

Special Resource Provision – The Hub

The Special Resource Provision (SRP) is integrated within our school and is for students with an EHCP where their main presenting need is Speech, Language, Communication (SLCN) and Autism. It is part of a development of provision from the Local Authority across Hertfordshire.

The SRP is for those students with SLCN and Autism who don't need a special school, but do need additional support to access the learning in a mainstream setting. They are for young people with:

- a developmental language disorder and / or a severe motor speech disorder (developmental verbal dyspraxia)
- a social communication and social interaction difficulty who may acquire a diagnosis of autism

Students in the provision have access to the mainstream curriculum but have access to the support from the SRP where staff can help to provide a safe space where their needs can be met to reduce the stress of the environment. The staff in the SRP are trained to support the young people's emotional wellbeing and self-regulation, alongside their social and communication needs. As the students become more confident they will spend an increasing amount of time in mainstream lessons alongside their peers. Their subject learning will be delivered by subject specialist teachers working towards 80% of their subject learning taking place in those classrooms with the remaining 20% in the SRP focussing on targeted support for their individual needs.

All student's goals and journeys will be different and the provision will be tailored to their needs.

We believe our support will help our young people to work towards a smooth transition to their choice of provision at Key Stage 5. We aim to equip with them with the skills, knowledge and confidence so they become happy, socially aware and successful young adults and reach their full potential.

How places are allocated

We have 20 places that are allocated by the Local Authority across years 7 to 11.

Opportunities to visit and discuss the support available within the provision will be advertised on the school website at the start of each term. There will be 5 occasions over the year where staff will be able to show you around as well as time set aside to answer your questions. These will be available as booked time slots to minimise disruption to the learning of the young people in the provision and advertised on our website at the start of each term.

For a child to be admitted, the school must be named, by a local authority, in the child's education health and care plan and it has to go through the admissions panel in the same way a specialist setting would be accessed. Parents wishing their children to benefit from our provision need to initially speak to your child's current school and complete an annual review requesting the provision.

To request a change of provision or specialist setting you can:

- Attend one of the visits to discuss your child's needs and decide if you feel it is appropriate
- Contact your school SENDCo to arrange an annual review as this ensures the EHCP is an accurate reflection of your child's needs and you name the provision as part of this process
- The current school's SENDCo will highlight the request for change of provision to the SEND team who will then put your child's name on the waiting list to be taken to provision and placement panel – the panel consists of the Local Authority SEND team as well as Specialist Teachers, Educational Psychologists, the NHS Speech and Language therapists and other

external agencies involved with the educational provision, they assess if the SEND of the young person meets the LA guidance for the requested provision

- The SEND team will send a consultation to the requested provision in advance of panel to see if it is agreed that the student's needs can be met
- The case is taken to panel and the SEND team inform the setting and parents of the outcome

Further information can be found on the Hertfordshire website accessed [here](#).

Transition

We will all work together to find a successful approach to transition that will be personalised and based on the young person's individual needs and the circumstances. We encourage a joint working relationship between the school, parents and young person with the individual being at the heart of everything we do.

Some of the options we discuss are:

- Visits to their current setting to introduce our staff and meet in a familiar environment
- Tours of the main school after and during school hours to familiarise the young person with the environment
- Visits at different times of the school day to begin to understand the format of the school day
- A few key Learning Mentors' with which to build a strong, trusting relationship who can help our young people integrate in the school life
- Teacher profiles to introduce the staff across the school
- Introduction meetings to subject teachers
- Gradual reintegration in to the mainstream classrooms alongside intervention within the Hub