

Developing Effective Specialist Provision in Mainstream Schools

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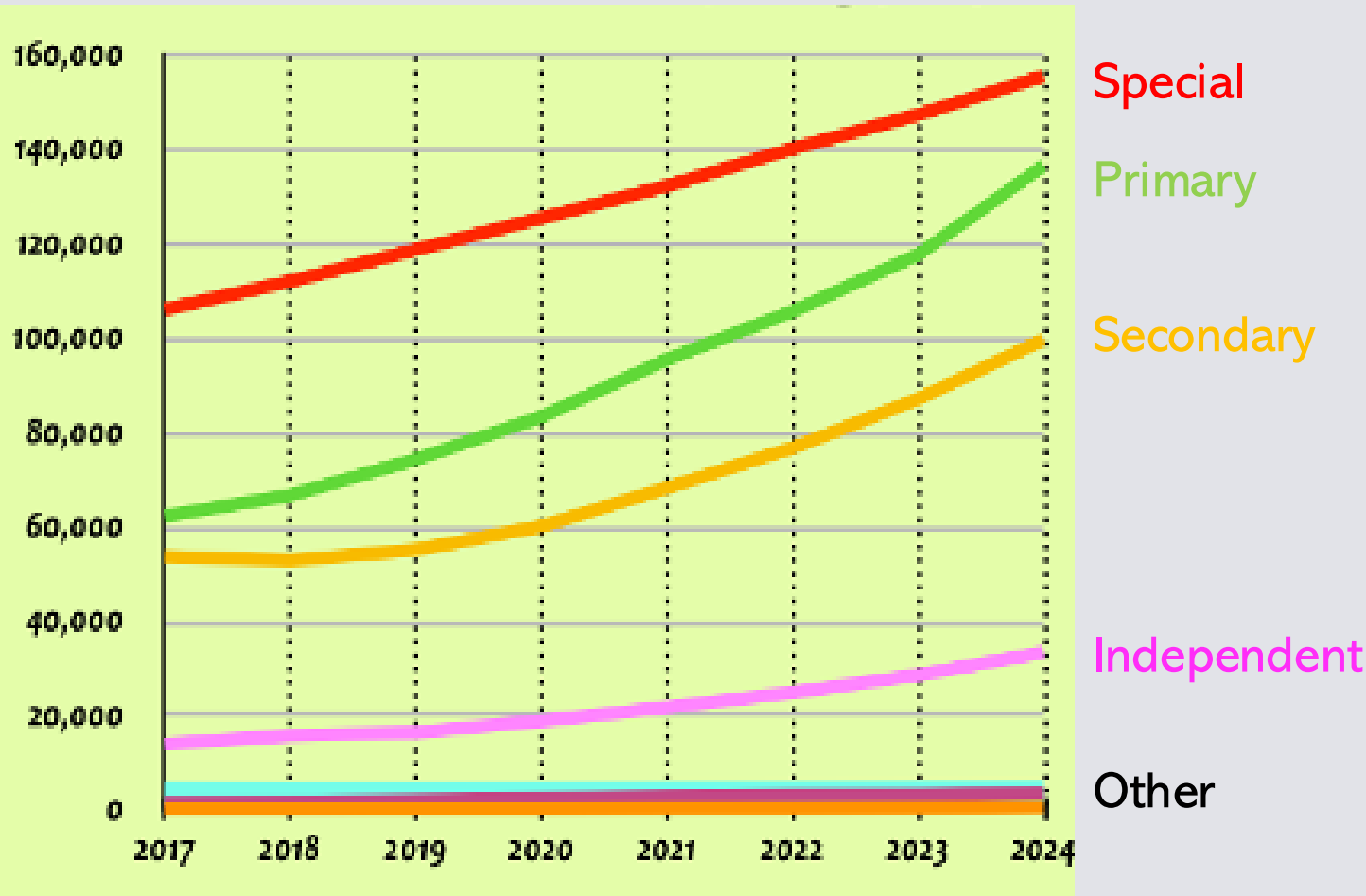
IN PARTNERSHIP WITH



EvaluateMySchool

UK National Focus on Mainstream

Where are CYP with EHCPs educated?



Graph by Special Needs Jungle (SNJ)

I have been really encouraged to see some great examples of mainstream schools delivering specialist provision and showing what is possible – including through the use of SEN Units and Resourced Provision.

We will encourage more schools to set up this form of provision.

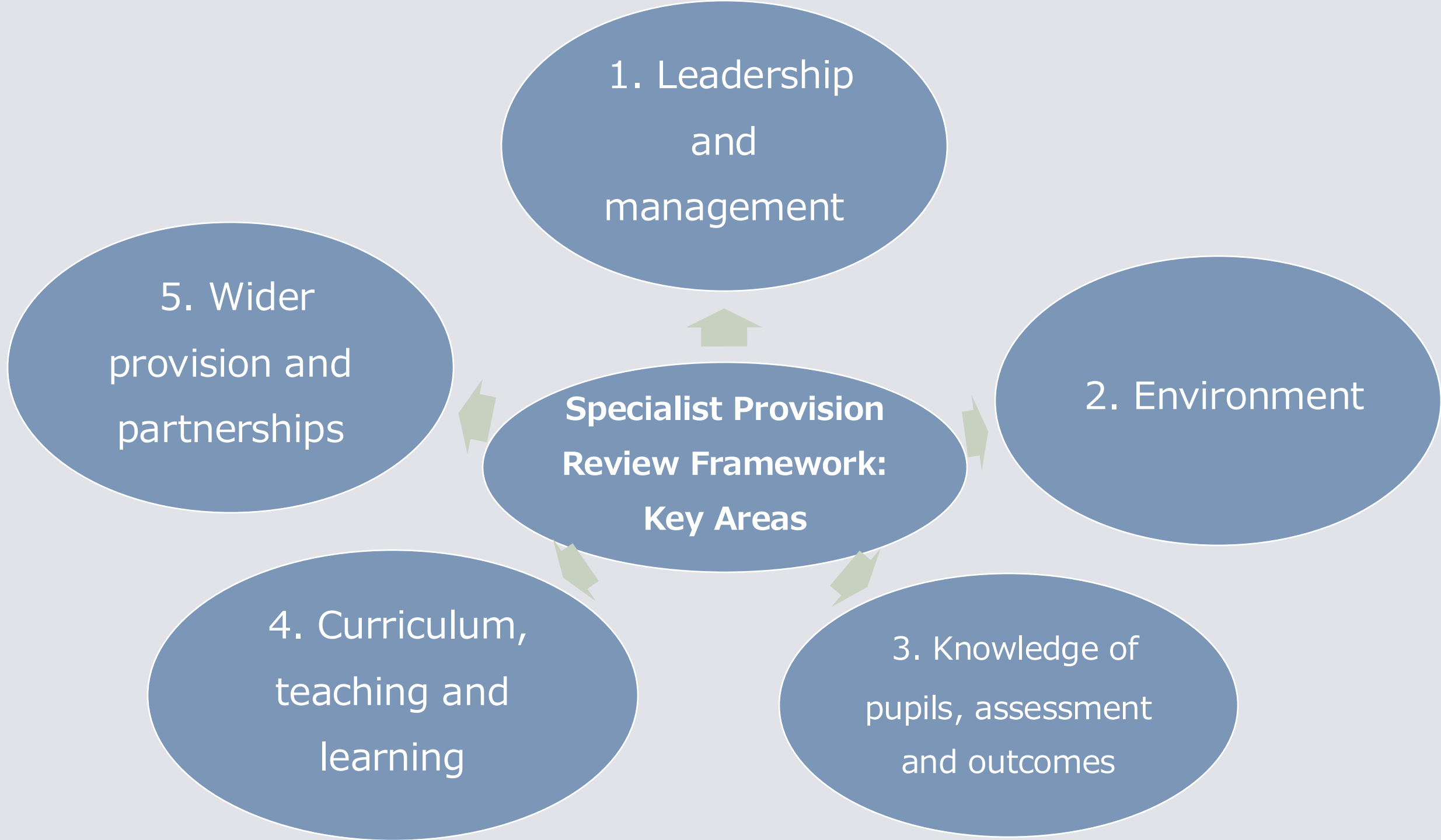
**Bridget Phillipson,
Nov '24**

Internal Specialist Provision Examples

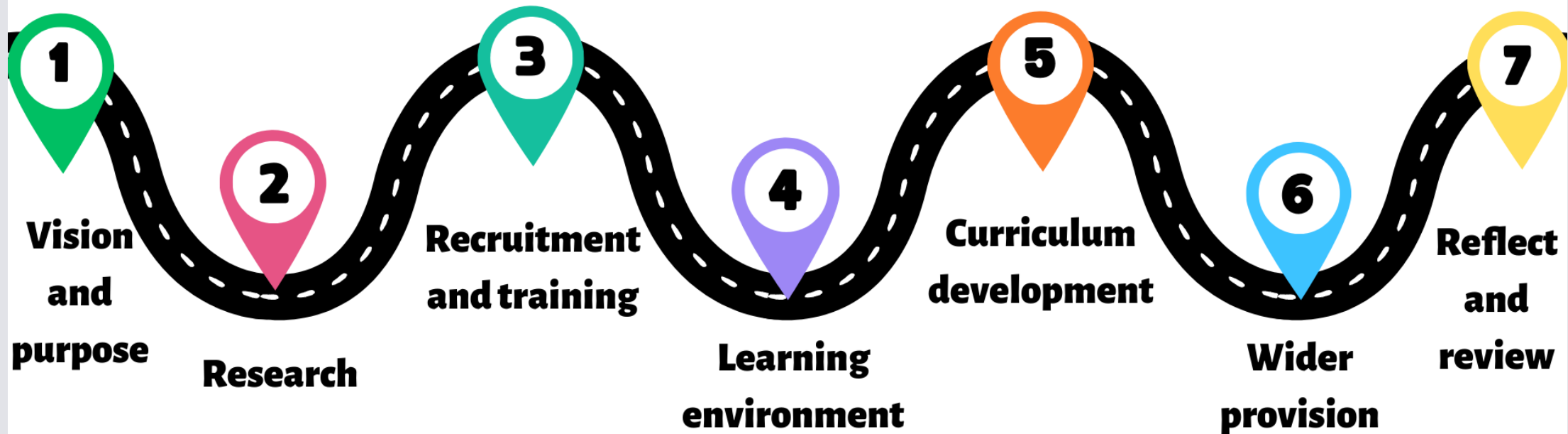
- ARP
- ARC
- The Ark
- The Bridge
- SEND Class
- The Nest
- The Haven
- Nurture class
- SEND Base
- Specialist Base
- Inclusion Unit
- The Sunshine Room
- The Rainbow Room
- The Den
- The Hub
- The Warren

Benefits of Specialists Provisions

- Supports increasing complexity of need within school
- Flexible approach to budgeting for and organising special educational needs provision
- Enables pupils with complex needs to be educated in their local school alongside their mainstream peers.
- Provides parents with the choice of mainstream education
- Staff build additional SEN knowledge, skills & expertise
- Supports development of a whole school approach to SEND e.g. environment, curriculum offer, pedagogy, assessment, routines
- Enables a focus on holistic outcomes
- Enables each pupil to receive the support that they need, at the appropriate level in an appropriate setting.

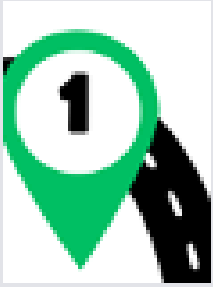


Specialist Provision Roadmap



← Communication with stakeholders →

Adapted from the 'SEND Class Roadmap' document developed by LiHT
With thanks to Ashley Eastwood, Executive Leader LiHT

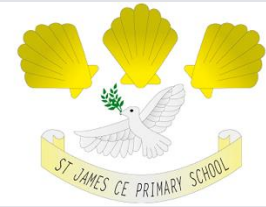


Vision and purpose

- What is the intent, purpose and rationale behind developing specialist provision?
- How will all leaders and governors be involved?
- What outcomes do you want for pupils accessing the SP?
- What are the benefits for the pupils accessing the SP over full time mainstream class access?
- How will the SP be developed as an integral part of the school?



Establish a set of guiding principles to inform your provision development



THE ARK INTENT, IMPLEMENTATION AND IMPACT

At St James, we recognise that children with significant SEND require a curriculum that is highly differentiated and specifically adapted to meet their learning needs. All children based in the Ark provision have an EHCP or are waiting for an EHCP. The Ark provision is for EYFS and KS1 pupils with significant SEN, whilst supporting parents in securing appropriate alternative provision for them.

Vision / intent

Our whole school vision is for all learners to reach their full potential in mind, body and spirit, as individuals. Our whole school community embraces and celebrates spirituality, difference and diversity, and we strive for all our children to be the best they can be and to flourish. We are one school!

The Ark provision follows a well-planned, significantly adapted, individualised and progressive curriculum based on EYFS and National Curriculum. We also use Assessment for All to support identifying the next small steps of development for the individual. Through the Ark provision we offer challenge in a safe, secure environment where children can thrive.

Implementation

We do this by:

- Adapting the curriculum and environment so children have the same opportunities as their peers
- Providing opportunities to support progress for each child individually
- Working as a team including all school staff and families to achieve the best outcomes for learners with SEND
- Effective allocation of resources (including adults) to ensure needs are met, alongside developing independence
- Offering a holistic, sensory and emotion coaching approach
- High quality teaching and intervention

Impact

The Ark provides a key focus on specific areas; these are the things we want for our pupils:

- **Communication:** To be confident communicators in their own form of communication
- **Independence:** To be as independent as possible and develop self-help skills for learning and life
- **Inclusion:** To experience opportunities that develop a strong sense of belonging whilst embracing diversity and individuality
- **Success:** To be happy and confident individuals who access and learn from an enriched curriculum that meets their needs.



Research

- What do you know about your pupils? What does your initial needs assessment tell you?
- Which area(s) of need will your provision focus on?
- What other provision is available as part of the local offer?
- Who else could you speak to for advice / support?
- How will you fund the provision?



Develop clear admissions guidance for the provision

Example Core Offer for Secondary ARP

Below is an outline of our **Core Offer** for our Additionally Resourced Provision:

- Morning check-in and organisation prompts prior to form group – 15 mins daily
- Afternoon relaxation and problem-solving/check out – 10 mins daily
- Specialist adult support in mainstream school lessons
- Daily break time support, including homework help/access to games /social
- Daily lunchtime support, including specialist support in the dining room.
- Daily transition support between lessons
- Safe and supportive environment within the provision for students to return to complete work outside of lessons if required
- Sensory diet activities included daily as required by student needs
- Access to dark dens etc, as required.
- Targets/student voice - 10 mins at the end of each day
- Individualised ARP Curriculum identified through EHCP, family priorities and SCERTS
- Timetabling considerations involving; direct teaching independence/self-help skills, social communication, emotional regulation
- Visual timetables in all provision rooms
- Parent Liaison and coffee afternoons once every term.
- Close liaison with main school staff
- Transition package – bespoke for each individual student.
- Exam concessions are arranged as appropriate.



Recruitment and training

- Who will lead the SP?
- Who will manage and teach in the SP day-to-day?
- How will you ensure the SP is appropriately staffed, with experienced / skilled staff?
- How will you ensure everyone is clear of their responsibilities?
- What CPD and support will be in place for all staff?



Establish SP responsibilities for all staff in the school



Learning environment

- Which space(s) will be dedicated to the SP?
- Are there a range of spaces available that can be used flexibly?
- How will the environment be adapted to meet the needs of the pupils?
- What resources will be needed?
- How will routines, structures and approaches to behaviour be implemented?

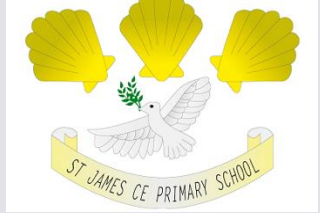


Think about how your main space can be zoned



Little Explorers, Whitchurch C of E Federation





The Ark at St James CE Primary, Northampton





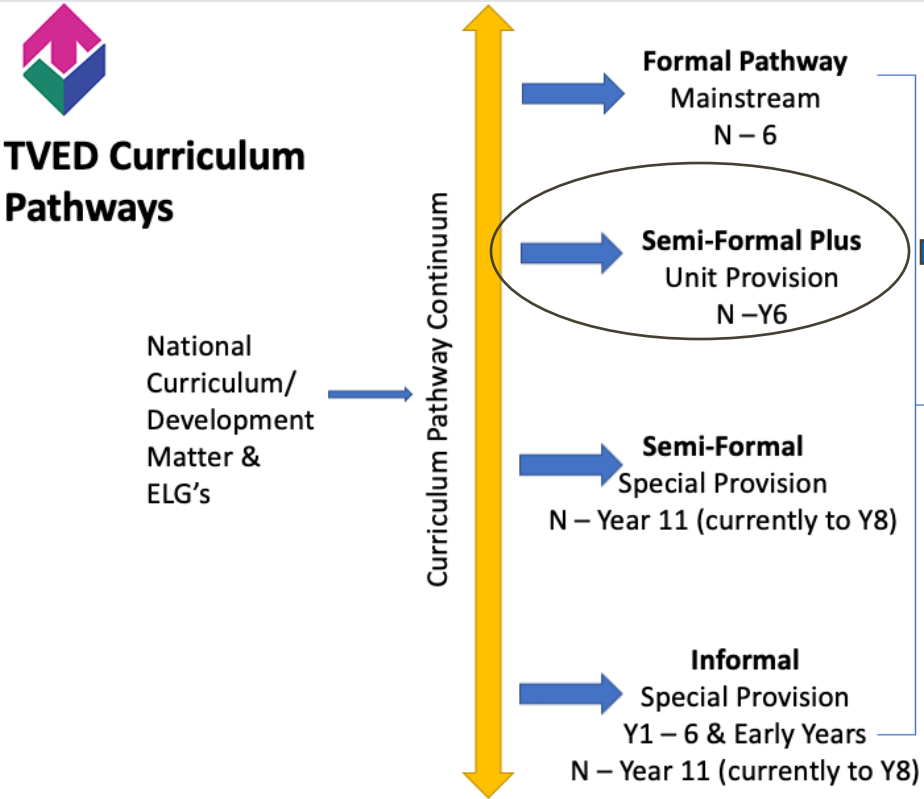
Curriculum development

- How will you ensure your SP curriculum is ambitious and meets the needs of the pupils?
- What curriculum frameworks will you use / adapt?
- How will the curriculum be delivered?
- How will specialist approaches, additional provision and therapies be delivered?
- How will progress be assessed?



Ensure you are clear of your curriculum intention and implementation

TVED Curriculum Pathways



Needs of pupils

- Pupils:**
- Have severe or moderate learning difficulties
 - Have difficulties with sensory processing and perceived sensory patterns
 - Have difficulties with memory, generalising and problem solving
 - Have a smaller working memory
 - Have difficulties with concentration and attention
 - Have continuing communication and interaction needs
 - Have a need for structure and routine
 - Work from P8
 - Need support with their social, emotional and mental health

Learning intentions taken from...

- PIVATS
- MAPP targets for some pupils and subject areas
- TVEd Semi-formal to formal routes to learning
- EHCP outcomes
- SALT
- Sensory programmes
- Physio programmes

Provision

Pupils begin to access a more structured teaching and learning environment still with a focus on multi-sensory learning. Subject specific learning takes place within the core areas, which may still be on an individual and small group basis with some whole class learning sessions. The wider curriculum will be taught in a stage appropriate manner following the TVEd semi-formal to formal routes for learning. Pupils continue to have a personalised learning plan. Repetition and over learning continue to be essential to develop fluency. Pupils are supported to develop their social, emotional and communication skills and independence.

- Symbol exchange
- Makaton
- Multi-sensory approach
- Visual supports (timetables, key rings)
- Augmented and alternative communication
- Sensory diets and sensory integration programs
- TEACCH approach
- Attention Autism

Documents shared by Jennifer Duncan, Deputy CEO and Executive Head Teacher, TVED



Wider provision

- How will partnerships with parents be developed and sustained?
- How will opportunities for parent and pupil voice be developed?
- What opportunities will there be for SP pupils to be included in the wider aspects of the school?
- How will external agency support be secured and utilised effectively?



*Commission
external
professionals to
support with
initial set up of
your SP*



Reflect and review

- What opportunities will there be for staff to reflect on how the provision is working and make changes?
- How will the quality of provision and outcomes be monitored and evaluated by leaders and governors?
- How will you ensure the purpose and intent is reviewed regularly and a flexible approach is taken to respond to changes in pupil need / cohorts / provision requirements?



Use the recommended framework for self-evaluation / review

Specialist Provision Review Framework

Framework developed to support evaluation for mainstream schools:

- with (or considering) units / resourced provision
- with (or considering) their own internal specialist provision.

Framework uses 'Specialist Provision' (SP) as a generic term

Includes statements that can be used to focus leaders' discussions and evaluations using the following criteria:

Beg = Beginning

Dev = Developing

Sec = Secure

Exc = Excellent

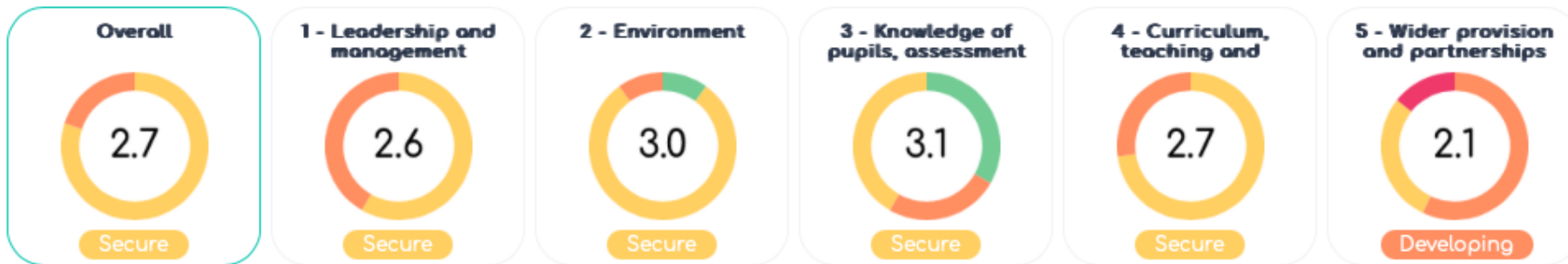
Using the framework in EMS

Specialist Provision (SP)

For SEN units, resourced provisions and internal specialist provisions



Evaluate Analyse Compare Track Improve



Navigation sidebar:

- SCHOOL 1
- OVERALL
- CURRENT SCORES

1

Leadership and management

[^ Hide Statements](#)

1.1

Leaders and governors have an inclusive ethos and have a clear vision for the Specialist Provision as an integral part of their school. The vision is communicated to all stakeholders.

3

Secure

[Add Action](#)

1.2

The Specialist Provision is reflected in all relevant whole school policies, documents, and information, including curriculum documents, the SEND Policy, accessibility policy and SEN Information Report. Information on the Specialist Provision is accessible for all stakeholders, including parents.

2

Developing

[Add Action](#)

1.3

There is a development plan in place for the Specialist Provision with clear aims and objectives that link to the whole school development plan. Self-evaluation of the quality of provision and outcomes in the Specialist Provision informs the development planning process.

2

Developing

[Add Action](#)

1.4

The Specialist Provision is led by an appropriately qualified and experienced member of staff. Communication between the Specialist Provision Lead and SLT is effective.

3

Secure

[Add Action](#)

1.5

The Specialist Provision is appropriately staffed. The adult: pupil ratio is monitored to ensure the learning and safety of all pupils and staff. In addition to the Specialist Provision Lead, other staff have appropriate qualifications, skills and experience.

3

Secure

[Add Action](#)

**Thank you -
Please contact me for
further information:**

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