



Specialist Provision for Children with Autism

Operational Guidance

Draft, July 2025

Foreword

The Pyramid Schools Trust ARPs are proud to offer specialist resource provisions designed to support children with Autism as a primary need, and possible additional diagnoses, to access education in a mainstream school.

Our provisions are based within successful mainstream schools, with their purpose to facilitate access to a mainstream education. This is tailored to meet individual needs but all children are expected to access the mainstream environment, with specialist support where appropriate, for at least some of the school day. *We are not suited for children who need to spend the whole of their time in a smaller, quieter environment,* though we appreciate some children will need a gradual increase in their time in mainstream.

We are ambitious for our children and want them to be happy, emotionally and physically healthy and achieve. The inclusive and nurturing environments we offer ensure that every child receives individualised support tailored to their needs. Through dedicated and experienced staff, evidence-based strategies, and a commitment to fostering independence, we empower our children to develop their strengths and reach their full potential. We liaise closely with mainstream teachers to ensure academic progress and use the Autism Education Trust's Assessment Framework to assist in ensuring the holistic development of our children too.

Our specialist provisions are purpose designed learning spaces that offer sensory-friendly environments and targeted communication support, designed to create a safe and enriching experience. We work closely with families and professionals to provide a holistic approach, ensuring each child thrives academically, socially, and emotionally.

Additionally, our three ARP lead teachers work very closely together, with regular communication, sharing of expertise and good practice, to ensure consistent, high quality provision across all sites.

We pride ourselves on the inclusive ethos within our schools and how we succeed in ensuring our ARP pupils are included in school life. We believe that every child deserves a place where they feel included, valued, understood, supported, and celebrated.

Introduction

The Pyramid Schools Trust currently operates 3 Additionally Resourced Provisions (ARPs) at its schools for children with Education, Health and Care Plans.

Our ARPs are currently based on the following school sites:

- Ramsey Manor Lower School
- Arnold Academy (Middle school)
- Brooklands School (Middle school)

Admission arrangements

All Admissions are considered in accordance with s 39 Children and Families Act 2014.

It is the responsibility of the Local Authority which maintains the child/young person's EHC Plan to consult with us if the parent/carer wishes to express a preference for any of our ARPs.

All consultations from Local Authorities should be sent directly to:

Arnold Academy ARP	Hayley Cutmore	hcutmore@aa.pstrust.co.uk
Brooklands Academy ARP	Sarah-Jane Lansley	slansley@brooklands.school
Ramsey Manor Lower School ARP	Sophie Hobbins	shobbins@ramseymanor.beds.sch.uk

We will consider each consultation prior to responding and in all cases, this will comply with the 15-calendar day requirement as set out in the SEND Code of Practice 2015.

Where a place in the ARP is agreed, the ARP will be described in Section F and the name of the school in Section I of the child's EHC Plan.

Students will normally join an ARP at the beginning of the academic year. There will be two additional in-year intakes in Spring term 1 and Summer term 1. Occasionally children and young people may be admitted outside our usual process due to exceptional circumstances.

We admit children from across Bedfordshire and all surrounding areas, including Central Bedfordshire, Bedford Borough, Buckinghamshire, Hertfordshire, Luton, Milton Keynes, and Northamptonshire.

Visiting our ARPs

We encourage parents / carers to contact or visit the school prior to making a preference for one of our ARPs. The details of visits and tour days and how to book are published on the schools' website.

We may also visit students in their existing school setting to ensure that the student has the best chance of future success.

Eligibility Criteria

As a guide, children will be suitable for consideration for places at one of our ARPs if they meet the following criteria:

1. The child or young person must have an Education, Health and Care Plan.
2. *The pupil must be able to access mainstream lessons, with support and within normal adaptations, for at least some of the school day.* There would be an expectation that their time in mainstream increases as they are settled and able for learning. Low cognitive ability, high levels of anxiety and/or behaviour needs should not be a barrier to mainstream attendance. Where no mainstream attendance is currently being managed, there must be sufficient professional opinion that when the Autism needs are met in a suitable environment, mainstream attendance on a slowly increasing basis could be achieved.
3. The child will have a diagnosis of Autism as a primary need and SLCN in the context of social communication difficulties – note, consideration will be given to children who are on the pathway to diagnosis with an evidenced accepted referral and / or are at draft EHCP stage if the ECHP is not yet in place. (Given the range of need across Autism and SLCN, on consultation the ARP will decide as to whether we are a suitable placement to meet the child's needs).
4. As a guide, to be considered for entry, children should not be working markedly below the levels of their peers. Previous school experiences may mean there is lower attainment, but once their neurodiverse needs are met, the expectation is the pupil can achieve broadly within their peer group range. We are not ARPs for significant cognition and learning needs.

5. Any secondary SEMH needs of the students are compatible with the current student cohort and the learning environment. We are not a suitable setting for students who display extreme SEMH behaviours and are not suitable where SEMH is a primary need.

Please note the following:

- Though we will consider students experiencing past or current trauma, we are not an appropriate setting for those that require a therapeutic setting.
- Our ARPs are not appropriate settings for children who display violent and aggressive behaviour with intent.
- We are not an appropriate setting for children unable to access any mainstream learning (after a settling in period if needed).
- The children must be able to manage the sensory and cognitive load of being in an average sized mainstream class, with the appropriate adaptations and specialist support.

This list is not exhaustive and is for guidance only. Further guidance can be sought from each ARP through the Lead Teacher. However, it demonstrates the type of children and young people who attend our ARPs.

Consultation Documents

The students' Local Authority will be responsible for consulting with the schools in respect of places in our ARPs.

We expect to receive the following records as part of the consultation process. (If the young person resided in another Local Authority, we will require the reports as completed by that Local Authority):

- A copy of the EHC Plan
- Educational Psychologist reports
- School reports including classroom observations
- Most recent annual reviews
- Relevant medical reports

- Any, and all, reports completed by the following agencies:
 - Speech and Language
 - Occupational Therapy
 - CAMHS
 - Social Care
 - Clinical Psychologists
 - Psychiatrists
 - Any other involved professionals

Funding

Each of our ARPs receives place funding. This equates to £6,000 per place in line with national funding guidance. This funding is provided by the Department for Education (DfE).

Additionally, all children and young people attending one of our ARPs will also attract “top up” funding which is funding to be agreed in advance between the school and the placing Local Authority. We do not adhere to any banded funding matrix operated by a Local Authority.

All top up funding must adhere to the requirements of the child/young person’s EHC Plan.

The top up funding that we seek from local authorities will be assessed against one of three bands, which are determined with reference to the provision set out in the child’s Education, Health and Care Plan.

Information on our banding and the level of top up funding that will be payable by placing local authorities is set out at Appendix A.

New student induction

When a place has been confirmed, the staff from the ARP will:

- Send out an admission pack for the parent/carer to complete and return. The fully completed pack must be returned at least a week in advance of the start date.
- The ARP LEAD TEACHER at each ARP will be the point of contact for parents/carers.
- The ARP LEAD TEACHER will develop a transition plan and agree this with the parent/carer, the existing placement, if any, and the placing local authority and, if appropriate, the student.
- The ARP LEAD TEACHER will develop a 'One Page Profile' for the child/student. The One Page Profile will detail all the important information for the child/student that staff will need to be aware of. We use the One Page Profile to improve relationships and communication between staff, student and parents / carers.

Change of Placement

When it is observed that the level of need is such that the student could now access mainstream provision without the support of the ARP, an annual review will be called and the EHCP may be amended. This will be discussed through ongoing communication with parents and involved professionals.

If an ARP can no longer meet the student's needs due to their complexity or their being unable for various reasons to engage with our offer, an annual review will be called and the EHCP will be proposed to be amended, to include a change of placement.

We do not provide alternative provision for children unless specifically agreed with the school and the placing local authority. Any alternative provision once agreed by the placing local authority can be arranged by the ARP but remains the financial responsibility of the placing local authority.

Ramsey Lower School ARP (Yr R to Yr 4)

Orchard Class, as we are known internally, is a specialist provision for young children with Autism. We are based in the village of Barton-le-Clay, Bedfordshire. The specialist provision caters for up to 6 pupils between years Reception to year 4 and who meet the entry requirements identified above.

Orchard Class offers children a dedicated space within the mainstream school where the children can celebrate their Autism. Within Orchard Class children have the opportunity to learn through structured play and planned social situations as well as developing their life skills. The Orchard Class is not a provision for teaching children on a full time basis, or somewhere where children are based full time.

We provide small group work and targeted individual teaching to develop the social, emotional and learning skills needed to enable successful integration into mainstream classes. Children have bespoke timetables/schedules based on their needs but all are expected to attend some lessons within the mainstream school. Children have access to sensory and regulation spaces and resources and staff are able to offer co-regulation techniques to support them. Our day begins with a sensory circuit in the school hall before going to Orchard Class to check individual schedules and check in using Zones of Regulation.

Staffing and Training

The Ramsey ARP is staffed by a fully qualified and highly experienced Provision Lead Teacher, a Higher-Level Teaching Assistant and a number of teaching assistants.

The staff have a vast array of experience and qualifications and are excellent in meeting the needs of our children with autistic spectrum conditions, alongside often associated diagnoses. The ARP Lead Teacher has over 10 years of experience in SEND and is a fully qualified SENDCo.

All of the staff have experience in working with children with Autism and have undertaken relevant and ongoing training which includes Anxiety & Autism, Curiosity Programme, Attention Autism, Team Teach De-escalation Strategies, Sensory Processing, Lego Therapy, TEACCH training, Zones of Regulation and Total Communication training and Understanding and Supporting Children's Mental Health & Wellbeing.

Curriculum

All pupils will access the mainstream curriculum. However, it will be appropriately and individually adapted. Pupils will all be assigned to a mainstream class, and they will attend as often as appropriate, if necessary, with support from the ARP staff. All the pupils follow the National Curriculum programmes of study for both core and foundation subjects. We prioritise attendance in mainstream lessons in the core subjects wherever possible and encourage attendance in foundation, particularly matched to the children's interests whilst they are building their timetable.

When needed, pre-teaching and focused work is completed and adapted in Orchard Class to support the pupils' learning. We know that all pupils are unique and learn in different ways, at different rates and we ensure we support pupils according to their needs by adapting the curriculum and their day where necessary.

Orchard Class also has access to the Forest School as well as weekly life skill lessons.

Support

Children are supported within their mainstream classroom as well as in Orchard Class. We support children with their academic, social and emotional needs in small groups and on an individual basis according to EHCP and need.

In our provision children have access to a Speech & Language Therapist who oversees and / or delivers such programmes of support.

We use structured play to support children to learn play and social skills in the form of set up tuff trays. The tuff trays are changed daily and each follow a topic eg: mark making/literacy, maths/construction, creative and each tray is supported by a communication board to aid children's speech and language. The trays are used to encourage children to explore something different each day and provide a different social encounter each day too.

The staff continuously model how to play within the set up and this provides structure and stability to the children.

Each child in Orchard Class has a weekly social skill group where they are able to participate in a small group consisting of up to 3 children from their mainstream classroom. The groups look different for each child depending on their need; for some it could be playing turn-taking games while others it could be role playing different social situations or talking through a friendship scenario.

The support provided to children will vary according to the requirements of their EHC Plan and funding levels, and alongside quality first teaching and ordinarily available provision may include:

- A high level of one-to-one and small group teaching within the provision;
- Individual support for inclusion into the main school when appropriate;
- Small group work to help develop peer group integration, turn-taking and attention and listening skills;
- The provision provides an independent, distraction free work area;
- Activities broken down into smaller 'tasks' to facilitate sustained concentration;
- Symbol or written tasks to provide visual organisation;
- Sensitivity to pupils' sensory difficulties arising as a result of their autism (adapting resources/materials or finding alternatives);
- A space to receive co-regulation from adults as well as resources to support regulation.

All children in the provision have an Individual Achievement Plan (I.A.P) devised to meet their specific priority needs. This is monitored continually and reviewed termly. The IAP sets achievable targets in collaboration with annual targets on the pupils' EHC Plan. The commissioned professionals we regularly work with, such as Speech & Language Therapists, Occupational Therapists and Educational Psychologists feed into this process.

Children start and end the day in Orchard Class and eat their lunch in the provision where the environment is quieter and less sensory overwhelming. They are welcome to invite a friend from their mainstream classroom to join them if this is something they would like.

Resources

Orchard Class is a designated classroom within the heart of the school, which has its own outside area that opens up onto the field giving easy access to the trim trail. The provision provides a calm, safe and nurturing environment. It has low mood lighting and a small, quiet room that is used for 1-1 and small group work.

Children have their own pegs and space to keep their personal belongings. The larger area of the classroom is where the tuff trays are set up to encourage play and social interaction. We have a dark den and a trampoline within the classroom for self-regulation and sensory time. Additionally, we have a wide range of resources to support strategies which also encourage regulation and focus to include fidget toys, Theraputty, wobble board, spiny chair, sensory bottles, light up toys, visual boards, communication boards, Zones of Regulation cards and activities etc.

In accordance with each child's EHC Plan, need, and agreed band of funding they will have access to:

- Educational Psychologist
- Speech and language therapy
- Occupational therapy, to include sensory profile assessments
- Other therapeutic support as identified such as Play, Art, Music or Talking Therapy

Key Contact for Queries and Admissions

Sophie Hobbins

ARP Lead Teacher

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01582 881318

Arnold Academy (Middle School) ARP (Yr 5 to Yr 8)

Chiltern Class, as we are known internally, is our specialist Autism provision and has been established at Arnold Academy since 1999. We are based in the village of Barton-le-Clay, Bedfordshire. The provision caters for up to 12 pupils between years 5 to 8 and who meet the entry requirements identified above.

Chiltern Class is not a classroom designed to teach children on a full-time basis. We provide a physical, dedicated and well designed building from which our children are based with easy access to the mainstream school. We provide small group work and targeted individual teaching to develop the social, emotional and learning skills needed to enable successful integration into mainstream classes.

Children have bespoke timetables based on their needs but all are expected to attend some lessons within the mainstream school. Children have access to sensory and regulation spaces and equipment both inside and outside so they are able to regulate throughout the day and meet their sensory needs. On arrival in the morning, all children are encouraged to take a fresh air movement break or sensory circuit due to travel times and toast and a drink can be offered.

Staffing and Training

The provision is staffed by a fully qualified and highly experienced Provision Lead Teacher, a Higher-Level Teaching Assistant and a number of teaching assistants.

The staff have a vast array of experience and qualifications and are excellent in meeting the needs of our children with autistic spectrum conditions, alongside often associated diagnoses.

The Provision Lead Teacher has over 20 years of experience in SEND and leadership with associated NPQ qualifications.

We have a Level 3 Forest School Leader and a number of staff with the Level 2 Understanding Autism Qualification.

Other examples of training our staff team regularly undertake includes Team Teach de-escalation strategies, ADHD Awareness & Strategies, Anxiety & Autism, Social Stories & Comic Strips, Emotional Regulation, Trauma informed approaches, PDA Awareness and Strategies, Zones of Regulation, Sensory Processing and Understanding and Supporting Children's Mental Health & Wellbeing.

Curriculum

All the pupils follow the National Curriculum programmes of study for both core and foundation subjects. We prioritise attendance in mainstream lessons in the core subjects wherever possible and encourage attendance in foundation, particularly matched to the children's interests whilst they are building their timetable. The expectation is that children will work towards around 80% of mainstream lesson attendance as they progress through the school, dependant on the individual.

All children have access to quality first teaching and adaptations by their mainstream subject teachers.

Chiltern class can provide access to small group teaching and specialist interventions in accordance with each child's EHCP, particularly regarding social skills and emotional regulation, and pre-teaching and consolidation. Children also have weekly access to either Forest School led by our qualified Forest School Leader or when weather makes this completely impossible, to cooking. We also give each child at least one hour per week during the school day to complete homework in school, with adult support if appropriate.

All pupils in the provision have an Individual Learning Plan (ILP) devised to meet their specific priority needs. This is monitored continually and reviewed termly. The ILP sets achievable targets in collaboration with annual targets on the pupils' EHC Plan. The commissioned professionals we regularly work with, such as Speech & Language Therapists, Occupational Therapists and Educational Psychologists feed into this process.

Support

We provide a highly personalised approach, crafting individual timetables that evolve over time through collaboration to address each child's social, wellbeing and academic needs. This ensures a balance between mainstream learning and tailored support to foster holistic development. We prioritise helping children manage emotions, self-regulate, and build social skills and independence to foster their well-being. To enhance this, we regularly engage with the community to develop our social and life skills further. We have provision staff insured to drive the school minibus and regularly undertake visits and trips both on foot to the locality and using the minibus to go further afield. We regularly visit Barton Springs for nature walks, the village shops for cooking ingredients or treats at the bakery, and further afield to include museums, farms and train rides to larger shops, restaurants and leisure activities.

The support provided to children will vary according to the requirements of their EHC Plan and funding levels, and alongside quality first teaching and ordinarily available provision may include:

- Individual or small group support for inclusion in mainstream classes when appropriate;
- Small group work to help develop peer group integration, conflict resolution, turn-taking and attention and listening skills. This can include Lego Therapy and social skill sessions as required and / or as advised by SALT;
- The provision of an independent, distraction free work area for when mainstream may be too loud or sensory overwhelming;
- Adapted tasks to facilitate sustained concentration;
- Provision of a framework for written tasks to provide visual organisation;
- Sensitivity to pupils' sensory difficulties arising as a result of their Autism (adapting resources/materials or finding alternatives);
- A work/reward system to provide motivation and structure;
- The use of visuals to support timetables and changes to routine.

Additionally, in accordance with each child's EHC Plan, need, and agreed band of funding they may have access to:

- Educational Psychologist
- Speech and language therapy
- Occupational therapy, to include sensory profile assessments
- Other therapeutic support as identified such as Play, Art, Music or Talking Therapy

Children generally start and end the day in Chiltern class and spend their break and lunchtime in the provision where the environment is quieter and less sensory overwhelming.

Children are encouraged to invite their friends to spend lunchtime with them in the provision and staff facilitate a range of indoor and outdoor activities to help support the children's social needs and peer interactions. We also encourage and support attendance at lunchtime extra curricular clubs.

Resources

The Chiltern provision is situated in a purpose-built unit within the mainstream school. The provision provides a calm, safe and nurturing environment where our children are based, going out to mainstream lessons according to their needs.

Children are not expected to manage lockers and have their own individualised storage area and workstation within the provision where they keep their belongings. These become highly personalised spaces which bring the children a sense of comfort and belonging. The provision also has its own cloakroom and toilets. It has its own outdoor play area which whilst still separate to the mainstream play space, has an integrated feel. We have access to our own shaded seated areas and a range of outdoor play equipment. We are active gardeners, with lots of gardening activities at lunchtimes during the growing and harvesting season for those that are keen.

We have a number of regulation spaces to include a fully equipped sensory room, a calm low arousal room and a fully padded chill out space for those that need to safely seek deep pressure. Within these rooms, children have access to weighted blankets, physio balls and other sensory equipment according to need, and will always have familiar staff on hand at these times to support with co-regulation when needed.

Chiltern class has its own set of laptops which help to support independent recording of work in lessons, and its own ICT Room, which children can access for learning activities and to complete homework.

We have an oven, microwave, toaster and fully equipped kitchen, where the children can build confidence in cooking skills in a safe environment. Given that our children can often have a particular need around which foods they can eat, they have supervised access or support to use the microwave and toaster to help ensure they have a lunch they are happy to eat.

Additionally, we have a wide range of resources to support strategies which encourage regulation and focus to include TheraBands, fidget toys, Theraputty, wobble cushions, weighted shoulder pads, sloped writing boards, visual boards, Zones of Regulation cards and activities etc.

We offer 'reward time' and wet play equipment to include a vast array of K'Nex, Lego, board games, card games and puzzles.

Key Contact for Queries and Admissions

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Brooklands Middle School ARP (Yr 5 to Yr 8)

Titan Class, as we are known internally, is a new specialist Autism provision which opened in September 2024. The provision caters for up to 12 pupils between years 5 to 8 and who meet the entry requirements identified above. We are based in the town of Leighton Buzzard, Bedfordshire.

Titan Class is not a classroom designed to teach children on a full-time basis. We provide a physical, dedicated and well-designed building from which our children are based with easy access to the mainstream school. We provide small group work and targeted individual teaching to develop the social, emotional and learning skills needed to enable successful integration into mainstream classes.

Children have bespoke timetables based on their needs but all are expected to attend some lessons within the mainstream school. Children have access to sensory spaces and equipment both inside and outside so they are able to regulate throughout the day and meet their sensory needs.

Staffing and Training

The ARP Lead Teacher has almost 20 years' experience working with autistic children, holds the NASENCO qualification, NPQ qualifications in Senior Leadership and an MA in Special and Inclusive Education. We also have a HLTA and a number of support staff.

The staff have a vast array of experience and qualifications and are excellent in meeting the needs of our children. Examples of some of the training our staff regularly receive include; Anxiety & Autism, Team Teach de-escalation strategies, Social Stories & Comic Strip conversations, ADHD awareness & strategies, Emotional Regulation, Trauma informed approaches, PDA awareness and Strategies, Phonics teaching, Zones of regulation and SCERTS.

Curriculum

All the pupils follow the National Curriculum programmes of study for both core and foundation subjects. We prioritise attendance in mainstream lessons in the core subjects wherever possible and encourage attendance in foundation, particularly matched to the children's interests whilst they are building their timetable. The expectation is that children will work towards around 80% of mainstream lesson attendance as they progress through the school, dependant on the individual. All children have access to quality first teaching and adaptations by their mainstream subject teachers, who all receive regular training in Autism awareness.

Titan class can provide access to small group teaching and specialist interventions in accordance with each child's EHCP, particularly regarding social skills and emotional regulation, and pre-teaching and consolidation.

All children access sensory circuits at least once a day.

All pupils in the provision have an Individual Learning Plan (ILP) devised to meet their specific priority needs. This is monitored continually and reviewed termly. The ILP sets achievable targets in collaboration with annual targets on the pupils' EHC Plan. The commissioned professionals we regularly work with, such as Speech & Language Therapists, Occupational Therapists and Educational Psychologists feed into this process.

Support

We provide a highly personalised approach, crafting individual timetables that evolve over time through collaboration to address each child's social, wellbeing and academic needs. This ensures a balance between mainstream learning and tailored support to foster holistic development. We prioritise helping children manage emotions, self-regulate, and build social skills and independence to foster their well-being. To enhance this, we regularly engage with the community for diverse activities. The Children access walks and visits to the shop, learning key life skills to help them build and develop their independence skills.

The support provided to children will vary according to the requirements of their EHC Plan and funding levels, and alongside quality first teaching and ordinarily available provision may include:

- Individual or small group support for inclusion in mainstream classes when appropriate;
- Small group work to help develop peer group integration, conflict resolution, turn-taking and attention and listening skills;
- The provision of an independent, distraction free work area;
- Activities broken down into smaller 'tasks' to facilitate sustained concentration;
- Provision of a framework for written tasks to provide visual organisation;
- Sensitivity to pupils' sensory difficulties arising as a result of their autism (adapting resources/materials or finding alternatives);
- A work/reward system to provide motivation and structure;
- The use of visuals to support timetables and changes to routine.

Additionally, in accordance with each child's EHC Plan, need, and agreed band of funding they may have access to:

- Educational Psychologist
- Speech and language therapy
- Occupational therapy, to include sensory profile assessments
- Other therapeutic support as identified.

Children generally start the day in Titan class and spend their break and lunchtime in the provision.

Children are encouraged to invite their friends to spend lunchtime with them in the provision and staff facilitate a range of indoor and outdoor activities to help support the children's social needs and peer interactions. We also encourage and support attendance at lunchtime extra curricular clubs.

Children are not expected to manage lockers and have their own individualised storage area and workstation within the provision where they keep their belongings. The provision also has its own cloakroom and toilets.

Resources

Titan class has a fully equipped sensory room and an additional soft calm space, where the children can regulate and/ or calm if they are feeling overwhelmed with a familiar adult always available to assist with co-regulation when needed.

Children have individual work stations and their own designated space they can work at, store equipment and personalise to help them feel like they belong.

A range of sensory equipment, including but not limited to; weighted blankets, TheraBand's, putty, ear defenders, fidget tools and gym balls.

Extensive outside space including: Play equipment; a climbing frame, slide, swing, trampoline and spinner; Outside seating and work spaces; a digging area; Planters for growing a range of different plants, herbs, fruits and vegetables.

Titan class has its own set of chrome books, which children can access for learning activities.

Oven and fully equipped kitchen, where the children can build confidence in cooking skills in a safe environment.

A wide range of PE resources to support with regulation and engagement within the curriculum.

Key Contact for Queries and Admissions

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APPENDIX A: TOP UP FUNDING BANDS

BAND A - £28,000 - Shared TA (1-2) Support and additional / therapeutic support

Children who are capable of being supported in a ratio of 1:2 in the SRP and can access shared support when accessing mainstream lessons, who require some level of holistic or therapeutic intervention from specialists according to EHCP and need.

Examples of the types of support (not exhaustive) depending on age, need and EHCP:

- Access to mainstream classes with shared support (1:2)
- Access to standard Autism practices according to age and stage to support communication and emotional regulation such as Visual Schedules, Now & Next Boards, Choice Boards, PECS, Social Stories, Comic Strip Conversations, Zones of Regulation cards, Exit Passes, time out and downtime etc.
- Access to standard Autism practices according to age and stage to support sensory needs and emotional regulation such as fidget toys, weighted blankets and vests, low arousal spaces and sensory rooms, ear defenders, sensory circuits, sensory and movement breaks, wobble cushions etc.
- Some individual teaching and support not exceeding 1 hour per day
- Daily small group teaching and interventions in the SRP
- Quality First Teaching approaches
- Assessments to measure the impact and progress of all interventions
- Literacy interventions where indicated such as Precision Teaching, additional phonics, reading fluency and comprehension and extended writing support. Resources will vary according to age, stage and need but may include Read, Write, Inc, Nessy, and other interventions rooted in research. The groups are led by teaching assistants who have had specific training. Progress is measured by recognised assessments such as GL, York Reading Tests, Neale analysis, BPVS etc. Additional assessment of cognitive need can be provided by our own commissioned Educational Psychologist and used to determine targeted interventions.
- Social interaction and communication groups (e.g. Socially Speaking, the Talkabout series). These groups are led under the guidance of our Speech & Language Therapist.
- One-to-one and small group work to teach and practice emotional regulation (including the use of the Zones of Regulation), using both SRP expertise and EP / SALT.
- Handwriting interventions
- Homework support
- Catch-Up Numeracy – lesson related to consolidate / embed / build confidence.
- Catch-Up Literacy – lesson related to consolidate / embed / build confidence.
- 1-1 Reading
- Maths focused additional key skill learning (improving recall of times tables and related facts and/or number bonds etc) either in a small group or 1:1 as needed
- Touch-typing support and regular practice
- Additional school based therapeutic interventions such as Lego Therapy & Forest School
- Annual access to a block of Equine Therapy
- Sensory circuits/interventions

- Access to sensory room for both proactive and reactive use
- ICT – Chromebook/Tablets/laptops or I-pads/reading pens
- Access to the use of an AV1 Robot to support inclusion in mainstream learning (not on a full time basis)
- Use of targeted software to embed key core skills such as Nessy, TT Rock Stars, Lexia.

ADDITIONAL Holistic Package:

Ongoing access to ONE of the following (in line with EHCP and child need), to provide assessment, clear understanding of need, updated advice, strategies, and programmes delivered across the provision* and written reports for inclusion at Annual Review:

- Speech and Language Therapist*
- Occupational Therapist* – to include Sensory assessment
- Educational Psychologist
- Access to therapy** This could be Art, Music, Play or Talk based.

*Programmes may be delivered by the fully qualified and Quality Assured Therapist or taught to provision staff for delivery, once full assessment is complete.

**Delivered in school by fully qualified and Quality Assured therapists.

BAND B - £31,000 - Shared TA (1:2) support and FULL holistic package

Children who are capable of being supported in a ratio of 1:2 in the SRP and can access shared support when accessing mainstream lessons but who require a higher level of holistic, therapeutic intervention from specialists according to EHCP and need.

Includes the same provision as described in Band A but will additionally provide:

FULL Holistic Package:

Ongoing access to any and as much of the following services (in line with EHCP and child need), to provide assessment, clear understanding of need, updated advice, strategies, and programmes delivered across the provision* and written reports for inclusion at Annual Review:

- Speech and Language Therapist*
- Occupational Therapist* – to include Sensory assessment
- Educational Psychologist
- Access to therapy** This could be Art, Music, Play or Talk based.

*Programmes may be delivered by the fully qualified and Quality Assured Therapist or taught to provision staff for delivery, once full assessment is complete.

**Delivered in school by fully qualified and Quality Assured therapists.

BAND C - £44,000 – 1:1 TA Support and FULL Holistic Package

Children who require dedicated full time 1:1 support in both the SRP and when accessing mainstream lessons and a higher level of holistic, therapeutic intervention from specialists according to EHCP and need.

Includes the same provision as described in Band A but will additionally provide:

- 1:1 adult support to access all mainstream classes
- Access to 1:1 support during all other times of the school day to include time spent in the provision and at unstructured times (break and lunch).

Where 1:1 is deemed necessary, we would seek to ensure opportunities to grow confidence and independence are built into every day. We remain ambitious for our children and would look to reduce this support to a 1:2 basis gradually, as appropriate, and move to the lower funding band when the child is able to show they are ready.