

Specialist Resource Provision (SRP) for Children with ASD

Introduction

The SRP known as **PIP Class** is situated within Langley Park Primary Academy. When the academy is fully built, the SRP will comprise of two classrooms, one situated downstairs for children in EYFS, year 1 and year 2, and one classroom situated upstairs for children in years 3 - 6. There is a secure playground and the children have complete access to the main school facilities. It is an appropriate educational setting for fifteen primary aged children (4-11 years old), who experience difficulties in social communication, language and accessing the curriculum due to a primary diagnosis of Autism Spectrum Disorder.

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. Should our PAN be exceeded, we will follow the Local Authority (LA) set criteria for admission when offering places.

The prerequisites of attending the SRP are: A statement of SEN identifying ASD as the primary need and the success of inclusion dictates mainstream ability academically.

Pip class:

All pupils will:

Be at a chronological age that falls within the range Foundation Stage (Reception) to Year Six.

Have a diagnosis of Autism/Asperger Syndrome

Have an Education Health and Care Plan in which ASD is defined as the primary Special Educational Need. Additional learning needs will be the result of barriers created by triad of impairment commensurate with ASD.

The pupils will be expected to access the mainstream school for approximately 80% of the time, but the exact time will be determined by the pupil's individual needs.

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 each part of the curriculum contributes to the individual needs of each child. We use the TEACCH approach, principles and strategies to support our pupil's learning and understanding. 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 have access to a broad and balanced curriculum modified to individual needs.

Each pupil has a Personalised Learning Pathway plan which incorporates targets linked to the objectives in their Statement of Special Educational Need. It also includes targets and information around the child's social communication needs, behavior, interventions, medical needs and integration

Behaviour

The SRP follows the Langley Park Primary Academy Behaviour Policy, which includes the consideration of pupils with additional educational needs and behavioural 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, that enables them to achieve their full potential wherever they are taught. **Pupils are placed in the PIP class with the expectation that they will be accessing mainstream provision for a large percentage of time.**

The following **criteria for integration** will be applied. In order to be considered suitable for integration pupils will be expected to be able to:

Understand, acknowledge and communicate their needs (both physical and learning) generally through the use of spoken language but where necessary through their preferred mode of communication.

Demonstrate enthusiasm for learning and the desire and ability to work alongside or with a peer or group of peers.

Follow instructions (simple 2 step instructions in early years)

Use a visual timetable (supported in early years but independently from Yr 1)

Work unaided for an identified period of time (dependent upon circumstance).

Success criteria for integration will be that:

There will be good engagement in learning.

Academic progress will be good over time

There will be improvement in social communication

That levels of well-being will be generally high

Additional resources and aids will be provided as appropriate to ensure the success of integration into the mainstream class. This could include ICT, resources to meet sensory needs, visual timetables, communication aids and staff but **NOT** necessarily 1:1 Learning Support Assistant support. Additional staff will be deployed to support learning but should be focused on developing independence and removing (not creating) barriers to integration of pupils.

Lunch

Pupils in the SRP are able to choose to eat their lunch in the school dining hall, or in the PIP classroom. The pupils in the SRP having lunch in the school dining hall are supported staff and the onsite kitchen is able to cater for special diets. Pupils eating in the PIP classroom are supported by staff from the SRP this ensures that there is consistency and continuity for pupils at this often difficult time of the day.

Parental Involvement

Langley Park Primary Academy actively encourages a working partnership between parents, children, staff and governors. This is regarded as essential for the successful development of all children. In the SRP there is daily communication between home and school using contact books to inform on the day's events and future plans. Parent/Teacher consultations are held regularly and every child has an Annual Review attended by parents and other support agencies in accordance to their Education Health and Social Care Plan (EHCP).

Websites of interest for parents and professionals:

www.kelsi.org.uk KCC www.autism.org.uk National Autistic Society

www.kentautistic.com. Kent Autistic Trust