each RB pupil (e.g. via a pupil passport) and use this to inform their teaching and daily interactions with them. • view RB pupils as part of the whole school community. Each pupil should be registered with their mainstream class or tutor group (of the same chronological age).
Staffing	<p>All staff at the school will support the work of the RB. This means that:</p> <ul style="list-style-type: none"> • the overall responsibility for the RB and its pupils will rest with a named qualified teacher. This person will be the key point of contact for the RB and mainstream staff, but will be supported by other school staff, e.g. the school SENCO. • the RB will have several dedicated Teaching Assistants (TAs) with specialist training, who will work exclusively with RB pupils. They will support those children in the RB spaces, in their mainstream classes and during break times. • class teachers will have responsibility for the inclusion of the RB children within mainstream classes when needed, and one to one adult support from the dedicated TAs may not be required at all times. Teaching staff will know the RB pupils, plan for their inclusion in lessons, liaise closely with RB staff, and will have a calm, consistent and flexible approach. • RB pupils will have, therefore, one to one adult support when needed, whilst also enjoying more independent learning within mainstream classes when appropriate. • generally, a minimum of two adults with specialist knowledge and training will support (to be determined) pupils within the designated RB space. • RB pupils will be provided with supported social opportunities at lunch-times, with non-RB pupils are encouraged to attend as well. • regular casework discussions will take place for all staff (RB and mainstream) to share their successes and any concerns in a structured, supportive and collaborative way.

<p>Environment</p>	<p>There will be dedicated space within the school for the RB. The amount of space may vary depending on whether the RB is a SEN Unit or Resourced Provision, as set out in the government guidance on SEN space, Building Bulletin 104:</p> <p><u>SEN Unit</u></p> <ul style="list-style-type: none"> • 55m² teaching space (equivalent to one full sized classroom). • 12m² dining, social and learning resource. • 4m² admin and storage. • 19m² float (space to be allocated as per the specific needs of that unit). • 35m² toilets and circulation. • 125m² in total. <p><u>Resourced Provision</u></p> <ul style="list-style-type: none"> • 16m² dining, social and learning resource. • 4m² admin and storage. • 16m² float (space to be allocated as per the specific needs of that provision). • 14m² toilets and circulation. • 50m² in total. <p>The exact sizes and configurations will be agreed in consultation with the school. In general:</p> <ul style="list-style-type: none"> • the RB will have its own dedicated space, but this will not be completely separate to the rest of the school. This will ensure that there is an area that is always available for use by RB pupils and staff (e.g. for small group teaching, but also for RB pupils in times of stress). • the dedicated space will be appropriate to the needs of pupils with social communication difficulties and related behaviours, taking into consideration their needs (e.g. lighting, heating, and sound), for example cushions and soft seating areas, low level piped music). • the space may have a dedicated sensory area (and it may also be appropriate for the school to have several other calming zones around the school) to assist with stress reduction at times of high anxiety. The sensory area, and other calming zones could include some or all of the following: a sensory tent, textured cushions, weighted mats/blankets, mood lighting, bubbles tubes, and other soft furnishings. • depending on the age and key stage of the RB pupils, the dedicated space could also include individual, personalised, workstations, taking into account their learning profiles. These could include, therefore, visual timetables, written and pictorial signs/labels, first and then routine, work trays, stress-o-meter, traffic light behaviour system etc.
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	<ul style="list-style-type: none"> • the RB will have access to a dedicated outdoor area, to offer a sense of space and freedom. This could include: sand and water tables, gardening and digging areas, opportunities to explore wildlife, a place to sit quietly, playground apparatus, a shaded space away from the sun, all supported by visual aids, signage, symbols and orientation markings. The type of outdoor space will be dependent on the age/stage of the RB pupils. • toilets will be easily accessible for RB pupils, where visual prompts/reminders/token systems are clearly displayed (depending on age/stage). • whole school reward/behaviour management systems will be clearly explained to RB pupils in a way they can access (e.g. visually). <p>Where possible, the whole school, including the mainstream classrooms, will reflect the needs of the RB pupils.</p> <p>The capital funding to make these changes will be made available from the Special Provision Capital Fund, within an envelope to be agreed between the school and the local authority. The scope of the capital works will be agreed via a Memorandum of Understanding between all parties. The funding will cover the furniture and fittings for the RB.</p>
Curriculum	<p>Pupils attending the RB will be taught in line with their ability, individual needs and the provision outlined in their EHCP.</p> <p>No single approach or method will be used, but staff will consider a variety of evidence-informed teaching approaches and methods, providing the opportunity to access the whole national curriculum. To deliver this learning:</p> <ul style="list-style-type: none"> • staff will explain the purpose of learning tasks, providing clear expectations about outcomes and time frames, appreciating the importance of these measures, especially to RB pupils. • pupils may be taught in the dedicated RB base individually, in small groups (with RB staff) and in their mainstream class (supported by an RB staff member if needed). • RB pupils may be withdrawn from particular areas of the national curriculum where it causes significant difficulty or stress to the pupil. This would be in consultation with the pupil and their parents. • RB pupils' Termly Support Plans will contain targets with a focus on developing social communication and interaction skills. • RB pupils will have access to teaching with a strong visual emphasis and plenty of ICT opportunities. • teaching will use the pupil's interests and skills as a lever for their motivation. • opportunities for life skills work (e.g. cooking) and community visits will be provided regularly.

Specialist training	<p>Schools with a RB will need to keep all of their staff up-to-date on training in relation to children with social communication difficulties and related behaviours. This includes all non-teaching staff, both full and part-time.</p> <p><u>All staff</u></p> <ul style="list-style-type: none"> • All staff will have appropriate training, e.g. the Autism Education Trust (AET) training as offered by Shine Outreach. This covers three levels – introduction to ASD, Good Practice in Supporting ASD, Managing ASD provision in schools, and can be offered as INSET or at the Shine training base at Furze Platt Senior School. <p><u>All teaching staff, including TAs</u></p> <ul style="list-style-type: none"> • All teaching staff will have training on: <ul style="list-style-type: none"> ○ ASD teaching and learning approaches. ○ managing behaviour. ○ sensory needs. <p><u>RB teaching staff, including TAs</u></p> <ul style="list-style-type: none"> • RB teaching staff will have training in specialist areas including: <ul style="list-style-type: none"> ○ emotional regulation and the anxiety five point scale. ○ person centred planning. ○ developing expressive and receptive language skills. ○ comic strip conversations and social stories. ○ Time to Talk/Socially Speaking. ○ Lego therapy. <p>In addition, tailored packages will be provided as needs arise.</p>
Local area support	<p>Achieving for Children will provide support for the RB, with visits from an Inclusion Practitioner and link or specialist Senior Educational Psychologist. These visits will allow the local authority to provide support, monitoring and the identification of training needs (in negotiation with the Education Inclusion Service). Visits from other professionals with a role in supporting children with EHCPs will also provide support, ensuring a holistic understanding of each child’s needs (in negotiation with relevant education and health services). The Resourced Provision or SEN Unit would be subject to annual quality assurance visits.</p>

Home, school and community links.	<p>Parents and carers will have a key worker in school who they liaise with regularly (via email, telephone or face to face). Parents/carers will also be invited for reviews regularly and as required.</p> <p>The school will strive to host yearly twilight seminars (supported by Inclusion Practitioners) for parents and the wider community to increase knowledge of ASD.</p>
Commissioning of places	<p>The number of places at the RB would initially be ten. The commissioning of the places would be governed by a Service Level Agreement, setting out the rights and responsibilities of both the school and the local authority in relation to the new facilities.</p>
Revenue funding	<p>Schools with an SEN Unit or Resourced Provision receive additional revenue funding to reflect the higher costs of educating children and young people with EHCPs. The funding for pupils attending a unit or provision is, therefore, comprised of a number of elements (the figures relate to the 2019/20 financial year):</p> <ul style="list-style-type: none"> • Element 1: This is the AWPU (Age Weighted Pupil Unit). All schools get funding for each pupil at the school as part of the school's delegated funding. This is currently £2,892.71 for a primary school and £4,027.90 for the KS3 years in a middle school. Schools also receive other pupil led elements in the formula (e.g. funding for pupils with free school meals, deprivation, English as an Additional Language). • Element 2: £6,000 for each pupil in the unit or provision, or £10,000 for each unfilled place in the unit or provision. • Element 3: From September 2019, top-up funding for all new EHCP children at any academy, aided, community, or controlled school in the borough will be based on a matrix that considers the child's individual needs. The top-up funding will be between £2k and £16k per child, and will be reviewed annually as part of the child's annual EHCP review.
Admissions	<p>Children attending the RB will be on the roll of the school. Generally, places commissioned by the local authority at a RB will be for new placements.</p> <p>It is also expected that the RB pupils will be counted within your existing Published Admission Number. This is because the School Admissions Code does not allow for places to be set aside specifically for pupils in the Resourced Provision or SEN unit. At first entry to school (e.g. for a Reception school place), children with an EHCP naming a school are given places ahead of all other applicants. For admissions outside the normal intake year, a child whose EHCP names the unit or provision will be admitted, even if the school is full in that specific year group. If the year group is an infant year group, the child is treated as an 'excepted' child for the purposes of the infant class size legislation, so that the limit of 30 children per teacher is not breached. The Royal Borough will be running a consultation panel for all admissions to Resourced Provision/SEN Units, allowing schools an input into these admissions.</p>

School attainment data	<p>Children attending the Resourced Provision or SEN Unit would be included in the school’s pupil level and attainment data. Ofsted has recently stated in their 2019 Education Inspection Framework that it “<i>rebalances inspection to look rather more closely at the substance of education: what is taught and how it is taught, with test and exam outcomes looked at in that context, not in isolation</i>” [1]. This should mean that Ofsted will take greater account of inclusive approaches to education when inspecting schools.</p> <hr/> <p>[1] Foreword, Education inspection framework 2019: inspecting the substance of education (consultation), Ofsted, 16 January 2019.</p>
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