

## Specialist Resource Provision (SRP) for children with ASD

### **Introduction**

The SRP is situated within Langley Park Primary Academy. The SRP consists of two classrooms. Pip class for children in EYFS and Key Stage 1 is downstairs and Bramley class for children in Key Stage 2 is upstairs. The Pip classroom has a secure outdoor area and all children have access to main school facilities. It is an appropriate educational setting for children who have an EHCP and a Primary diagnosis of Autism. These children need additional support to access the mainstream curriculum and social environment.

### **Admissions**

Langley Park Primary Academy is a two form entry school with a published admission number (PAN) of 60.

The Specialist Resource Provision has a PAN of 15 pupils as of September 2021. Should our PAN be exceeded we will follow the Local Authority set criteria for admission when offering places.

The prerequisites of attending the SRP are: An EHCP identifying ASD as the Primary need. The ability to access the mainstream curriculum and mainstream social environment at an age appropriate level.

All pupils will be at a chronological age that falls within the range of Year R to Year 6. They will have a diagnosis of Autism. The child will have an EHCP identifying ASD as the Primary Need.

The aim for all pupils is for them to access their mainstream class environment for learning and social situations. It is recognised that each child is individual and their needs will be assessed on an individual basis and a plan for integration into mainstream will be tailored for each child. The overall aim is to gradually build up the children's time and tolerance of the mainstream learning environment in their time with us. If the child is struggling to access mainstream, discussions will be had with parents to discuss the possibility of needing a more specialist setting.

### **Environment**

The SRP is a physically secure, predictable and caring environment. We focus on the development of social communication, learning and play skills and we ensure that we can link with the mainstream lines of inquiry as much as possible. The Academy has a sensory room to provide pupils with the space and facilities needed to address their additional sensory and physical needs.

### **Curriculum**

Pupils in the SRP have access to the PYP curriculum modified to individual needs.

Each pupil has a personalised plan which incorporates the outcomes, strategies and provision detailed in the EHCP. These are reviewed at least three times a year.

### **Behaviour**

The SRP follows the Langley Park Primary Academy Behaviour Policy which includes the consideration of pupils with additional educational needs and behaviour difficulties.

### **Integration**

Langley Park Primary Academy believes that all pupils should have equal opportunity to access a full and engaging curriculum, delivered by trained and competent staff. Pupils in the SRP will be expected to access the mainstream environment for a percentage of time suitable to each child's needs and this time is expected to increase during the time that they are with us.

Additional aids and resources will be provided as appropriate to ensure the children's ability to reach their potential within the environment. This could include ICT equipment, ear defenders, chew buddies, visual supports.

We have a team of experienced staff within the SRP including a lead teacher with extensive experience in working with children with ASD. These staff will support the children within the SRP classrooms as well as the mainstream classrooms where necessary.

### **Lunch**

Pupils in the SRP are encouraged to eat with their mainstream peers in the lunch hall. If this is not possible due to sensory needs and/or social communication difficulties the children can eat their lunch in the SRP classroom supervised by SRP staff members. Children can either bring a packed lunch or have a school dinner.

### **Parental environment**

Langley Park Primary Academy actively encourages a working partnership between parents, children and staff. This is regarded as essential for the successful development of all children. In the SRP there is daily communication with parents using a home/school contact book. Parents are involved in the reviews of the personalised plans and the annual review meetings for the EHCP. We are also looking to develop coffee mornings for parents of SRP children and termly open afternoons in the SRP for parents to share activities and learning opportunities with their children.

Websites of interest:

[www.kelsi.org.uk](http://www.kelsi.org.uk)

[www.autism.org.uk](http://www.autism.org.uk)

[www.kentautistic.com](http://www.kentautistic.com)