

## **Paget Primary School Resource Base Policy**

### **Mission Statement**

Team Paget: Stronger Together

### **School Motto**

To be the best that we can be.

### **School Aims**

1. Create a safe, secure, caring environment where differences are respected and celebrated.
2. Remove barriers to learning so that all children can flourish in a culture of ambition and achievement
3. Provide a relevant and meaningful curriculum that develops the whole child, excites imagination, fires curiosity, raise aspirations and widens horizons
4. Enable children to communicate effectively and make a difference in the modern world
5. Build a strong supportive partnership with our community based on trust, honesty and high expectations of all

Paget Primary School has a resource base for children who are autistic. The resource base has space for 15 children from the ages of 4-11. The children who attend the resource base have an EHCP diagnosing them with Autism as their primary need. At Paget, we recognise that some children with ASC can find the world confusing. Children are an individual, and we aim to equip them with specific strategies and support to promote their inclusion and reduce potential anxieties.

The target group for the resource base:

- Be of primary age, have a diagnosis of ASC, SEN Support Provision Plan and an EHCP (Education Health Care Plan).
- Children who can access an adapted National Curriculum
- Children who need a small group environment and may access mainstream for wider school events
- Children who require a multi-sensory approach to learning to include visual support and signing.

The resource base aims to support autistic children so they can access a personalised curriculum and receive the specialist expertise to have a rewarding and fulfilling education. The provision for these children will attempt to provide them with the necessary life skills to support them when they are ready to move onto the next phase of their education. Children's needs will be met by ensuring that all children receive the level of support and education that is right for them. For children who have complex needs, including communication difficulties, the curriculum they are exposed to will be closely linked to communication and language targets.

In the resource base, we have the resources to support them in a way not possible in a mainstream setting. The resource base follows the Paget Primary's Child Protection and Safeguarding Policies.

### **Admissions**

The resource base at Paget Primary School is commissioned for 15 children across all year groups. The provision in the resource base requires pupils to be able to access small group work with the support from an adult. The provision is not intended to support children who require a high level of 1-1.

### **Placements**

Placements in the base will be decided by the Decision-Making Group (SENAR), taking into account individual needs, parental preference, and consultation with the school. Where possible the SENCo and ASC lead will carry out initial observations in the child's current setting prior to the place being offered or their start date.

### **Initial Placement**

Depending on the individual child will determine how long the settling in process will take. During the first six weeks, the children will be base lined. The baseline information will ensure staff have a clear assessment of the child's need and the appropriate strategies required to support them. A clear programme of support will be put in place to support academic development, social development, and ASC specifics. The individual SEN plans will be put in place for the children and will be monitored and reviewed termly. There will be regular ongoing dialogue between the resource base staff and SENCO regarding children's progress, targets and areas of concerns etc.

## **Staffing**

The children who attend the resource base need a reasonably high level of support, and currently, the ratio of child to adult is 15:4. Resource Base staff are a Lead Teacher, TAs and an ASC lead. This ratio is calculated through funding levels which are closely matched to the needs of the pupils. Working alongside parents and the outside agencies allows the staff in the resource base to plan and deliver personalised learning to enable the children to have a positive and stimulating experience. There is also support available from the pastoral team and school family support worker (See school website).

On occasions additional funding is allocated through SENAR for children who require a high level of one to one support this is done by the school submitting an application form for exceptional needs funding.

The Resource Base Lead Teacher will be pro-active in the day to day running and management of the resource base, ensuring that all school policies and procedures are communicated to, understood and followed by staff.

## **EHCP Review**

All the children that attend the resource base with either have a SEN Support Provision Plan agreed by SENAR or an EHCP. Each year a review will take place with parents, teachers, ASC lead, SENCo and professionals who are involved with the individual child. This collaborative approach enables all stakeholders to ensure the best outcome is achieved for the child. We use a range of different approaches to collect parents and pupil's views such as verbal comments, emails, questionnaires, pictures, photographs etc.

## **Communication with parents**

We believe collaboration with parents and carers is key to ensuring the best possible outcomes for pupils. As many of the children travel to school each day on Birmingham transport, home/school communication books provide an opportunity for parents and staff to communicate on a regular basis. We also welcome parents and carers to telephone or email the school. In addition to the statutory Education, Health, and Care Plan Annual Review meeting, termly parent meetings are held to discuss each child's progress.

## **Curriculum**

The majority of planning comes from the individual child's SEN Plans and a yearly overview, which is developed by the staff in the base to incorporate elements of the whole school approach to teaching the curriculum. Where possible the children will be exposed in their time in the resource base to as many opportunities that our mainstream children have where they are appropriate for the child. The staff and children will use the Makaton Language Programme

as well as visual resources/ references to support teaching and learning and communication. We use workstations to promote independent learning

As well as the curriculum learning we do, we focus on the social and emotional needs of the individual through whole class lessons and interventions.

### **Environment**

Children who are autistic are very sensitive to their environment. The environment in the resource base is strongly considered regularly. As the children can become easily distracted, the classroom will have minimal wall display but will encourage an interactive classroom.

### **Risk Assessment**

There is a variety of risk assessment that is carried out in the resource base depending on the child and event. If there is a child that poses any sort of risk to themselves, peers or others, they will have a written risk assessment. If children are to be taken on an educational visit, a risk assessment will be completed. Individual risk assessments are reviewed regularly.

### **Toileting**

Some of our children need assistance with their toileting therefore individual care/toilet plans will be drawn up with parents. If this is the case, there will be a TA or Teacher assisting them. If the adult that is supporting the child is alone, the toilet door will be completely open. All changes will be logged as part of their toileting plan. No adult will be in a toilet with a child alone with the door closed at any time. The child will be encouraged to do as much as they can independently but will be assisted where needed.

### **Physical Activity**

Physical activity is imperative in a child's development. Therefore, we ensure children are practising their gross motor skills daily which either be done through the PE curriculum or planned additional activities. Their day will be broken up by outdoor playtime in our outside space and for those who can access the main school playtimes they will do so at breaktime and lunchtime . All children will be offered the opportunity to engage in either lunchtime or after clubs.

## **Positive Handling**

Adults in the resource base have a duty of care to ensure that all children are kept safe to the best of their ability. Procedures are in line with the DFE guidance on “Use of reasonable force” (issued July 2013). As a last resort, we would only use positive handling to keep a child, their peer, or an adult safe. All staff in the resource base have been team-teach trained to ensure that they know how to use positive handling safely. In the event that a staff member is new and has not yet gone for the training or there is a supply working, they would not be responsible for any sort of physical intervention, an exception in extreme emergencies. Positive handling will always be carried out with two adults. This policy should be read in conjunction with the school’s positive handling policy.

## **Transport**

Transport is handled by Birmingham City Council. The school holds no responsibility or control over how transport is organized, however we will work in partnership with Transport criteria will be in line with the BCC transport policy.

We worked in partnership with travel assist to ensure that children’s emotional well-being and experience is a positive one and any concerns will be dealt with accordingly.

## **Monitoring arrangements**

This policy will be reviewed November 2024