

SRP Policy

Reviewed January 2021



The Stour Academy Trust

This policy should be read in conjunction with the following:

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

In line with the KCC 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 in a Nurture Group format which provides a base for support for all children in the class. 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.

The use of a five-point emotion scale and regular emotional 'checks in' throughout the day underpin our approach in supporting children to self-regulate their emotions.

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 gradually increase their time spent in their mainstream classroom up to 80% of their school day.

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.

Admissions:

Children will be admitted in line with the SEND 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 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 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 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 attend Chill Out 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 home 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 alongside their individual Boxall profile needs. 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 and Anti Bullying 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. It will be planned by the home class teachers and taught with support from the SRP staff, promoting the mainstream core standards and using evidence-based interventions.

Assessment:

Children's personalised plans are devised by the targets in their EHCPs and supported through the use of Boxall assessments carried out by the class teacher using the Boxall profiling system. Personalised plan targets are continually assessed throughout the year with three formal reviews, including an annual review as part of the EHCP process. The personalised plans and Boxall scores produce targets for the children which teaching staff use to plan social skills activities and emotional literacy sessions. Boxall profiles are 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. Academic progress is continually assessed and tracked by the SRP class teacher and home class teacher and is in accordance to normal school guidelines and the use of Target Tracker. All assessments and targets are shared with parents/ carers regularly, promoting 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 parents, the Council and professionals involved in the supporting pupils. SRP staff will follow 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.

SRP Steering Group:

The SRP Steering Group is made up of representatives from the school, local authority and parent body. Other professionals linked to the SRP may also be invited. The group will meet at least 3 times a year.

The meeting agenda will include:-

- Confidentiality
- Admissions/ exits
- Continuing Professional Development and accreditation
- Pupil views
- Parent views
- Pupil progress
- In reach/outreach support
- AOB

Parent and child views will be gathered through questionnaires prior to the meeting. There will be the opportunity for children representatives to share their views in the meeting.

The meetings are an opportunity to offer practical suggestions about continuous improvement and positive challenge.

