

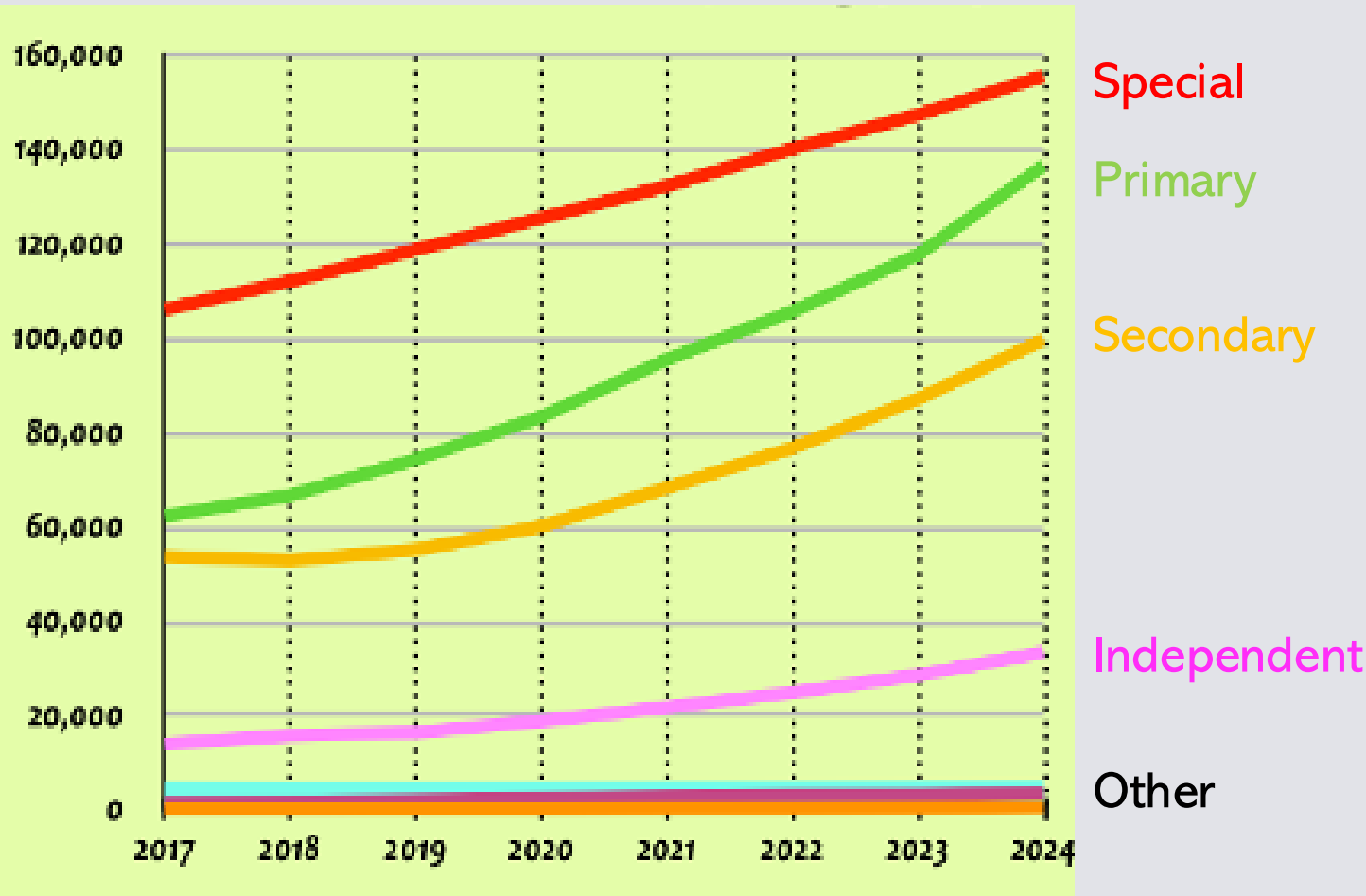
# **Developing and Evaluating Effective Internal Specialist Provision in Mainstream Schools**

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**@NataliePacker**



# 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.*

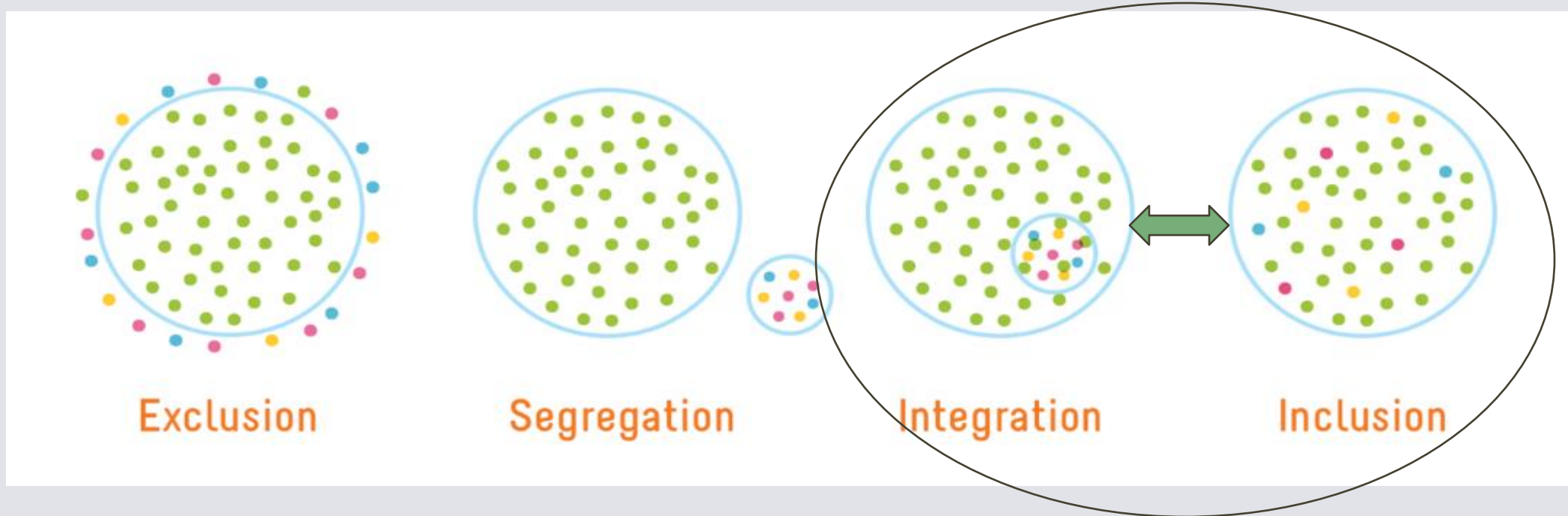
*We will encourage more schools to set up this form of provision.*

**Bridget Phillipson,  
Nov '24**

# Developing Internal Specialist Provision

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

# Inclusive education?



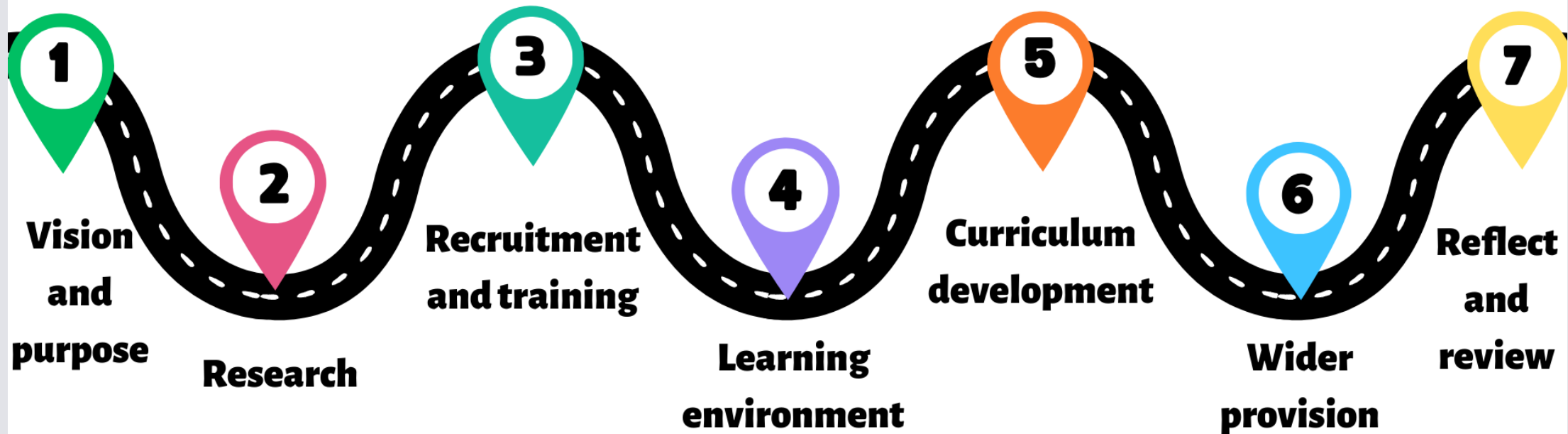
***Inclusion in this sense is what might be described as an integrative position, between rights-based inclusion, concentrated on the inclusion of all children in mainstream education and needs-based inclusion, in which a range of provision best meets individual needs*** (Ravet, 2011)

Quoted in *Resourced provision in mainstream schools for students with special educational needs and/or disabilities: Inclusive service or safe space?* (Strogilos and Ward, 2023)

# Benefits of Specialists Provisions

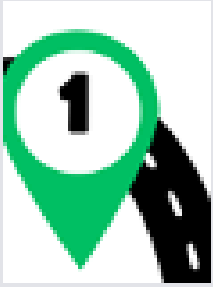
- Supports increasing complexity of need within mainstream
- Flexible approach to budgeting for and organising special educational needs provision
- Enables pupils with complex needs to be educated in their local school alongside their mainstream peers.
- Provides parents with the choice of mainstream 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 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*



## 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 all staff develop connection and belonging (***Relationships as the greatest resource***)?
- 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?



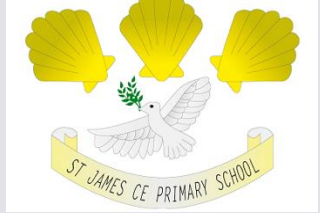
*Think about how your main space can be zoned*



# Little Explorers, Whitchurch C of E Federation







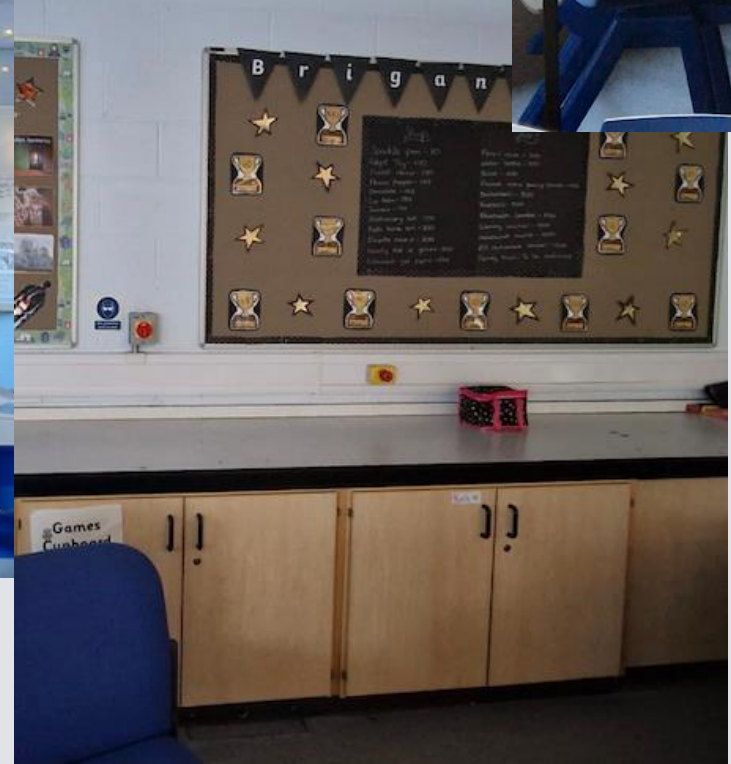
# The Ark at St James CE Primary, Northampton





# Hinde House, Sheffield

## Secondary Integrated Resource







# Staverton CE Primary School, Northamptonshire





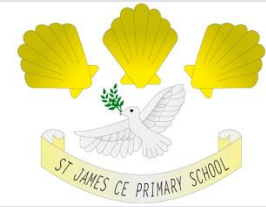
## Curriculum development

- 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*





## 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.



## 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

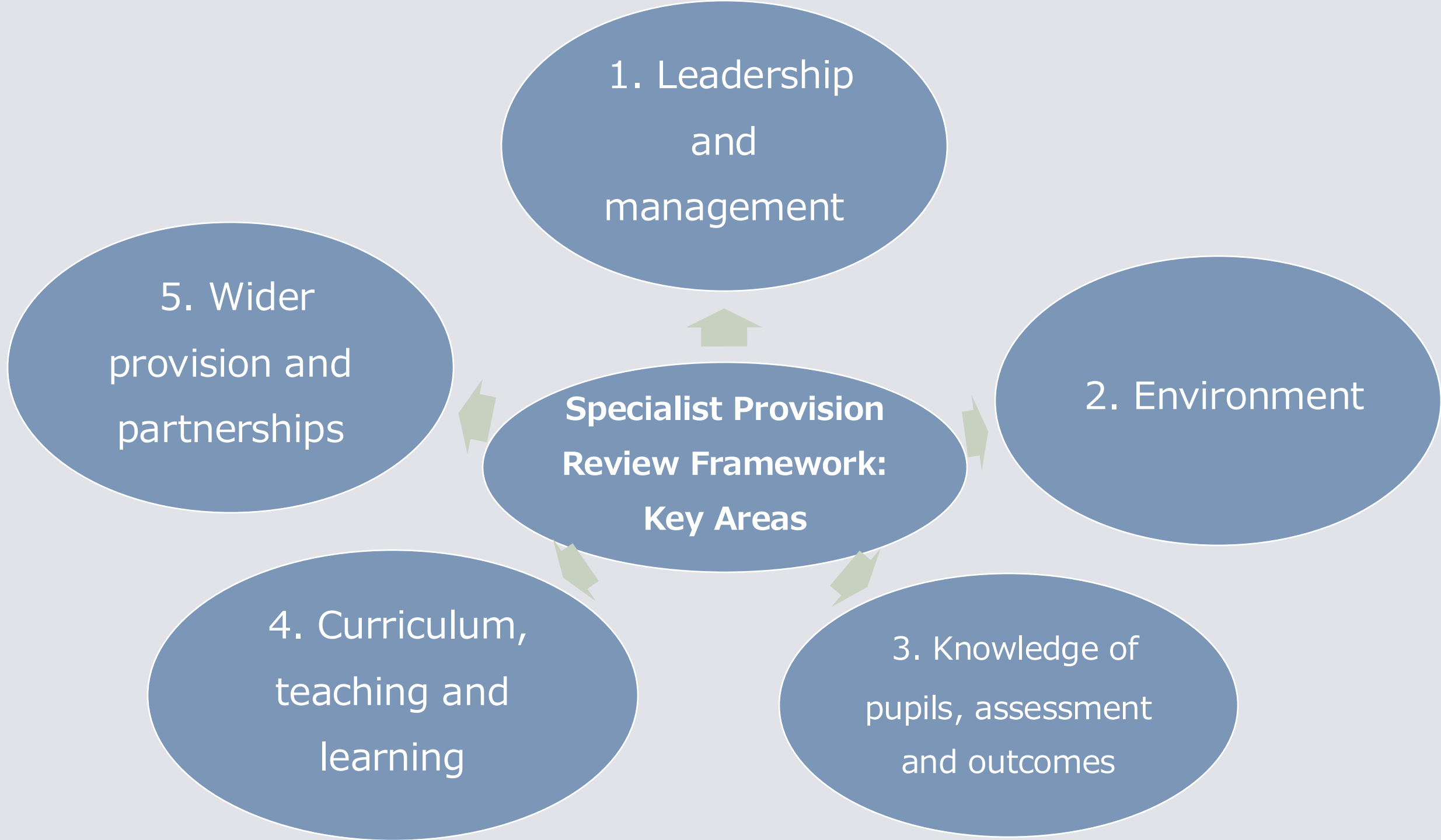
Includes statements that can be used to focus leaders' discussions and evaluations using the following criteria:

Beg = Beginning

Dev = Developing

Sec = Secure

Exc = Excellent



1. Leadership and management

2. Environment

3. Knowledge of pupils, assessment and outcomes

4. Curriculum, teaching and learning

5. Wider provision and partnerships

**Specialist Provision Review Framework: Key Areas**

1. Leadership and management		Beg	Dev	Sec	Exc
Leaders and governors have an inclusive ethos and have a clear vision for the SP as an integral part of their school. The vision is communicated to all stakeholders.					
The SP 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 SP is accessible for all stakeholders, including parents.					
There is a development plan in place for the SP with clear aims and objectives that link to the whole school development plan. Self-evaluation of the quality of provision and outcomes in the SP informs the development planning process.					
The SP is led by an appropriately qualified and experienced member of staff. Communication between the SP Lead and SLT is effective.					
The SP is appropriately staffed. The adult: pupil ratio is monitored to ensure the learning and safety of all pupils and staff. In addition to the SP Lead, other staff have appropriate qualifications, skills and experience.					
All staff within the SP are clear of their responsibilities. They have performance management / appraisal and are given a range of opportunities to engage in high-quality continued professional development for SEND.					
All staff in the school have a clear understanding of the purpose of the SP. They understand their roles / responsibilities towards pupils in the SP and work in partnership with SP staff. All school staff receive CPD on working with pupils with complex needs.					
There are clear criteria for admissions (entry and exit) to the SP. Where appropriate, this is agreed in consultation with the LA. Criteria is made available to all stakeholders, including parents.					
There is a clear Service Level Agreement (SLA) in place with the local authority, including details on funding arrangements, responsibilities, local authority support and quality assurance processes. The SLA is regularly reviewed.					
All staff are effectively implementing the requirements of the SEND Code of Practice and the Equality Act (2010), including making reasonable adjustments, for pupils in the SP.					
Leaders and governors monitor the use of funding delegated to the SP to ensure that the needs of the pupils are being met through appropriate levels of staffing and support.					
Leaders and governors regularly monitor and evaluate the quality of provision in the SP. They are fully involved in its strategic development.					
<b>Areas of strength for leadership and management:</b>	<b>Next steps for leadership and management:</b>				

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

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