

SPECIAL SCHOOL ORGANISATION PLAN: DESIGNATION AND DESCRIPTORS FOR NEW SEN UNITS AND ADDITIONALLY RESOURCED PROVISIONS

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TYPES OF SCHOOL/PROVISION

| Mainstream | Additionally Resourced Provision (ARP) | SEN Unit | Special School |
|---|--|--|--|
| <p>Mainstream schools provide an inclusive education for all children and young people.</p> <p>All children and young people are entitled to attend a mainstream education setting unless this is against the wishes of their parent or carer or their inclusion in a mainstream setting prevents their peers from being able to learn and there are no actions that can be taken by the education setting or the Local Authority to include the child or young person.</p> | <p>Additionally Resourced Provisions (ARPs) provide additional specialist facilities on a mainstream school site for pupils with Education, Health, and Care Plans (EHCPs). ARPs provide for a specific need such as Autism or speech, language, and communication needs (SLCN).</p> <p>Within the ARP classroom, pupils are taught in smaller classes with a higher staff to pupil ratio than in the mainstream. Staff working in the ARP have additional specialist training and expertise in working with pupils with the designated area of need and additional support and resources may be provided.</p> <p>Pupils spend more than 50% of their teaching and learning time in the mainstream classroom and the remainder in the ARP.</p> | <p>SEN Units provide additional specialist facilities on a mainstream school site for pupils with EHCPs. SEN Units provide for a specific need such as Autism or SLCN.</p> <p>Within the Unit classroom, pupils are taught in smaller classes with a higher staff to pupil ratio than in the mainstream. Staff have additional specialist training and expertise in working with pupils with the designated area of need. Additional support and resources will be provided, and the environment will be adapted to meet the designated need.</p> <p>Pupils spend a minimum of 50% and a maximum of 100% of their teaching and learning time in the Unit. Pupils join in with their mainstream peers where this is appropriate for their learning and other needs.</p> | <p>Special schools provide a specialist education for children and young people with EHCPs who require a whole school approach to their education and other needs to be able to learn.</p> <p>Special schools provide curriculum design and delivery by staff who are trained and experienced in meeting the needs of pupils with a specific need and a whole school environment that is adapted to meet the needs of children and young people who cannot access learning and life in a mainstream education setting.</p> |

SPEECH, LANGUAGE AND COMMUNICATION NEEDS (SLCN) PRIMARY UNIT

Designation/Descriptors

The new primary SLCN Units will support pupils with an Education, Health, and Care Plan (EHCP) with a primary need of speech language and communication needs who benefit from spending part of their school day alongside their mainstream peers. Pupils will have severe speech and language needs not explained by any other factor and may have additional difficulties frequently associated with a severe speech and language disorder, such as literacy difficulties.

School staff who work within the SLCN Unit will have specialist additional training, experience, and expertise in working with children with Developmental Language Disorder (DLD). The high adult to child ratio will provide the time and attention the children need. Due to the smaller class size and additional support, children's work can be tailored specifically to target and develop language. In addition to this, the smaller class size means that children have increased opportunities to plan, prepare and share ideas to communicate in class, with more frequency than if they were in a larger class setting. A key ingredient in ensuring success for children will be the joint planning done between the teacher, speech therapist and teaching assistant to provide targeted support for each child.

Children will join in all aspects of school life along with everyone else. They will join in all routine day-to-day activities such as assemblies, lunch times and play times, but also school trips, after-school clubs, and any special events (e.g., school performance, sports day, etc.). Up to 100% of lessons take place in the Unit classrooms to allow for the differentiation they require.

Admissions Criteria

Children will:

- have an Education Health and Care Plan (EHCP) where SLCN is the primary barrier to accessing the learning environment.
- be in Reception to Year 6.

- have a severe speech and/or language disorder such as Developmental Language Disorder (DLD) or Childhood Apraxia of Speech (CAS); if the child is multilingual, difficulties must be present in all languages.
- present with a strong desire to communicate beyond their present speech and language skills, but demonstrate severe and persisting speech/language difficulties which might include one or more of the following domains: comprehension difficulties e.g. inability to understand simple sentences, follow simple instructions or answer simple questions; expressive speech or language difficulties e.g. disordered sentence structure, limited vocabulary, difficulties using grammar, speech may be unintelligible.
- require teaching to take place in the Unit for 50 to 100% of the school day.
- be operating at EYFS 18-24 months/Range 3 Birth to 5 matters or above in Reception.
- present with needs in any of the four Code of Practice areas (communication and interaction, cognition and learning, social, emotional, and mental health, physical and sensory) but these will respond to teaching and learning strategies for children with SLCN.

This provision is not suitable for pupils with:

- a severe learning disability.
- sensory difficulties requiring a low arousal environment.
- emotional dysregulation requiring specialist teaching and learning strategies for pupils with social, emotional, and mental health needs.
- British Sign Language as the primary mode of communication.

SPEECH, LANGUAGE AND COMMUNICATION NEEDS (SLCN) PRIMARY ADDITIONALLY RESOURCED PROVISION (ARP)

Designation/Descriptors

The new primary SLCN ARPs will support pupils with an EHCP with a primary need of speech language and communication needs who benefit from spending an increasing part of their school day alongside their mainstream peers. Pupils will have severe speech and language needs not explained by any other factor and may have additional difficulties frequently associated with a severe speech and language disorder, such as literacy difficulties.

School staff who work within the SLCN ARP will have specialist additional training, experience, and expertise in working with children with Developmental Language Disorder (DLD). The high adult to child ratio will provide the time and attention the children need. Due to the smaller class size and additional support, children's work can be tailored specifically to target and develop language. In addition to this, the smaller class size means that children have increased opportunities to plan, prepare and share ideas to communicate in class, with more frequency than if they were in a larger class setting. A key ingredient in ensuring success for children will be the joint planning done between the teacher, speech therapist and teaching assistant to provide targeted support for each child.

Children will join in all aspects of school life along with everyone else. They join in all routine day-to-day activities such as assemblies, lunch times and play times, but also school trips, after-school clubs, and any special events (e.g., school performance, sports day, etc.). Up to 50% of lessons take place in the ARP classrooms to allow for the differentiation they require. Pupils spend more than 50% of their teaching and learning time in the mainstream classroom.

Admissions Criteria

Children will:

- have an Education Health and Care Plan (EHCP) where SLCN is the primary barrier to accessing the learning environment.
- be in Reception to Year 6.

- have a severe speech and/or language disorder such as Developmental Language Disorder (DLD) or Childhood Apraxia of Speech (CAS); if the child is multilingual, difficulties must be present in all languages.
- present with a strong desire to communicate beyond their present speech and language skills, but demonstrate severe and persisting speech/language difficulties which might include one or more of the following domains: comprehension difficulties e.g. inability to understand simple sentences, follow simple instructions or answer simple questions; expressive speech or language difficulties e.g. disordered sentence structure, limited vocabulary, difficulties using grammar, speech may be unintelligible.
- be able to spend more than 50% of their teaching and learning time in the mainstream classroom.
- be operating at EYFS 18-24 months/Range 3 Birth to 5 matters or above in Reception.
- present with needs in any of the four Code of Practice areas (communication and interaction, cognition and learning, social, emotional, and mental health, physical and sensory) but these will respond to teaching and learning strategies for children with SLCN.

This provision is not suitable for pupils with:

- a severe learning disability.
- sensory difficulties requiring a low arousal environment.
- emotional dysregulation requiring specialist teaching and learning strategies for pupils with social, emotional, and mental health needs.
- British Sign Language as the primary mode of communication.

SPEECH, LANGUAGE AND COMMUNICATION NEEDS (SLCN) SECONDARY UNIT

Designation/Descriptors

The new secondary SLCN Units will support pupils with an EHCP with a primary need of speech language and communication needs who benefit from spending part of their school day alongside their mainstream peers. Pupils will have severe speech and language needs not explained by any other factor and may have additional difficulties frequently associated with a severe speech and language disorder, such as literacy difficulties.

School staff who work within the SLCN Unit will have specialist additional training, experience, and expertise in working with children with Developmental Language Disorder (DLD). The high adult to child ratio will provide the time and attention the children need. Due to the smaller class size and additional support, children's work can be tailored specifically to target and develop language. In addition to this, the smaller class size means that children have increased opportunities to plan, prepare and share ideas to communicate in class, with more frequency than if they were in a larger class setting. A key ingredient in ensuring success for children will be the joint planning done between the teacher, speech therapist and teaching assistant to provide targeted support for each child.

Children join in all aspects of school life along with everyone else. They join in all routine day-to-day activities such as assemblies, lunch times and break times, but also school trips, after-school clubs, and any special events (e.g., school performance, sports day, etc.). Up to 100% of lessons take place in the Unit classrooms to allow for the differentiation they require.

Admissions Criteria

Children will:

- have an Education Health and Care Plan (EHCP) where SLCN is the primary barrier to accessing the learning environment.
- be in Year 7 to Year 11.

- have a severe speech and/or language disorder such as Developmental Language Disorder (DLD) or Childhood Apraxia of Speech (CAS); if the child is multilingual, difficulties must be present in all languages.
- present with a strong desire to communicate beyond their present speech and language skills, but demonstrate severe and persisting speech/language difficulties which might include one or more of the following domains: comprehension difficulties e.g. inability to understand simple sentences, follow simple instructions or answer simple questions; expressive speech or language difficulties e.g. disordered sentence structure, limited vocabulary, difficulties using grammar, speech may be unintelligible.
- require teaching to take place in the Unit for 50-100% of the school day.
- be operating at Year 3 or above in Year 7.
- present with needs in any of the four Code of Practice areas (communication and interaction, cognition and learning, social, emotional, and mental health, physical and sensory) but these will respond to teaching and learning strategies for children with SLCN.

This provision is not suitable for pupils with:

- a severe learning disability.
- sensory difficulties requiring a low arousal environment.
- emotional dysregulation requiring specialist teaching and learning strategies for pupils with social, emotional, and mental health needs.
- British Sign Language as the primary mode of communication.

SPEECH, LANGUAGE AND COMMUNICATION NEEDS (SLCN) SECONDARY ARP

Designation/Descriptors

The new secondary SLCN ARPs will support pupils with an EHCP with a primary need of speech language and communication needs who benefit from spending an increasing part of their school day alongside their mainstream peers. Pupils will have severe speech and language needs not explained by any other factor and may have additional difficulties frequently associated with a severe speech and language disorder, such as literacy difficulties.

School staff who work within the SLCN ARP will have specialist additional training, experience, and expertise in working with children with Developmental Language Disorder (DLD). The high adult to child ratio will provide the time and attention the children need. Due to the smaller class size and additional support, children's work can be tailored specifically to target and develop language. In addition to this, the smaller class size means that children have increased opportunities to plan, prepare and share ideas to communicate in class, with more frequency than if they were in a larger class setting. A key ingredient in ensuring success for children will be the joint planning done between the teacher, speech therapist and teaching assistant to provide targeted support for each child.

Children join in all aspects of school life along with everyone else. They join in all routine day-to-day activities such as assemblies, lunch times and play times, but also school trips, after-school clubs, and any special events (e.g., school performance, sports day, etc.). Up to 50% of lessons take place in the ARP classrooms to allow for the differentiation they require. Pupils spend more than 50% of their teaching and learning time in the mainstream classroom.

Admissions Criteria

Children will:

- have an Education Health and Care Plan (EHCP) where SLCN is the primary barrier to accessing the learning environment.
- be in Year 7 to Year 11.

- have a severe speech and/or language disorder such as Developmental Language Disorder (DLD) or Childhood Apraxia of Speech (CAS); if the child is multilingual, difficulties must be present in all languages.
- present with a strong desire to communicate beyond their present speech and language skills, but demonstrate severe and persisting speech/language difficulties which might include one or more of the following domains: comprehension difficulties e.g. inability to understand simple sentences, follow simple instructions or answer simple questions; expressive speech or language difficulties e.g. disordered sentence structure, limited vocabulary, difficulties using grammar, speech may be unintelligible.
- be able to spend more than 50% of their teaching and learning time in the mainstream classroom.
- be operating at Year 3 or above in Year 7.
- present with needs in any of the four Code of Practice areas (communication and interaction, cognition and learning, social, emotional, and mental health, physical and sensory) but these will respond to teaching and learning strategies for children with SLCN.

This provision is not suitable for pupils with:

- a severe learning disability.
- sensory difficulties requiring a low arousal environment.
- emotional dysregulation requiring specialist teaching and learning strategies for pupils with a social, emotional, and mental health needs.
- British Sign Language as the primary mode of communication.

AUTISM PRIMARY UNIT

Designation/Descriptors

The new primary Autism Units will support pupils with an EHCP with a diagnosis of Autism who benefit from spending part of their school day alongside their mainstream peers. Pupils will present with communication and sensory needs associated with their diagnosis which impact on their learning and life in school.

School staff who work within the Autism Unit will have specialist additional training, experience, and expertise in working with children with Autism, informed by the SCERTS framework which underpins our Autism approach across the borough. The high adult to child ratio will provide the time and attention the children need. The Unit will also support children's sensory needs through the provision of a sensory room, occupational therapy, and outdoor space for children to regulate. A key ingredient in ensuring success for children will be the joint planning done between the teacher, therapists and teaching assistant to provide targeted support for each child.

Children will be supported to experience all aspects of school life such as school trips, after-school clubs, and any special events (e.g., school performance, sports day, etc.). Up to 100% of lessons take place in the Unit classrooms to allow for the differentiation they require.

Admissions Criteria

Children will:

- have an Education Health and Care Plan (EHCP) with a primary need of Autism.
- be in Reception to Year 6.
- be operating at EYFS 12-24 months/Range 2-3 Birth to 5 matters or above in Reception.
- express a range of needs through actions and gesture and respond to routine prompts.
- demonstrate attachment to adults but show little interest towards other children.
- be at the emerging stage of developing a sense of social expectations.
- be likely to find change and transitions very difficult.
- present with sensory needs which significantly impact on daily functioning.
- present with regular distress/dysregulation which responds to adult intervention using appropriate environments and equipment.
- be able to sit in a group with a trusted adult.
- require adult support for self-help skills such as dressing and toileting.
- benefit from inclusion in the mainstream classroom and engagement with mainstream peers for up to 50% of the school day.

- present with needs in any of the four Code of Practice areas (communication and interaction, cognition and learning, social, emotional, and mental health, physical and sensory) but these will respond to by teaching and learning strategies for children with Autism.

AUTISM PRIMARY ARP

Designation/Descriptors

The new primary Autism ARPs will support pupils with an EHCP with a diagnosis of Autism who benefit from spending an increasing part of their school day alongside their mainstream peers. Pupils will present with communication and sensory needs associated with their diagnosis which impact on their learning and life in school.

School staff who work within the Autism ARP will have specialist additional training, experience, and expertise in working with children with Autism, informed by the SCERTS framework which underpins our Autism approach across the borough. The high adult to child ratio will provide the time and attention the children need. The ARP will also support children's sensory needs through the provision of a sensory room, occupational therapy, and outdoor space for children to regulate. A key ingredient in ensuring success for children will be the joint planning done between the teacher, therapists, and teaching assistant to provide targeted support for each child.

Children will be supported to experience all aspects of school life such as school trips, after-school clubs, and any special events (e.g., school performance, sports day, etc.). Up to 50% of lessons take place in the ARP classrooms to allow for the differentiation they require. Pupils spend more than 50% of their teaching and learning time in the mainstream classroom.

Admissions Criteria

Children will:

- have an Education Health and Care Plan (EHCP) with a primary need of Autism.
- be in Reception to Year 6.
- be operating at EYFS 18-24 months/Range 3 Birth to 5 matters or above in Reception.
- display communicative behaviour to make requests and express needs using a range of means; this may include verbal, symbols, and actions.
- usually play alongside other children and can be encouraged to play with them.
- be able to be directed by an adult, in a structured environment, to focus on an activity for short period.
- present with a strong preference for structure and routine with the ability to adapt to a new environment with high levels of prompts/cues/support.
- present with sensory needs that impact on daily functioning.
- present with regular distress/dysregulation which responds to adult intervention using appropriate environments and equipment.
- demonstrate difficulty in turn taking and sharing.
- benefit from inclusion in the mainstream classroom and engagement with mainstream peers for over 50% of the school day.

- present with needs in any of the four Code of Practice areas (communication and interaction, cognition and learning, social, emotional, and mental health, physical and sensory) but these will respond to by teaching and learning strategies for children with Autism.

AUTISM SECONDARY UNIT

Designation/Descriptors

The new secondary Autism Units will support pupils with an EHCP with a diagnosis of Autism who benefit from spending part of their school day alongside their mainstream peers. Pupils will present with communication and sensory needs associated with their diagnosis which impact on their learning and life in school.

School staff who work within the Autism Unit will have specialist additional training, experience, and expertise in working with children with Autism, informed by the SCERTS framework which underpins our Autism approach across the borough. The high adult to child ratio will provide the time and attention the children need. The Unit will also support children's sensory needs through the provision of a sensory room, occupational therapy, and outdoor space for children to regulate. A key ingredient in ensuring success for children will be the joint planning done between the teacher, therapists, and teaching assistant to provide targeted support for each child.

Children will be valued as full members of the school community and will be supported to experience all aspects of school life such as school trips, after-school clubs, and any special events (e.g., school performance, sports day, etc.). Up to 100% of lessons take place in the Unit classrooms to allow for the differentiation they require.

Admissions Criteria

Children will:

- have an Education Health and Care Plan (EHCP) with a primary need of Autism.
- be in Year 7 to Year 11.
- be operating at year 2 or above in Year 7.
- use communication to make requests and express needs using a range of means including verbal, symbols, and actions.
- usually work/play alongside peers and may be developing simple reciprocal interactions.
- have a strong preference for structure and routine with ability to adapt with a high level of prompts/cues/support.
- present with sensory needs which impact on daily functioning.
- be able to be directed by an adult, in a structured environment, to focus on an activity for short periods.
- focus in a group for short periods.
- be aware of self-help needs and can make these known through verbal and non-verbal means.
- present with regular distress/dysregulation which responds to adult intervention using appropriate environments and equipment.
- benefit from inclusion in the mainstream classroom and engagement with mainstream peers for up to 50% of the school day.
- present with needs in any of the four Code of Practice areas (communication and interaction, cognition and learning, social, emotional, and mental health, physical and sensory) but these will respond to by teaching and learning strategies for children with Autism.

AUTISM SECONDARY ARP

Designation/Descriptors

The new secondary Autism ARPs will support pupils with an EHCP with a diagnosis of Autism who benefit from spending an increasing part of their school day alongside their mainstream peers. Pupils will present with communication and sensory needs associated with their diagnosis which impact on their learning and life in school.

School staff who work within the Autism ARP will have specialist additional training, experience, and expertise in working with children with Autism, informed by the SCERTS framework which underpins our Autism approach across the borough. The high adult to child ratio will provide the time and attention the children need. The ARP will also support children's sensory needs through the provision of a sensory room, occupational therapy, and outdoor space for children to regulate. A key ingredient in ensuring success for children will be the joint planning done between the teacher, therapists, and teaching assistant to provide targeted support for each child.

Children will be valued as full members of the school community and will be supported to experience all aspects of school life such as school trips, after-school clubs, and any special events (e.g., school performance, sports day, etc.). Up to 50% of lessons take place in the ARP classrooms to allow for the differentiation they require. Pupils spend more than 50% of their teaching and learning time in the mainstream classroom.

Admissions Criteria

Children will:

- have an Education Health and Care Plan (EHCP) with a primary need of Autism.
- be in Year 7 to Year 11.
- be operating at Year 3 or above in Year 7.
- be a functional communicator; there may be a difference in expected, meaning and tone impacting on reciprocal understanding.
- demonstrate motivation to relate to others but have difficulties with social cues and interactions.
- be able to independently use supports to follow routines.
- present with sensory needs that impact on daily functioning which can be managed through environmental modification and other sensory strategies; they may lack awareness of their own regulatory state and require prompting to access appropriate supports.
- demonstrate high levels of anxiety in relation to learning and social interaction which may result in dysregulation or avoidance.
- be able to focus on teacher led activity, comment on the activity of peers and work independently for short periods.
- be able to manage most self-help needs independently and can make other needs known to key adults.
- benefit from inclusion in the mainstream classroom and engagement with mainstream peers for over 50% of the school day.

- present with needs in any of the four Code of Practice areas (communication and interaction, cognition and learning, social, emotional, and mental health, physical and sensory) but these will respond to by teaching and learning strategies for children with Autism.