



Resource Based Provision
Aldersley High School

Contents

The Resource Base	3
Admissions Criteria	4
Criteria for admission.....	4
Visits.....	6
Referrals.....	6
Assessment	7
Transition	7
Exit Criteria.....	7

AUTISM SPECTRUM DISORDER (ASD) & SPEECH, LANGUAGE and COMMUNICATION NEEDS (SLCN) RESOURCE BASE

The Resource Base

Resource base provision is a specialist provision that is set up to meet the needs of those pupils who have an Education, Health and Care Plan (EHCP) with a primary need of ASD or Communication & Interaction. The pupils who come to the provision will be taught within a specialist classroom with specialist staff who are highly trained and understand the needs of the pupils who are in it. In the main they will be taught through a primary model of education, this is when the majority of subjects are taught by the teacher, with specialist teachers taking some of the more bespoke and practical subjects.

This method of delivery is beneficial in that it provides the pupils with consistency and provides them with a solid base with which to build on.

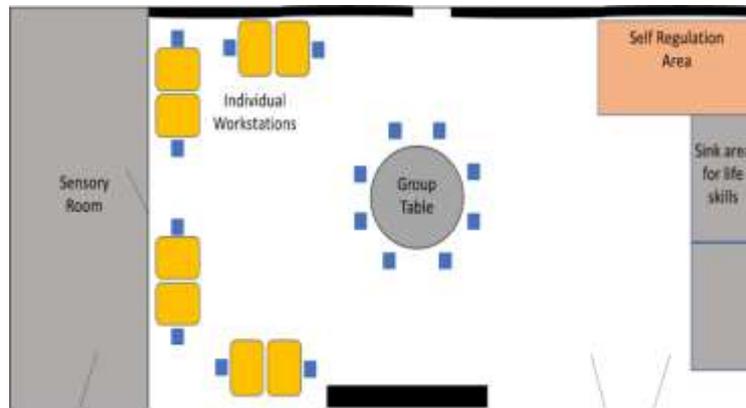
The resource base is not a full-time provision and students will access mainstream lessons and be integrated into lessons alongside accessing the resource base. When placing pupils, we carefully consider the needs of the pupils and whether they can be met here at Aldersley High School, working with families to make sure that they are happy with the offer.

Pupils individual needs would be catered for as detailed in their EHCP and the commissioning of services (*Occupational Therapy, Speech and Language Therapy, Educational Psychologist*) would be something that the school would put into place through consultation with the Local Authority.

There is also an area for the development of life skills within the room and space for sensory diets and activities to take place within the classroom. We have a small Sports Sanctuary that is available to students who have physical sensory needs and this can be accessed when needed.

Pupils within the resource based provision would also have direct access to our new Sensory Room and would have this resource as and when it is needed to support their individual needs.

Pupils will be taught within a specialist Classroom that has direct access to our Sensory Room. Below is an example of what the classroom may look like, but the final design will be based on the individual needs of the pupils within it.



There will be opportunities to use the group table for larger discussions or work that is delivered to the whole group. With the ratio of staff to pupils in the room, smaller group sessions can be delivered to the pupils when needed, as well as individual intervention sessions.

A priority of the Resource Base is to maintain effective and regular communication with parents/carers of students accessing the Resource Base. This will take place through the use of home/school books, emails, telephone calls and face-to-face/virtual meetings. An effective level of communication will help to ensure consistency and collaboration between home and school.

[Admissions Criteria](#)

There will be 20 places in the base for students with an Education Health and Care Plan, which identifies ASD and /or SLCN as the primary need. Once the base reaches its' full capacity there will be no further intake until the current cohort of students do not have the base named on their plans.

[Criteria for admission](#)

Students will be considered for the base when it is clear that they will benefit from the provision and that they meet the following criteria:

- Aged 11-16
- The student has an Education Health and Care Plan. However, in exceptional circumstances it may be necessary to make an *emergency placement* *

- The Education Health and Care Plan identifies ASD and/or SCLN as **their main presenting need clinically diagnosed¹**
 - Other difficulties, such as SEMH and social interaction difficulties may occur as a temporary underlying need as a result of SCLN but not be the main area of concern.
 - The student has been referred to Outreach and has had previous observations by the team.
 - The student has potential to benefit from access to a differentiated mainstream curriculum and function with the peer group available. Following an initial settling in period, CYP should be expected to access a significant level of mainstream education (both supported and unsupported) in order to generalise their skills and develop their independence.
 - All pupils referred to the Resource Base are required to have scores within the average range for non-verbal abilities as assessed by an educational psychologist, as part of the referral process.
 - The student has been assessed by a trained professional who is able to confirm that they have the potential to cope with the demands of the mainstream environment and structure with support, and in time, independently.
 - The CYP will be assessed by specialist teacher to ensure CYP could access the adapted curriculum offered at Aldersley Resource Base.
 - The student's need requires intensive or regular package of support and external specialist agency involvement.
 - The student must be able to access the national curriculum that has been differentiated to meet their needs on entry at Year 7.
 - The student may benefit from some aspects of the curriculum being taught by specialist staff in a small group.
-

- A Multi-Disciplinary Panel are to act as a panel for discussion around entry The suitability of the placement will be monitored through the Annual Review process and decisions of possible change of placement will be made at this point.

Visits

In cases where the base is a possible placement for student, all potential students should be given the opportunity to visit the school and the base informally.

However, there can be no comment about a student's suitability, nor can an offer of a place be made, before Wolverhampton L.A SEN have made a recommendation about the placement.

All requests for a placement at the Resource Base should be referred to the Wolverhampton L.A Admissions Team.

Referrals

When a referral is received at the base the school will consider the requests and respond in writing within the set statutory timescales which governs SEN consultation process. If a decision is taken not to offer a place, the LA must be given the reasons for that recommendation.

The reasons should be set out in terms of the needs of the pupil and the efficient education of the existing students at the school, so that the Authority is aware of why the school considers that the child does not meet the published Admissions Criteria. This will be in line with the SEN Code of Practice 2015.

Prior to discussion, teaching staff from the Resource Base and the SLT will visit the CYP to gain an up to date, specialist picture of the CYP to support discussions around appropriateness of entry.

Students are placed in order of prioritised need and where the resource base can have most impact, as identified by a panel comprising as a minimum SENCO, Educational Psychologist and Specialist Speech and Language Therapist.

Applications for places for students who are not Wolverhampton residents should be made through the student's Local Authority to the SEN Team in Wolverhampton. If the school receives a direct referral from another LA, they should notify the Wolverhampton L.A SEN Team upon receipt.

Assessment

When a referral is made, the LA will always attach the Education Health and Care Plan, the most recent Annual Review and any appended reports about the pupil from the professionals involved.

The school will review the referral papers and request any additional reports required. If, from the paperwork, they consider that the student does not meet the admissions criteria, they will inform the LA of their views. However, the final decision about the appropriateness of the placement will be made by Wolverhampton L.A SEN.

Additional reports may be requested, either from the school or from other professionals, in order to inform this decision. The reports from professionals should be the most recent information of the child and be dated within twelve months of the application.

Transition

When a placement has been agreed, the Resource Base will make contact with the student's current placement to arrange a transition programme with exchange of information and reciprocal visits where practical and appropriate. The SENCO or Resource Base Manager should be invited to the student's transition Annual Review meeting to ensure they are aware of the current needs and support in place. This will help with setting outcomes prior to them joining.

Exit Criteria

A student will be referred via Annual Review/SEN Panel if:

- It is considered the Student has gained in independence and can access the mainstream curriculum without the regular support of the ASD & SLCN resource base (the student may need other forms of additional support).
- The changing needs of the student indicate that alternative provision may be more appropriate
- The student no longer needs specialist intensive package support. Clinical Indicators will be taken into account when the LA makes this decision.

Once the student is leaving, the educational setting at 16 their place will be terminated.

Additional:

* Examples of exceptional cases when it may be necessary to make an emergency placement include the following:

- The student's medical circumstances have changed suddenly, causing a rapid and serious deterioration in the child's health or development.

¹ For SLCN diagnosis – this should be assessed by specialist SLT to ensure Developmental Language Disorder or a SLCN specifically diagnosed. For an ASD diagnosis- only diagnosis via a NICE approved route.