



The Priory School, Hitchin

Excellence in education, for every young person, every day

Name of policy	Special Resource Provision (SRP) report 2027-2028
Statutory	Yes
Date policy was up-dated	September 2026
Date of next review	September 2027
Governors committee	Full Governing Body
Member of staff responsible for the policy	Matt Blayney
Approved by Headteacher for operational implementation on 9th September 2026 Pending formal Governing Body ratification on 13th October 2026.	

Responsibility

Respect

Resilience

The Priory School, Hitchin

Special Resource Provision (SRP) Provision report

This document should be read in conjunction with the TPSH SEND policy and TPSH SEND Provision Report.

Introduction

True to our belief that TPSH is an inclusive school, we have an integrated Special Resource Provision (SRP) that is for students with an EHCP. The SRP supports students where their main presenting need is Speech, Language, Communication (SLCN) and/or Autism. It is part of a development of provision from the Local Authority across Hertfordshire.

The SRP is for those students with SLCN and/or Autism who do not 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 also have access to the support from the SRP where staff can help to provide a safe space when necessary. It can provide access to support for emotional regulation and sensory needs 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 focusing 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 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 five 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.

For a child to be admitted, the school must be named, by a Local Authority, in the child's EHCP. This must go through the Admissions Panel in the same way a specialist setting would be accessed. Parents wishing for their child to access our provision should speak to their child's current school and complete an Annual Review requesting the SRP to be the named 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 take a request to change provision to the local area provision panel. This panel looks at the entry guidance and agree a suitable type of provision. The Local Authority then sends a consultation to the specific setting to see if it is agreed that the student's needs can be met and if there are spaces available.
- The SEND team will then inform the setting and parents when a place is allocated.

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.

Who we work with

As outlined in our SEND policy, we work with a range of external agencies and organisations which include the following:

- Speech and Language therapists
- Services for Young People
- Specialist advisory Service – VI/HI/ Communication and ASD/~~SPLD~~
- The HCC Educational Psychologist service
- CAMHS
- Phase
- GRIT
- Step Two
- Safer Spaces
- PALMS
- NHS Mental Health Support Team

- NHS Child development Centre
- Woolgrove Outreach
- External SPLD teachers
- The NHS Occupational Therapy team
- The Behaviour Outreach Team
- Social Services
- Intensive Families
- Families First Coordinators
- Herts Young Homeless
- Nessie
- CGL
- ARC
- Stand by Me
- Education Hub
- Virtual School
- External Mentors
- SASH
- ESMA
- Outreach
- NHESC and Stevenage ESC
- Attendance Team
- Raising Aspirations
- Life Course
- Schools & Gangs
- Art Therapy
- Dan Gaze Support Services
- Alternative Provision as agreed with parents and the Local Authority.

Training

Staff working in the SRP have received training on a range of different needs and we aim to continuously and regularly review this.

Many teachers and all Teaching Assistants have been trained on the use of assistive technology to support learning and this forms part of new staff induction.

Key staff in the Learning Support department have been trained on supporting Speech and Language needs in the classroom.

Staff within the learning support department have completed a range of training in line with their responsibilities including SPLD, Downs Syndrome, Autism and Autism in girls, Speech, Language and Communication Needs and Visual Impairments

Five members of staff in the Learning Support Department have had ELKLAN speech, language and communication therapy training.

In the past two years staff have had training focused on supporting students with speech and language needs, Dyslexia and Literacy barriers, Vocabulary development, Zones of Regulation, Supporting working memory, teaching reading skills, trauma informed approach in the classroom and Autism.

Over recent years there has also been training for staff and work completed with all students looking at specific needs and understanding the students' needs, the impact this has in the classroom and how to help others in all aspects of school life. So far this has covered Autism, ADHD and Dyslexia and has involved students sharing their experiences to aid others understanding and form time activities and is set to be expanded further during 2025 and 2026.

Learning Support staff have had specific training on working with students with Downs Syndrome, Zones of Regulation, Executive functioning, Autism in Girls, Sensory Processing and Attachment Disorder.

All staff received Trauma Perceptive Practice (TPP) training in September 2026.

Reviewing

Students who attend the SRP will have their annual EHCP reviews in the same way as those students with an EHCP attending TPSH.

This document should be read in conjunction with the TPSH SEND policy and TPSH SEND Provision Report.

Additional information:

[The Hertfordshire SEND Local Offer](#)

[TPSH Policies page](#)