



Admissions and Exit Guidance for Specialist Resource Provisions

Guidance for admissions to Hertfordshire Specialist Resource Provisions (SRPs) for pupils with Education, Health and Care Plans (EHCPs)

Introduction

Developing the guidance

This guidance has been produced collaboratively by a group of multi-disciplinary professionals made up of highly Specialist Speech and Language Therapists, Educational Psychologists and Advisory Teachers from the Communication and Autism team of the Special Educational Needs and Disability Specialist Advisory Service. The guidance does not represent a blanket policy; it is a framework and basis for considering whether Specialist Resource Provisions can effectively meet the special educational needs linked primarily to either a language disorder and/or a social communication difficulty.

The guidance aims to provide clarity for parents / carers, primary and secondary schools, and other partnership agencies. It will be used by provision panels when considering requests for placements at Specialist Resource Provisions to help inform the recommendations that will best meet the needs of the child.

The guidance is designed to be used alongside the banding descriptors of need and provision for Education Health and Care plans developed by Hertfordshire County Council. It sits alongside the core offer provided by specialist provisions as part of a graduated approach to meeting the needs of children and young people displaying a language disorder and/or a social communication difficulty with or without a diagnosis of autism.

Some children and young people (referred to as CYP) present with a range of needs, and all schools, including specialist provisions, are expected to make reasonable adjustments to meet these needs of a child or young person in line with the Equality Act 2010.

Using this guidance

There is separate guidance for SLCN and ASD in this Guidance document. The rationale for this is that the presentations for both these needs differ and not all CYP with SLCN present with social communication difficulties. Descriptors used for each need is provided as **guidance** for making the decision about whether a child or young person would be appropriately placed in an SRP. The guidance will in time be used in conjunction with exemplar case studies. This is particularly important where needs are less clear and/or information appears contradictory. Each case will be considered based on presenting needs and its impact on the CYP's learning and engagement and not solely on any diagnostic criteria.

Definitions

Current DfE Pupil Level Annual School Census (PLASC) categories (2021) are used in this guidance to distinguish between types of need. For the purposes of this guidance, these categories will be referred to as Speech, Language and Communication Needs (SLCN) and Autism Spectrum Disorder (ASD).

Role of Hertfordshire Specialist Resource Provisions

The Specialist Resource Provisions are part of a continuum of special and mainstream provision to facilitate inclusion whilst providing specialist services. The SRPs extend the range of provisions for children and young people with SLCN and ASD. Their role is:

- To Promote expertise and improve educational practice and provision across the area of SLCN and Autism
- To Provide Inclusive learning that address individual requirements within the learning environment of the SRP and the mainstream setting.
- To provide curricular and teaching approaches that are differentiated and/or tailored according to the prior learning and learning approaches of pupils and to individual needs.
- To adopt a holistic approach by working within the community and access to the wider curriculum focusing on preparing for adulthood and for transition. Expertise of staff in adopting a multi-modal approach to teaching and learning of complex presentations of SLCN and Autism and utilising a multi-agency approach and delivery that emphasises outcomes for CYP as opposed to focusing on needs while working in a holistic way.
- To develop and share specialist resources, equipment, expertise, skills, specialist knowledge, experience, training, and intervention strategies with a view to providing an outreach service in the locality area.
- To work in collaboration with Hertfordshire County Council specialist services to seamlessly integrate CYP with SLCN and ASD into the mainstream School.
- To have high expectations of all CYP within the SRPs, to raise levels of attainment and achievement and to clearly demonstrate progress across all areas of the CYP's development.

Placement of children and young people (CYP)

CYP placed in the SRPs are likely to have a complex presentation of SLCN and/or ASD which require a differentiated curriculum and approach to teaching and learning. The aim is to support these CYP and equip them with the skills and strategies so they can effectively access a mainstream learning environment. A CYP may meet the admissions guidance for a SRP; however parents / carers are still able to choose a mainstream setting if that is their preference in line with section 33 Children and Families Act, 2014.

For some CYP the combination of their needs and current context requires a placement within an SRP, for a certain duration whilst still being enrolled in a mainstream setting. CYP placed in an SRP will be able to access a mainstream curriculum with the right on site specialist support and provision.

Placement process

The Local Authority is responsible for the decision to place a CYP in an SRP. Admission is coordinated by an SRP Placement Panel made up of multi-professional membership. This Panel considers CYP with an Education Health and Care Plan (EHCP) where an SRP is requested. Full details about the operation of this Placement Panel are available in a separate 'Terms of reference' document.

CYP will only be admitted to a formally designated 'specialist provisions' in mainstream schools if they have an EHCP, or in exceptional cases, for example when a CYP moves into the area from a different country and an Education, Health and Care Assessment has started.

Requests for SRP placement should be made before or during the EHCP Annual Review meeting: parents and carers can ask for this meeting to be held early.

Parents and carers requesting placement within an SRP are advised to contact their named SEND Officer in the first instance. The SEND Officer will manage their request and arrange for the request to go to the SRP Placement Panel.

Review of Specialist Resource Provision placements

The annual review is the usual way in which parents, schools and the local authority can together review the CYP's progress towards meeting the outcomes specified in his or her

EHCP (see Reviewing an EHC Plan section of the Code of Practice, paragraph 9:166 – 9:210). As part of the annual review the details of the CYP's current placement at the SRP will be discussed and parents together with the school may wish to discuss the appropriateness of the placement. If the evidence using the exit guidance in this guidance document suggests that the SRP is no longer the right setting to meet the CYP's needs, or that the needs have changed (evidenced by assessment information), consideration may be given to amending the plan to specify what type of provision is required to enable the needs of the CYP to be met. An Annual Review can be called forward if needed.

The SRP Placement Panel will consider assessment information provided by the family and the school as well as assessment information from other services and professionals. Where evidence is incomplete or contradictory, further information or scrutiny will be requested by the Panel. It is important to note that consideration by the local authority of requests for an SRP or another type of Specialist Provision can only be made following informed expression of parental preference. Schools may wish to contact their named SEND Officer for advice if they anticipate that a change of placement may be considered at the annual review.

References

DfE (2021). School census 2020 to 2021 Business and Technical Specification version 1.6 Retrieved from https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/953011/School_Census_Business_and_Technical_Specification_Version_1.6_publishing.pdf

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Equality and Human Rights Commission Technical Guidance for Schools (2010) Retrieved from <https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-england>

RCSLT briefing paper on Language Disorder with a specific focus on Developmental Language Disorder (2017) Retrieved from <https://www.rcslt.org/wp-content/uploads/media/Project/RCSLT/language-disorder-briefing-paper.pdf>

Specialist Resource Provisions (Secondary)

Settings	North Herts and Stevenage: <ul style="list-style-type: none">• The Priory School, Hitchin East Herts, Welwyn and Hatfield: <ul style="list-style-type: none">• Avanti Schools Trust secondary school, Bishop's Stortford Watford, Three Rivers and Hertsmere: <ul style="list-style-type: none">• Bushey Meads School, Bushey St Albans and Dacorum <ul style="list-style-type: none">• Longdean School, Hemel Hempstead
Needs catered for	Communication and Interaction: <ul style="list-style-type: none">• Speech, Language and Communication Needs• Autism (with or without a diagnosis) This is a need-led provision.
Age Range	11 – 16