



**Langley Park**

Primary Academy

**SOCIAL COMMUNICATION DIFFICULTIES**

**SPECIALIST RESOURCE PROVISION POLICY**

## Introduction

The SRP is a 'Specialist Resource Provision' and is resourced to meet the additional needs of up to 15 children (starting with 4 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 identified will have cognition and learning assessments which are age appropriate, but may have sensory or communication needs which hinder their learning and ability to learn in a mainstream provision.

The SRP (PiP Class) is a provision at Langley Park Primary Academy which offers an alternative way of working to support primary age children with Social Communication difficulties in Maidstone. The provision is situated in the main school site and is totally inclusive.

## Our Aims for PiP Class

Many pupils with ASD will join the Academy unable to effectively communicate their feelings and frustrations. Therefore, professionals with specific skills and expertise will form the Inclusion Team. This will include engaging the services of a specialist speech and language therapist who will work closely with teachers to ensure an effective communication plan is successfully implemented.

We aim to ensure that our pupils with 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 work towards accreditation for their learning at the highest level possible for each individual.
- 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.

Langley Park will demonstrate its commitment to inclusion by ensuring that:

- Pupils placed at Langley Park are all equally valued, respected and nurtured.
- 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 Langley Park welcome collaboration with each other, LAT wider services, parents and outside agencies and actively seek ways to promote the best outcomes for pupils and their families.
- Langley Park 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.
- Langley Park 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.
- Langley Park 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.

## **Initial Admissions Criteria**

Please see the criteria document for PiP class.

## **Placement in the PiP (SRP)**

A placement at the SRP can only be offered through the statutory assessment process via Kent. If the panel consider the placement at PiP is conducive to 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. Each day the child takes home a home-school link book which highlights how their day has been. The day is broken down into half hour slots. The success of the session is recorded using a 'traffic lights' colour system. Parents/carers are asked to let the PiP class know how the child's evening has been and in the morning before coming into the academy. This information is useful to understand the child's behaviour, inform planning and addressing individual needs. The link book is taken to the host school on the days that the child is there. There will be 2 timetables for each day to take into account the children's levels of anxiety each day and staff will assess which timetable should be used. Timetable 1 will be mostly in the mainstream class and Timetable 2 will be a mixture of mainstream and PiP class.

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 Teacher-in-Charge (TiC) of PiP 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 TiC of PiP will be kept informed about their child and inform about situations or events at home, which may affect their emotional functioning and consequently their behaviour. If parents/carers prefer the TiC of PiP can email information.

Support from other agencies outside of education is sought to ensure the right level of support is given for the child and their parents.