

# Best Practice for School-funded SEND Group Provision

June 2024



# Introduction

The needs of most pupils with SEND, can be met within their mainstream classroom with carefully planned support. SRPs (Specially Resourced Provisions) and Designated Units (Units) are approved, funded and monitored by the Local Authority. These make provision for pupils with EHCPs whose needs cannot be met through full-time mainstream placements. Pupils are placed in a SRP/Unit by Enfield's SEND Service and this placement is named on their EHCP. There are separate operational procedures for these provisions.

Some schools in Enfield have developed and funded their own SEND group provision that runs for a substantial amount of the school week, with pupils placed in the group on a long-term basis. Some examples include groups for pupils with autism-related or social communication needs, general learning difficulties, and Social, Emotional and Mental Health needs. These groups aim to meet the needs of pupils with EHCPs as well as those on SEN Support. Schools are reminded that they must ensure that pupils in these SEND provisions remain an integral part of the whole school, therefore all school policies, including safeguarding, and behaviour are applicable. ***Pupils must be visible, valued and included in their school community.***

It is acknowledged that schools have set up such provisions to help support all pupils. It is recommended that schools with such SEND provision must create their own policy for it and this should be endorsed by school governors/trustees. This should include:

## 1) An Overview

- Purpose, intended aims and expected pupil outcomes.
- Outline the inclusive ethos of the provision.
- Staffing plan, including Qualified Teacher Status involvement and staff ratios.
- Frequency of pupil participation e.g. 3 afternoons per week.
- Anticipated length of placement e.g. for 3 terms.
- Demonstrate how the school will ensure that pupils in the provision will remain visible, valued and included in their school community.

## 2) Pupil selection, integration and reintegration

- Schools should have pre-determined, clear written selection criteria (including ability, need and age range) to ascertain suitability for entry to the provision.
- Schools should have equally clear guidance around reintegration, and this should be monitored regularly.
- There should be a prepared transition pathway for entrance and exit including clear next steps.
- Pupils should have a balance of time in their mainstream class to signal belonging there and sustain relationships with peers and staff. This should be appropriate to the needs and strengths of pupils.
- Pupils must join their mainstream class for subjects they enjoy, any other subject in which they can access the learning, trips and performances/class assemblies.

### **3) Resources**

- The provision should be led by a qualified teacher or a highly skilled practitioner, under the close supervision of a qualified teacher e.g. SENCO.
- Support staff should be effectively trained and have an understanding of SEND relevant to the needs of the pupils.
- Time should be built into staffing arrangements to enable staff to familiarise themselves with lesson plans and carry out preparation of resources suited to pupils' needs
- Continued professional development including accessing outreach support from relevant services, modelling of teaching approaches, training courses etc.
- In accordance with the presenting needs, the ratio of adults:pupils is appropriate to ensure effective teaching, learning and safety of all pupils and staff.
- A suitable environment (for no more than 10 pupils) depending on needs, with access to outdoor space and appropriate toilet facilities

### **4) Classroom environment**

- The environment should be determined by the needs of the group, adapted school policies and take relevant guidelines into account.
- Designated areas for different types of learning e.g. academic, creative and reflective
- Flexible classroom arrangements to allow for individual, paired and whole group activities.
- Areas/resources to support emotional and sensory regulation.
- Group and/or individual visual timetables displayed and used consistently.
- Adults augment communication in a variety of ways (depending on need) e.g. Makaton, objects of reference, photos/symbols etc.
- Group expectations and routines clearly presented and regularly referenced.

### **5) Curriculum, assessment and recording**

- Baseline assessments should be established on entry for academic, social and emotional, independence and engagement skills etc.
- Individual targets from IEPs (which link with EHCP outcomes if applicable) should guide teaching and learning.
- Targets should be written in a way the pupils can access and understand.
- Staff should implement provision towards outcomes on EHCPs where relevant.
- Pupil progress and impact of provision is closely monitored and regularly reviewed.
- The teacher retains responsibility for individual pupil progress and attainment.
- Pupils should have equitable access to activities that are developmentally appropriate, ensure curriculum coverage and enable experiential learning.
- Pupils will have opportunities to develop self-regulation and emotional wellbeing.
- Evidence of learning that may include work samples and/or photographs with staff annotations to show progress and next steps.
- School assessment systems need to show small steps of progress.
- Pupils should have opportunities for skills/knowledge to be generalised and progress should be monitored.

- Any outings/visits must have an educational focus with preparation and follow up activities.
- The curriculum should have regard for the therapeutic needs of the pupils.
- Teaching resources, approaches and content should be appropriate for the needs, interests and developmental stages of pupils.

#### **6) Monitoring**

- The school will include the group in its regular self-monitoring and evaluation systems.
- Planning and delivery should be monitored and recorded in line with school procedures.
- A member of SLT/SENCO should maintain responsibility for the quality of the provision.

#### **7) Liaison and partnership working**

- Clear and concise communication between home and school e.g. diary with parents/carers.
- Liaison with parents/carers prior to the school's placement of the pupil in this provision for permission.
- Written consent from parent/carer for attendance to be sought.
- There should be regular dialogue amongst parents/carers, mainstream class teacher, group staff and SLT regarding progress and readiness for reintegration. Pupils should be included in these discussions where possible.
- Develop systems to ascertain pupil voice to shape the provision.
- Reviewing progress, setting targets and celebrating successes should be jointly undertaken by group staff and mainstream class teachers.
- Consult with relevant external professionals in relation to the type(s) of need of the pupils e.g. Enfield Advisory Service for Autism (EASA) for autism, Early Years (EY) SEND team for EY and Nurture Groups, and implement relevant guidance/advice.

