

Resourced Provision Best Practice Guidance

Autism

Contents

Guiding Principles

Quality Assurance and Success Indicators

Agreed Language

Possible Resourced Provision Set Up and Best

Potential Staffing Scenarios

Whole School

Signposting, Resources, Training and Reading

Autism Guiding Principles for Resourced Provisions

Autism is a neurodivergent way of being. Autism influences how people experience and interact with the world. Everyone is different but for a diagnosis there are some shared differences from the predominant neurotype linked to thinking, feeling and communicating.

Autism is only a special educational need where provision over and above that which is ordinarily available is required to access learning. A medical diagnosis does not necessarily mean a requirement for additional provision and if the individual is able to be supported with reasonable adjustments, this may not constitute a special educational need. The significant majority of individuals with Autism can be appropriately supported through ordinarily available provision, SEN support or as part of the mainstream provision. Resourced provisions are specialist provisions are therefore will be working to support those requiring a higher level of targeted specialism.

Profile of need

Some Autistic learners may have cooccurring needs. Therefore, provisions supporting those Autism should be expecting to see learners with the following cooccurring elements:

- Potential learning difficulties, gaps in learning or a spiky learning profile
- Difficulties with auditory processing skills or maintaining attention
- Different understanding of or uses of language, including that which is non-verbal
- Difficulties with memory or reasoning skills
- Different expressions of emotion
- Differences interacting in group situations and with different people, especially those who are less familiar

- Sensory sensitivities
- Communication differences.

Specialist Resourced Provision

Resourced provision will be considered the appropriate specialist provision for supporting learners where the individual will benefit from a structured, approach with a varied peer group. These learners will need specialist support but will also have the potential to be able to integrate with a wider group of peers for controlled periods of time, even if this is not the case at the start of their journey.

In some exceptional circumstances a resourced provision may be utilised whilst an individual is awaiting a special school placement, this sometimes unavoidable situation means that the pupil maintains a school community and sense of belonging whilst the search for provision is underway. It would also be inappropriate to class as educated other than in school (EOTIS) because a suitably specialist school provision will be able to meet need. Where this is the case, there is likely to be a package of support in place which the home school will coordinate.

Quality Assurance and Success Indicators

In Hampshire we believe that pupils should be educated wherever possible in their local school and that local schools should be able to meet the needs of the majority of pupils. However, when this is not possible and through the Education and Health Care Plan (EHCP) process, a pupil may be placed in a specialist provision. We believe that Resourced provisions as outlined in the DfE's guidance; '[Area guidelines for SEND and alternative provision](#),' as opposed to units, offer the most inclusive provision for our pupils at the current time, and this is a view supported by research from national institutions.

Schools, nurseries and academies face external moderation and monitoring. This happens through a range of agencies including Ofsted and the LA Leadership and Learning Partner Review (LLPR) process. Resourced Provisions are in the scope of this monitoring and moderation.

The LLPR process will seek to summarise the use of the Resourced provision and the integration of pupils into the mainstream classes. Resourced provisions will also be expected to undertake an annual return which will be moderated and used to inform future LLPR and any required programmes of support.

This will differ if the Resourced provision is Early Years as then all monitoring and quality assurance will be undertaken from the Services for Young Children.

The special educational needs team commission quality assurance (QA) visits to all Resourced provisions on a three-year cycle. These are conducted by a Special Educational Needs Improver (SENI) or Special Educational Needs Advisor (SENA). Prior to the visit, the Resourced provision will be asked to complete a self-evaluation

template which can then be used to help inform the visit and an appropriate programme.

If a Resourced provision becomes subject of concern, then monitoring and quality assurance processes are likely to be escalated, and appropriate programmes of support identified which the Resourced Provision will be expected to engage with.

Attendance at network meetings is also an expectation of Resourced provision staff, as this is an opportunity to network with other specialist provisions and to explore best practice and any recent developments in relation to the designation.

New provisions should expect at least a visit in their initial year and likely one in the second to measure embedding of practice.

Key Performance Indicators: In Hampshire Resourced provisions the KPIs expected are:

- Ofsted grade is good or above.
- Section F of the EHCP is delivered both inside and outside of the RP.
- Evidence of an inclusive culture and high-quality curriculum both in the RP and across the mainstream school.
- Regularly engagement in RP networks and events.
- Evidence of ongoing CPD for staff in both the RP and across the school, that directly relates to the provision designation.
- School works to bring attendance in line with national averages.
- Reasonable adjustments are in place to ensure the behaviour policy meets the needs of children supported by the RP.
- Evidence of increasing time spent reintegrating into the mainstream part of the school.

Success Measures

For an Autism Resourced provision success measures are likely to align with the pupil needs, outcomes from plans and preparation for adulthood. Some of the different success measures that are used within Autism Resourced provisions include:

Agreed Language

Possible Resourced Provision Set Up and Best Practice

AAC – augmentative and alternative communication

ALB – aided language board

Visual timetables/visuals

Graduated starts and finishes to the day

PEEP (evacuation OR education?)

Whole school sensory environment audit

Whole school communication audit

Allocation of all pupils to a 'home' class and identity within the class

Sensory profile

Special interest groups

Social scripts / stories

Emotional literacy 'measure' - this could be zones of regulation? Spoons/capacity cup – opportunities to teach/reinforce language of emotion – whole school approach

Agreed communication protocols with parents

Additional whole school CPD on designation

Alternative forms of recording

Consideration of working memory when designing class input

Early exit passes for break, lunch – each lesson

Awareness of seating/workspaces

Access to quiet space/regulation areas

Consideration of OT needs/input for pupils

Range of in class 'tools' to support pupils needs

Adaptations to uniform, PE kit, changing facilities, access to toilets

Consideration of individual needs and reflect on personal timetables

Inclusion of special interests to support access to mainstream lessons

Strength based approach

Potential Staffing Scenarios - finished

Resourced provisions are funded on a *place plus* basis, in accordance with Department for Education (DfE) requirements. The principles of this approach are that Resourced provisions will receive place funding and top-up funding.

The staffing model used will both be reflective of planned numbers as well as pupil needs. Staffing models should look to support preparation for adulthood and build increasing independence, avoiding over dependence on supporting adults. Schools

that are most successful with this are those who see the Resourced provision as an integral part of the whole school and those where their ordinarily available provision is consistently strong across the whole school. Sometimes it is forgotten that a Resourced Provision is a specialist provision and therefore means there is increased expertise available to the school as a whole, at any time.

The staffing scenarios modelled below are on the assumption of an Autism place number of 12 which is at full occupancy.

Model 1	SENCo leads for 20% of the time A lead teacher takes responsibility for 50% of the time Six B grade support staff are used as required to provide intervention and support integration
Model 2	SENCo leads for 50% of the time Two C grade support staff take responsibility for the remainder and provide intervention and integration Five B grade support staff are used as required to provide intervention and support integration
Model 3	A lead teacher takes responsibility 100% of the time One C grade support staff takes responsibility for planning, preparation and administration, provides intervention and integration Five B grade support staff are used as required to provide intervention and support integration

Whole School Integration

All staff need to understand the designation and typically presenting needs of young people and the adaptations that would be expected as part of OAP. Systems within school need to reinforce the ethos of the RP as part of the main school and expectations that all teachers are teachers of SEN. This will include regular monitoring of adjustments for RP pupils in the classroom and issues addressed.

Whole school behaviour policy needs to be reflective and take into consideration the RP designation. How are 'reasonable adjustments' going to be reflected through policies.

Consideration how MH resources will be used to support RP pupils.

what is OAP and underpinning of ethos of the school, likely specialist adjustments and support needed in the mainstream classroom, ways to work towards integration, developing independence rather than dependence

Signposting, Resources, Training and Reading

NAS [National Autistic Society](#)

AET [Autism Education Trust](#)

Autistic Girls Network [Welcome to the | Autistic Girls Network](#)

ELKAN [Elklan Training Limited](#)

Widgit [Widgit Software](#) | [Widgit Symbols Help Communication](#)

ACE Centre [Ace Centre](#) | [Charity specialising in AAC & Assistive Technology](#)

STAS C&I [Communication and Interaction](#) | [Education and learning](#) | [Hampshire County Council](#)

OAP

[National Autism Trainer Programme](#) | [Anna Freud](#)

[Home](#) | [Autism Hampshire](#)

SWAN – EP service

Support through projects – PINS and SWAN

Links to parent support groups – HPCN, BRAAIN

DRAFT