



Hampshire
County Council

Improvement and
Advisory Service

Autism Resourced Provision (RP) Training Day

17 June 2025
Di Lowth

Day's Overview

09.00 – 09.15	Introduction and outline of the day
09.15 -10.15	Session 1 <ul style="list-style-type: none">• Current and ever-changing landscape around neurodiversity• Neuro affirmative language
10.15 – 11.15	Session 2: Supporting social skills <ul style="list-style-type: none">• Social communication <i>differences</i>• Double Empathy Problem• Reflect on social skills training• Masking, camouflaging, adaptive morphing• Reflection time – ‘questioning with curiosity’ prompts• ‘If not social skills training, then what’?
11.15 – 11.45	Tea break and reflection
11.45 – 12.45	Session 3: Managing and supporting overwhelm <ul style="list-style-type: none">• Capacity Cup• Environmental adaptations + teaching skills• Autistic fluctuating capacity• Energy accounting
12.45 – 13.15	Lunch and reflection
13.15 – 14.15	Session 4: Supporting self-advocacy skills <ul style="list-style-type: none">• What do we mean by Self-advocacy?• How to support children to self-advocate• Helpful resources
14.15 – 14.45	Tea break and reflection
14.45 – 15.45	Session 5 <ul style="list-style-type: none">• Integrating as part of the whole school

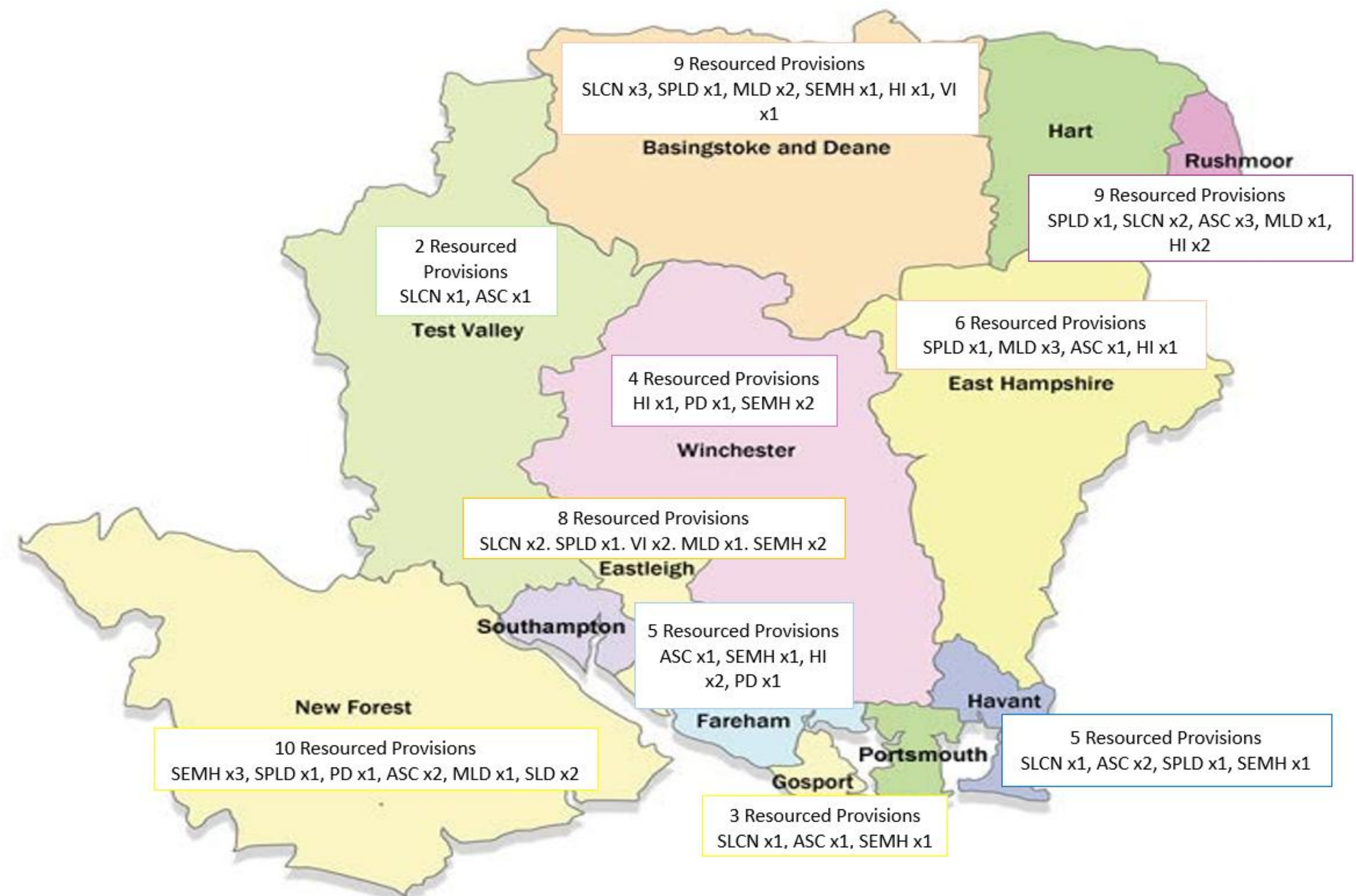
Introduction

Current summary - 61 RP providing 671 specialist places (11 Autism)

Primary 37

Secondary 24

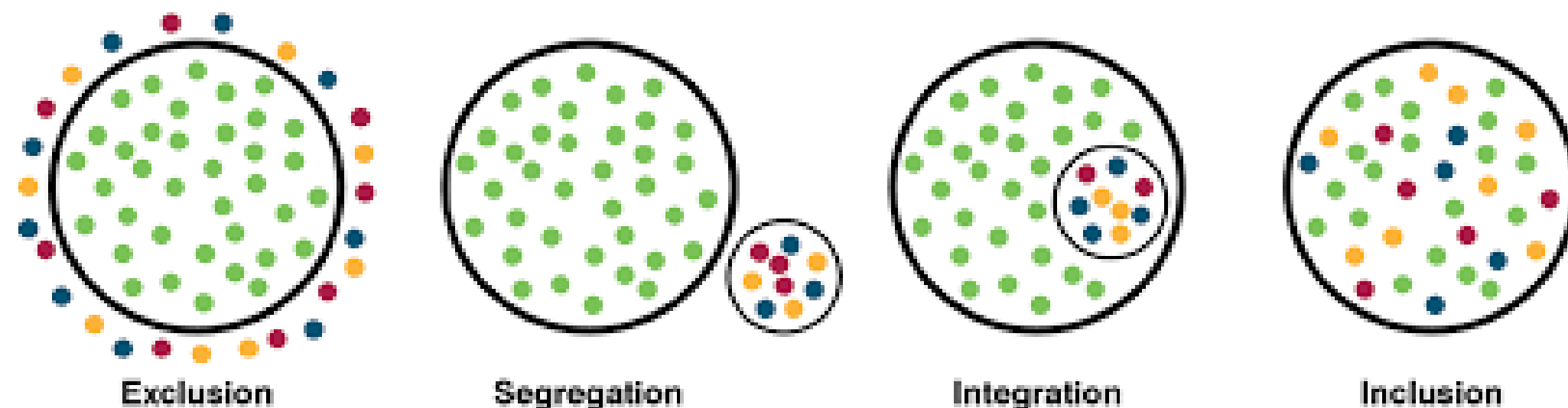
Date	Number of resourced provisions
September 2023	58 (651 places)
September 2024	60 (666 places)
September 2025	70 (13 new or expanded – 716 places)
September 2026	91? (130+ more)



Resourced Provisions – Purpose and Vision

Local schools for local children

- The Department for Education states:
- *Resourced provisions (SRP) and Designated Units (Units) provide additional specialist facilities on a mainstream school site for a small number of pupils, typically less than 30, who usually have EHC plans. SRP and Units tend to provide for a specific need such as speech, language, and communication needs (SLCN), hearing or visual impairment (HI/ VI) or autism (ASC). Less commonly they may provide for pupils with a physical disability (PD) or behavioural difficulty. RP and Units vary widely, often reflecting the local approach to inclusion.*
- *There is a difference between RP and Units. In RP pupils spend most of their time (usually well over 50% of their timetable) in mainstream classes. They only attend the RP facilities for individual support, to learn a specific skill (for example braille for VI pupils), to receive medical or therapeutic support (for PD pupils) or to access specialist equipment. The facilities can be in a suite or dispersed throughout the school. Pupils in a Unit spend most of their time there, only attending mainstream classes for a few lessons, such as PE, for assembly or for lunch. Pupils in both settings are on the roll of the mainstream school.*
- Hampshire chooses to use resourced provisions because they aspire to the principles of inclusion rather than segregation
- Admissions to resourced provisions are controlled by the LA SEN team
- Different children will need different things from a resourced provision so this will affect the amount of time they spend in and out of the provision
- The goal is always to strive for inclusion, however at times integration and segregation may be more appropriate in meeting needs




Integration? No, inclusion. (2020).
<https://amylawson9.wordpress.com/2020/03/24/integration-no-inclusion/>.

Key Performance Indicators and Annual Returns

Key Performance Indicators:

- 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.

Hampshire Children's Services SEN Monitoring			
Resourced Provision Annual Return			
School Name:		Type of RP:	Date RP established:
Headteacher:		Manager of RP:	
Staffing of the RP:	Such as number and grades of support staff, hours provided, any 1:1, additional professional input.		
Number of pupils in RP:		APN of RP:	
Attendance data for those in Resourced Provision:			
Contextual information regarding the attendance of individual pupils accessing the RP if there are significant variations or use of reduced hours provision.			
Suspensions involving RP pupils this academic year:		How many days lost in total?	
Please break these figures down per pupil and outline the reason for suspension or PEX.			

Session 5 – Whole School Integration

- Integrating the Resourced Provision into the whole school...
- Has this been a challenge?
- Why? What needs to be in place to secure?
- Shared definition of inclusion
- How the principles are realised in key policies
- What happens if something goes wrong
- Shared commitment and pupils are part of the main school

Ordinarily Available Provision



<https://sen.hias.hants.gov.uk/pluginfile.php/5227/course/section/421/OAP%20and%20SEND%20support%20-%20March%202025.pdf>

Adobe Acrobat
Document

OAP and SEND support

Ordinarily available provision and special educational needs and disabilities support guidance

March 2025
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hants.gov.uk

Learning space conditions	
Universal provision	Importance and strategies
Adapted furniture	If learners have the specialist furniture or equipment support feelings of inclusion and belonging.
Aspiration and expectation	If everyone believes that success is possible then it is achieved due to the scaffolding and belief that a learner. Expectations need to align to aspirations.
Clear classroom climate	A purposeful classroom environment, where learners from adults, will support the learning experience.
Consistent and explicit boundaries	If expectations are explicit, they are easier to follow and reassuring predictability and routine.
Language and communication	Strengths based approaches focus on positives. Careful verbal and non verbal communication can help dysregulation and generating a deficit focused approach.
Low sensory environment	Some learners find some environments over stimulating. A learning tool to engage and support should not act as wallpaper, and consideration of lighting and arrangement.
Preparation for change	Providing reminders about transitions before the process and mean that they are anticipated. Strategies can also help. Planning for transitions will support learners.
Regulation resource	Being able to regulate in the moment is an important resource. Resources could include tangle toys, wobble cushions, which may be used independently or supported through a strategy.
Resource availability	Having to wait for additional resources slows the learning process, create feelings of inequity, having them in easy reach.
Resource presentation	Appropriate font and print size need to support learning, clear, uncluttered and on appropriately coloured background reduce visual stress and ensure accessibility. Colour is an important consideration.
Seating arrangements	Different learners may thrive or find specific spaces. Seating should be considered and would benefit from co-developed with learners.
Sense of belonging	This can support learners to feel that they are part of the community, where they are safe and valued. Access to the learning environment and its management is important. Settings should ensure all staff have a role in creating a sense of belonging and means in the setting.
Targeted	
Copy of board work/presentations	Reading and/or copying from a board can be challenging. Having a copy of the same resource available in a hard or digital form can support learners.
Now and next boards/first and then boards	A visual indicator of the current and next focus of learning components.
Prompting	Additional adult prompting can help maintain focus and help learners happen whilst providing reassurance and predictability.

Pedagogical principles	
Universal provision	Importance
Adaptive delivery	In the moment adjustments mean every learner is reaching the end point. This is only possible if the delivery is responsive.
Chunking information	Chunking the way information is provided also applies to how instructions are provided and application.
Clear end point	Understanding the end point will enable learners to make the learning purposeful for all. It can support this and will ensure all know what is important.
Concrete resources	Multisensory learning supports understanding of concepts. Concrete resources can be used to support the understanding of more abstract concepts.
Crafted questioning	Deliberate and strategic creation of questions supports understanding and ensures assessment is ongoing.
Differentiated instruction	Different learners will need different approaches. This may vary depending on need.
Grouping	Seating and use of grouping can be used to support collaborative working.
Metacognition for independence	Enabling learners to see and hear the learning process or blank canvas modelling, supports then the decision making behind it. With practice, independence.
Modelling	Examples of success are supportive in understanding. Blank canvas modelling provides an in the moment which can then be replicated.
Multisensory approaches	Approaches that engage multiple senses support diverse learning needs, improve understanding. Multisensory learning is where sensory systems are stimulated.
Ongoing, responsive assessment and feedback	Addresses misconceptions as they arise. Supportive in maintaining the focus of the learning. May be verbal or written, depending on the learner. Should be in the moment, specific to the individual.
Opportunities for repetition and deliberate practice	Repetition means that learning is more likely to be remembered, particularly where the working memory is supported. Deliberate practice is focused and system performance in an area.
Precision over learning and its route	Knowing the likely route to the learning means that anticipated which support scaffolding or adaptation.
Pre-teaching of vocabulary	New or complex vocabulary will be embedded if these are taught explicitly prior to learning. Pre-teaching means that learners will be able to access the learning.
Reflecting back correct speech	Reflecting correct speech rather than correcting understanding, validates the speaker and supports learning.
Repetitive instructional phrases	Consistent phrases with consistent language supports speech and language needs. Ongoing use where learners are more able to follow what is asked of them.

Other visual approaches

Universal	Importance
Colour coding	Use of this strategy can support organisation, structure, memory and recall through the enhanced focus and attention promoted.
Communication friendly environment	Environments where visual supports, cues and labelling are integrated will enhance learning and engagement through better understanding and participation, as well as reducing anxiety and promoting social interaction.
Dual coding	The use of text and visuals simultaneously reduces cognitive load, improves comprehension and facilitates deeper learning.
Lesson maps/task plans	Enables a learner to understand the learning journey as well as to chunk information. The predictability can reduce potential anxiety whilst supporting the ability to transition from one section to another. This can be used responsively and, if changed alongside learners, they can see how it is adapting to them, whether it be to accelerate or over teach/take more time.
Visual scaffolds	Tools that support learning and comprehension through the visual organisation of information, such as word webs, can support in developing understanding around a concept.
Visual timetables	Provide structure, visualise routines and enhance understanding which promotes independence.

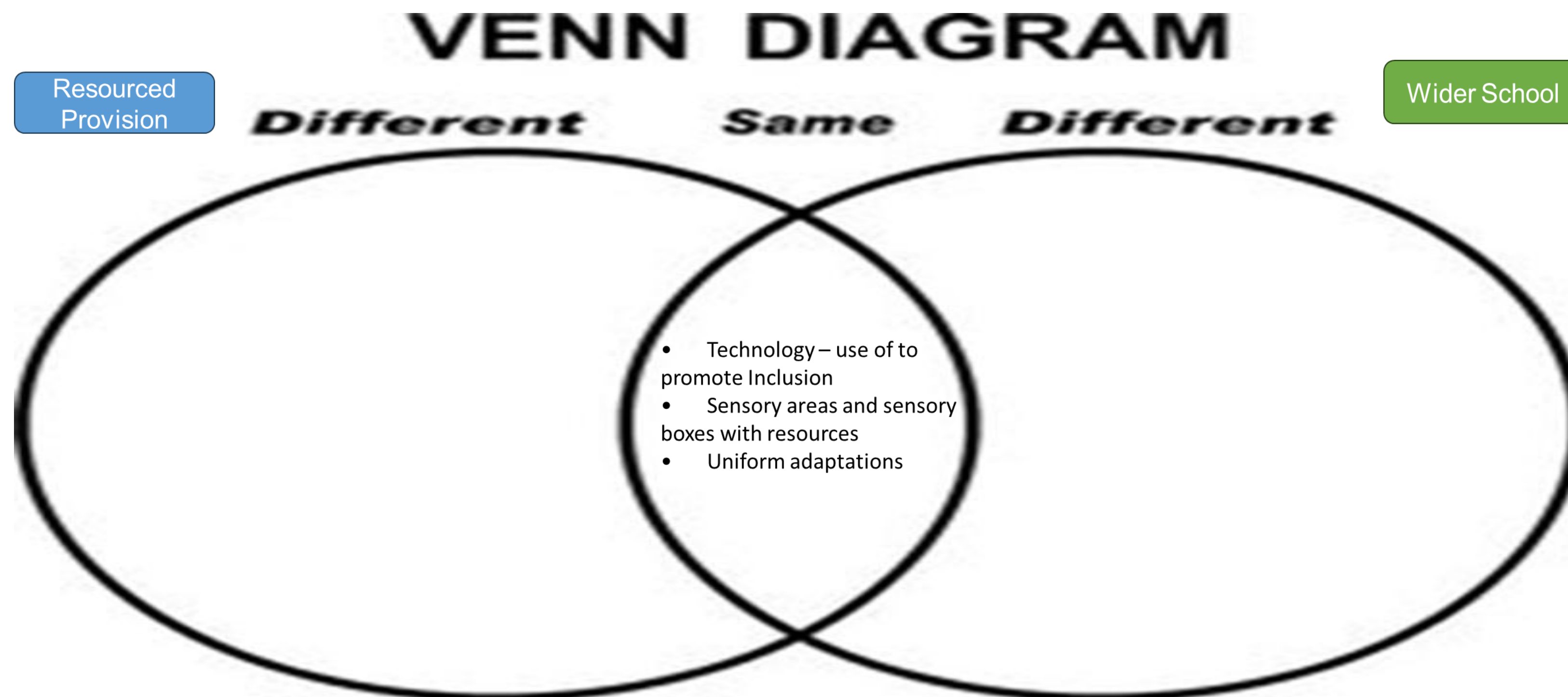
Targeted

Signing	Supports memory and retention through the use of muscle memory and supports cognitive development using the visual spatial areas of the brain.
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OAP and SEND support | 2025

Vision and linking to whole school

- What is the vision for the resourced provision and how does this align to the whole school vision?
- Identify the similarities and differences between the offer of the resourced provision and the wider school...



- What opportunities do you have to contribute to staff development to support implementation of commonalities?

The journey of implementation

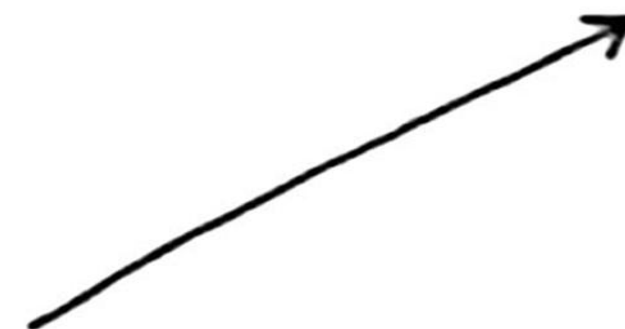
Systems Leadership defines work as 'turning intention into reality'....Creating the reality requires a clear understanding of what needs to be achieved and a clear idea of the processes and systems required to achieve it.

Macdonald,I., Dixon,C., Tiplady,T. *Improving schools using systems leadership*. (2020), Routledge

The biggest challenge in school improvement is to get *all* staff singing from the same song sheet at the same quality as the very *best* member of staff

Coulson,T. *The A-Z of School Improvement*. (2024), Hodder Education

Success



what people think
it looks like

Success



what it really
looks like

Potential obstacles and solutions

Obstacle or Challenge



Potential Solution

- Isolation – sense of being ‘separate’
- Always focusing on the negatives/problems/obstacles
- Labelling of ‘RP child’
- All support stemming from the RP and a lack of responsibility from class teachers
- They are your responsibility...
- Ensuring that pupils who are allocated to the RP are ‘seen’ and included in the wider school
- They can’t do that!

- Sense of belonging within the school community
- ‘Can do’ approach – positive mindset
- Positive and visual roles within school – proactive promotion
- Regulation support plans and regulation bags across the school – school wide
- Adaptations to policies and staff supported to ensure that plans are applied
- ‘Visual’ advocacy for the RP – representation in photos, website etc...
- Persistence

Examples of success

- Training is for all – there is no specific training for RP, all whole school and this means that all staff can meet the needs of all pupils
- Ordinarily available... now/next, ear defenders, movement breaks, clicker/laptop... all 'available' as ordinary
- Laminated resources – planning for longevity!
- SLT share vision and fully support, ensuring that everyone is included
- 'Parent facing' considering the parents wants and needs so that they can see their young person fully included – i.e. video of young person receiving their certificate rather than having to go up in assembly and sent to the parent
- Lunchtime clubs, range and availability



The art of the possible

- The 5 fundamentals to implement in every classroom

1.

2.

3.

4.

5.

- How do you support consistency?
- How do you ensure momentum?

Your feedback matters

<https://forms.office.com/e/41DbJQGmsR>

Thank you!

