

Specialist Resource Base Policy

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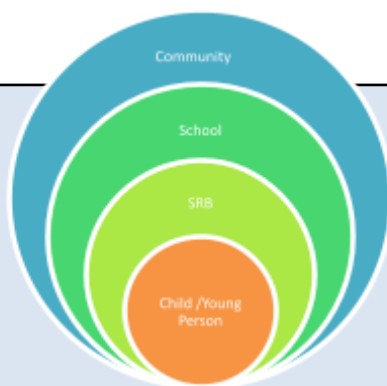
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V1	August 2025	HP and SPOT Network Input	Updates
V2			
V3			

Associated documents
<p>Additional Learning Needs Code for Wales / ALNET Act 2018 Welsh Government Transformation Guidance Monmouthshire ALN Strategy Estyn Supplementary Guidance – Learners with ALN Equality Act 2010</p>

Monmouthshire’s Model of Specialist Resource Base Provision

Monmouthshire’s model of specialist resource base provision is underpinned by the following principles:

- ...the creation of a fully inclusive education system where all learners are given the opportunity to succeed and have access to an education that meets their needs and enables them to participate in, benefit from, and enjoy learning. (ALN Code 3:1)
- ...an inclusive education, where all pupils access common opportunities in ways relevant to their needs, and which ensures that they fully belong to the school community. (ALN Code 3:18)
- an inclusive system where parents of disabled children have increasing access to mainstream schools and staff, which have the capacity to meet the needs of disabled children. (United Nations Convention on the Rights of Persons with Disabilities. Education – Convention Article 24 Clause 2 (a) and (b))
- ...a truly inclusive educational system that recognises learners’ starting points, strengths and educational needs. (MCC Community & Corporate Plan 22-28)



<p>What’s important to us?</p>	<ul style="list-style-type: none"> • Children and young people with complex additional learning needs have positive learning experiences in specialist resource base settings as close to their communities as possible. • Children and young people with complex additional learning needs and their families feel recognised and supported by teaching and support staff and the wider education team in Monmouthshire. • Children and young people in our specialist resource base settings feel energised and motivated to be the best that they can be.
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<p>What’s important for us?</p>	<ul style="list-style-type: none"> • That we have an inclusive culture that focuses on the person and what makes sense in their life. • That the views of children, young people with complex additional learning needs and their families contribute to Monmouthshire’s policies and plans relating to additional needs and specialist resource base provision • That all staff supporting children and young people in specialist resource base settings are provided with high quality training and resources.
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Aims

Monmouthshire prides itself on being an inclusive authority and aims to support all children and young people to be educated in their community school. A criterion of our success will be our ability to meet a wide and varied range of learning needs. Our SRB host schools work alongside Monmouthshire Local Authority in order to review the additional learning provision available within the SRB settings.

Our Specialist Resource Bases are at the heart of our host schools and are led by experienced Lead Teachers who oversee the day-to-day operational aspects of the SRBs and the strategic direction of the additional learning provision. The SRBs are supported by a team of specialist teachers, alongside skilled and experienced teaching assistants. Learners are placed in the SRB with the Local Authority, alongside the Leads of the SRBs. The SRBs are overseen by Monmouthshire Local Authority, providing specific additional learning provision for learners with more complex additional learning needs, allowing these learners access to their local community school.

The designation of each SRB is:

- Speech, language and communication difficulties
- Autistic Spectrum Disorder
- Severe learning difficulties
- Physical and medical difficulties

It is expected that learners placed in the SRB have a statutory plan maintained by the Local Authority in which they reside, which outlines their barriers and the additional learning provision required to overcome the barriers. The SRB aims to support learners in the community to access their local school and have a range of experiences which ensure learners have every opportunity to succeed. The practice and systems of the SRB sit within the relevant whole school policies, with adaptations as required.

SRBs are committed to promoting high standards of appropriate achievements and progress for all learners with additional learning needs:

- ★ Learners with identified additional learning needs and placed within the SRB will be enabled to have full access to their entitlement to a broad, balanced and relevant curriculum. The SRB Teams ensure a person-centred approach is adopted to develop, review and refine the curriculum and provision in place to meet identified needs. This will include access to mainstream opportunities and specialist areas of the school, as appropriate.
- ★ To meet the needs of all learners requiring the SRB as their additional learning provision and to provide intervention to overcome identified barriers, as far as resources will allow and with the support of the LA and other professionals.
- ★ To take a person-centred approach to ensure the wishes, views and opinions of the learner are captured and considered, making use of a range of strategies and approaches to achieve this based on the needs and stages of individuals. Parental engagement forms a crucial aspect of the process; their views and understanding of the learners' needs will be taken fully into account.
- ★ To establish a continuity of provision and expectation through consultation with feeder settings, the LA and other partners. This aims to support effective transitions between settings.
- ★ There will be communication and collaboration between all stakeholders, including agencies. Where appropriate a multi-disciplinary approach will be taken to devise additional learning provision and support dispute resolution.
- ★ The SRB Team, alongside the wider school staff body, will be jointly responsible for implementing policy and practice. This policy will embed provision into everyday practice and systems, matched to the nature of learners' needs. The school will maximise present best practice and policies to meet need, with advice and support from the Local Authority.

- ★ Learners will be involved, as appropriate, in developing their One Page Profiles and short term targets, alongside outcomes in their Individual Development Plan (IDP) / statutory plan. This will involve agreeing the strategies, support, approaches and success criteria to achieve those targets. Where appropriate, learners will be supported to track their own progress, recognise their achievement and review their targets.
- ★ Learners will be involved as appropriate in transition phases through enhanced transition planning, when entering the school, when transferring between year groups and phases and when moving on to college, work placements or employment.
- ★ The SRB will keep abreast of best practice when devising intervention, support and provision following Local Authority and Welsh Government guidance.
- ★ Statutory Plans will be formally reviewed through a person-centred review annually or where a significant change has been evidenced. Strategies and support will be reviewed at these times to assess their impact on a learner's progress, considering the views of parents, teachers and child. The key team members will all contribute to this review. The majority of IDPs will be kept under constant review in the planning, delivery and assessment of a student's progress and learning.

Terms of Reference for the SRB

Key Details

- The SRB will offer inclusive education for learners
- SRBs remain a Local Authority provision hosted by the school
- Learners placed within the SRB will have *severe learning difficulties, speech, language and communication difficulties, Autistic Spectrum Disorder and Physical and Medical Challenges*
- The SRB will offer a broad balanced and relevant range of learning opportunities within a flexible range of mainstream, enhanced and specialist provision
- The SRB provides a provision of an outreach service to Monmouthshire schools
- Policy, practice and provision will form the basis of the whole school approaches

Staffing Structure

The SRB is funded by the Local Authority, directly to the school. The recruitment of the staff is the responsibility of the Governing Body and Senior Leadership of the School, alongside the Local Authority, the school has the responsibility for the day to day management of the SRB.

- SLT Link – Strategic overview for the SRB and whole school ALN, as well as outreach; allowing oversight of policy, provision and practice to meet statutory obligations and the needs of learners with ALN.
- Lead for SRB – Operational and strategic development of the SRB, including the line management of SRB staff.
- Specialist Teachers (based on admission number and need) - supporting the development of practice and provision across the curriculum areas to meet the needs of learners placed within the SRB, their expertise will ensure the implementation of the individual agreed provision programmes, whilst working alongside subject specialist teachers.

- Teaching Assistants (based on admission number and need) - day to day support for small groups of learners as they move around and through the school community, allowing inclusion.

The Local Authority will provide additional Educational Psychology provision. The school will work with health and other third sector providers as appropriate to learner needs.

Additional funding will provide appropriate provision for individuals, through a matrix of need and panel based decisions.

Grouping of Students

As a developing inclusive provision, learners will be taught in groupings linked to their stage of development, with consideration of their chronological age, in order to access the appropriate learning and experiences to meet their individualised needs. This allows access to a suitable peer group and the development of the appropriate curriculum and if appropriate, access to mainstream provision. Any access to mainstream will be supported by TAs assigned to the SRB.

Classes will be up to 8 learners and will be led by a specialist teacher and have the support of two TAs (unless under 6 students). Additional staffing will be allocated where there is a specific need and in liaison with the Local Authority. It will be expected that a clear provision plan and supporting documentation is available should additional adult support be required.

Guidelines for Placements

The ALN Code (Wales) 2021 places a duty on the Local Authority to focus on education for children at mainstream maintained schools.

23.97 of the Code states:

'Local authorities, in exercising their functions under Part 2 of the Act in relation to a child of compulsory school age who should be educated in a school, must secure that the child is educated in a mainstream maintained school (namely, a maintained school which is not a special school or a pupil referral unit (PRU)). This reflects the principle that mainstream schooling will be in the best interests of the child in most cases.'

For a very few children and young people with severe and complex ALN, their needs and current context may require more specialist provision:

- (a) where educating the child in a mainstream maintained school is incompatible with the provision of efficient education for other children;
- (b) where educating the child otherwise than in a mainstream maintained school is appropriate in the child's best interests and compatible with the provision of efficient education for other children;
- (c) where the child's parent wishes the child to be educated otherwise than in a mainstream maintained school.

Key factors to consider will be:

- External professionals will have been involved, providing strategies and approaches which will have been monitored and reviewed, this may include the Educational Psychology Service or Outreach Teams.

- The Local Authority ALN Panel will recommend learners to the school for consideration and as part of the information gathering process; SRB staff will observe the learner in their present placement, at least once, to consider suitability of the placement.
- Placement within the SRB will be co-ordinated by the Local Authority and Educational Psychology Service in collaboration with the school and parents.
- An initial planning meeting with the Local Authority, school and parents to map provision.

Criteria for Placement

Specialist placement may be appropriate for learners who have long term additional learning need arising from a learning difficulty or disability in one or more of the four dimensions above. There should be prolonged multi-agency involvement and evidence of a systematic cycle of planning, action and review within the school/setting prior to specialist placements unless exceptional arrangements apply.

Placement criteria focuses on key actions to meet a learner's additional learning needs. Whatever the level of a learner's difficulties, inadequate progress should be the key test of whether *additional* or *different* action should be taken. However, it cannot be assumed that all learners progress at the same rate and there needs to be a judgement in each case about what is reasonable to expect a child or young person to achieve.

Learners will hold a Local Authority maintained IDP / statutory plan and their attainment will be significantly below that of their age appropriate peers, despite significant differentiation and intervention.

Their primary area of need will link with the designation of the SRB:

- Severe speech, language and communication needs; pupils will require a total communication approach that encompasses the need for speech, symbols and signing.
- Severe learning difficulties characterised by levels of learning that are in excess of three years below their chronological age.
- Autism (functioning below average); students will require support in all aspects of both learning and social interactions. The learner's presentation of autism will have a significant impact on their ability to operate independently within the mainstream of the school and will require support.
- Physical and medical difficulties; Physical and medical needs will cause a significant barrier to learning and will require staff to have specialised training to support throughout the school day, alongside other identified needs.

It is expected that learners will experience complex challenges in more than one of the areas outlined above to require a placement in an SRB.

Essential Criteria for School Transfer

- The learner must have an IDP which has been reviewed and shows that the ALP provided by the school is not able to meet identified need.
- The learner has made limited measurable progress over time despite appropriate and tailored intervention and support as outlined in their IDPs. This would need to be evidenced by providing teacher assessment / attainment information, examples of work, timetables outlining intervention and / or support in place.
- Person centred planning meetings have taken place to explore the potential change of placement, with representation from parents, the Local Authority and other professionals involved.
- There has been involvement from one or more external agencies (outreach, EPS, SENCOM, health professionals) within the last six months. The involvement of a specialist service will

include evidence of any changes in strategies and programmes as a result of the specialist input and monitoring of progress.

- All relevant reports are provided along with the most recent IDP review documentation, Person Centred Planning (PCP) review / meeting notes.
- A detailed chronology of school based and targeted support, strategies and interventions.
- Information regarding family context has been obtained and any specific relevant factors likely to have had a significant impact on the learner's emotional wellbeing or learning progress have been considered such as low attendance.
- The views of the learner must be represented. This could include their expressed views about:
 - Their current school,
 - Their ideas about what would make them comfortable and keen to learn,
 - Their views on a change of placement

In the case of some CYP, this will not be possible. However, an assessment of their views will need to be taken into consideration through PCP tools.

- The parents' / carers' views on any change of placement need to be taken into account unless *'it would not meet the needs of the child, be incompatible with the efficient education of other children, or be an inefficient use of resources.* As per schedule 27 of the Education Act 1996.

This information is presented to the ALN Admission Panel. The panel is made up of school, LA and EPS staff.

Exit Guidelines

The Person centred Annual Review of IDP / statutory plan is a forum for discussion between the Local Authority, Educational Psychology Service, parents, school staff and the learner, as well as any other professionals supporting the family or the learner (i.e. Social Services, Health) to agree the placement is no longer required to meet individual needs.

Learners will make the transition into the agreed mainstream provision or alternative provision when one or more of the following criteria have been met:

- the learner has prepared for the next phase of education or employment;
- progress is such that a learner would further progress in a mainstream placement with support;
- inclusion has already occurred for at least 80% within the Core subjects;
- on-going assessment shows that the learner's needs would be better met by an alternative educational provision;
- clear evidence is provided which illustrates the barriers to learning are reduced and the learner is able to access the curriculum and this does not impede their social, emotional or behavioural development.

Once an agreement has been made, an enhanced transition plan will be put in place. The specialist staff will liaise with the new school to discuss the learner's needs and strategies to support their development and progress.

Roles and Responsibilities

The approach to providing for all learners with additional learning needs will be whole school. Teaching staff within mainstream are able to welcome learners from the SRB and their assigned SRB staff to

mainstream lessons and offer appropriate support to ensure inclusion and access to learning at an appropriate level. On-going support and training remains in place for these areas of the curriculum, with regular communication from the SRB Team (please see school based ALN Policy for the role and responsibilities of mainstream classroom teachers and Subject / Faculty Leads).

Specialist Teacher

- ★ To provide high quality teaching and learning as part of the universal provision of the SRB.
- ★ To ensure a clear knowledge and understanding of Statutory Plans and develop approaches and action plans to ensure longer term outcomes can be achieved.
- ★ To implement the school's ALN and SRB policy and practice.
- ★ To ensure that the resources, targets and curriculum are appropriate to the needs of the learner as set out in the Statutory Plan.
- ★ To ensure that achievement and progress are also appropriate to the needs of the learner, tracking and monitoring of progress should be evidenced through exercise books, reviews of targets, annual reviews of statutory plans and B-Squared.
- ★ To develop appropriate provision maps for individual learners where required and appropriate.
- ★ To ensure specific / targeted intervention is provided through the class team and relevant SRB staff members to meet the requirements of statutory plans and the needs of the learners.
- ★ To lead Teaching Assistants to support the planning and delivery of lessons in supporting learners and the assessment of learner progress when appropriate and supporting TAs to take active roles in class team and whole team meetings.
- ★ To differentiate learning and materials and set achievable goals to ensure that the learners experience success at all levels.
- ★ To be part of reviews and discussions on learner progress, including the preparation and completion of the appropriate paperwork, as required.
- ★ To record and report any concerns on learner progress to the Lead for the SRB.
- ★ To communicate with parents, raising concerns and celebrating progress, including ensuring daily communication is effective and appropriate to need.
- ★ To work alongside external professionals to agree and implement provision, with regular review and evaluation.
- ★ To work with the Lead for the SRB to develop specific plans around need – this includes IHPs, risk assessments, RRP's and behaviour plans.
- ★ To support the effective handover of information to ensure successful transitions between year groups, phases and settings.
- ★ To contribute to the development of specific support across the school through the developing in-reach model of support.

Teaching Assistants

- ★ To ensure the daily implementation of the school Additional Learning Needs and SRB Policies.
- ★ To work as a cohesive team within assigned class team(s), putting the needs of the learners at the centre of all provision and practice, sharing any concerns with the class teacher.

- ★ Have a full knowledge of the learners' needs, provision and targets set out in the One Page Profiles and Target Sheets and the annual outcomes within statutory plans and implementing the agreed provision and plans.
- ★ To work with the class teacher to keep records on student targets / annual outcomes and their progress.
- ★ To contribute to the planning for reviews and attend reviews / discussions on learners' progress as appropriate.
- ★ To support the work of the learner in the lesson by adapting work, linked to teacher planning and providing support and confidence to the student.
- ★ To provide communication with home and external professionals, as discussed and agreed with the class teacher.
- ★ To support in the development of self-care / self-help skills, including support of intimate care.

Administration Support for ALN

- ★ To ensure the daily implementation of the school Additional Learning Needs and SRB policies.
- ★ To liaise with teaching staff to gather appropriate information and updates on learners within the SRB at review points during the year.
- ★ To ensure the organisational and administrative support supports the effective delivery of additional learning needs (including documentation for annual reviews in accordance with statutory timescales).

Lead for the Specialist Resource Base

- ★ To work with the SLT link to ensure the daily oversight and implementation of the school Additional Learning Needs and SRB policies.
- ★ To review the SRB policy alongside the LA.
- ★ To co-ordinate the work of Teacher and Teaching Assistants across the SRB provision.
- ★ To liaise with and advise teaching staff and teaching Assistants on approaches, strategies and ways forward, including the development of an 'in-reach' model of support to mainstream colleagues.
- ★ To support early identification of need and oversee provision within universal, universal plus, targeted support and specialist support required to meet needs across the SRB.
- ★ To work with class teachers to oversee, monitor and review the provision for learners across the SRB, exploring external support / signposting further advice and training where appropriate.
- ★ To work with class teachers to review and refine the SRB provision map and ensure the training needs to provide this are met.
- ★ To oversee the records of all learners within the SRB, co-ordinating the completion of appropriate paperwork for reviews (ILP, OPP, Annual Reviews, Risk Assessments, RRP, Behaviour Plans and IHPs) with the appropriate staff.
- ★ To ensure clear systems around the development, review and the quality assurance processes around identification, assessment, planning and reviewing the OPP, and short-term targets.

- ★ To ensure that all students within the SRB are making appropriate progress, demonstrated through robust QA processes and where this is not the case, appropriate actions are taken.
- ★ To ensure an on-going model of professional learning which supports School Development Plan and the SRB Team Action Plan. This will include implementation of the whole school Performance Management Policy for teaching and support staff.
- ★ Identify the learners requiring access arrangements and refer these to the named specialist teacher in-line with the JCQ Guidance (see Access Arrangements Guidance).
- ★ To liaise with parents / carers.
- ★ To support staff and provide oversight to the timely and effective completion of referrals to external agencies.
- ★ To work alongside external agencies and to ensure reports provided are incorporated into OPPs and IDPs / statutory plans, with effective implementation of strategies, appropriate and provision agreed.
- ★ To work with the SLT link to contribute to the School Development Plan and the identifying resource needs.
- ★ To ensure IDP / statutory plan reviews are completed within statutory timescales.
- ★ To provide oversight of information sharing at transition points within the setting and supporting the transfer of information between settings and agencies.
- ★ To attend LA meetings and implement agreed practices across the SRB Network. This will include support of the OASIS Outreach model of support to Monmouthshire Schools.
- ★ To continue development of the Local Authority agreed Specialist Resource Base Programmes, including liaison with the Local Authority and development of an appropriate staffing structure and funding model.

ALN Governor

The Governing Body have responsibility for Additional Learning Needs and through the named Additional Learning Needs Governor who will report back to the full governing body.

Support Agencies

Various support agencies, including speech therapists, physiotherapists, occupational therapists, educational psychologists, sensory impairment specialists, literacy and numeracy basic skills staff and medical staff will represent the seventh tier of staffing provision. Their role will be primarily to support and guide subject teachers in providing appropriately for learners in their assessment, lesson planning, methods, strategies and delivery styles. They may, if absolutely necessary to the success of the learner, withdraw learners for one to one or small group sessions where this can be shown to improve access to and achievement in the full curriculum entitlement. All agencies supporting an individual are invited to attend and contribute to the person-centred review meeting held each year.

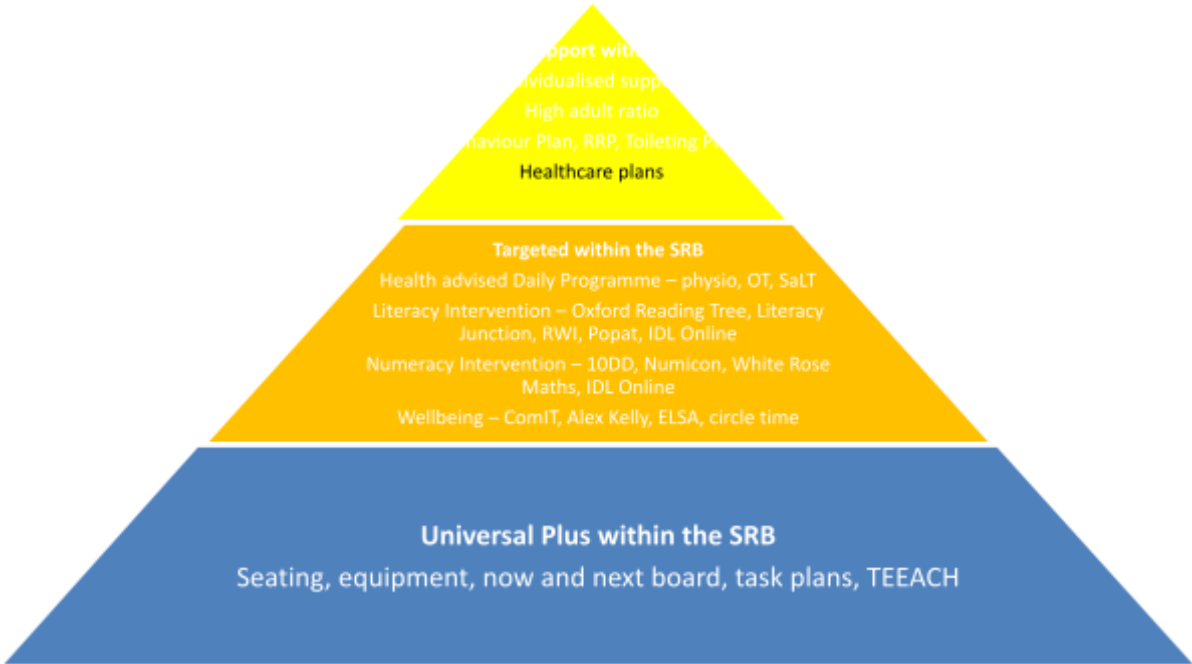
Transition and Induction

For all learners with statutory plans being considered for SRB placement, a member of the SRB Team will be invited to review meetings by the current setting for pre-school entry and from Year 5 for secondary. This supports the collation of information. Forecast meetings are held by the Local Authority in the Autumn Term, with panels taking place in December for secondary and March for primary. Person-centred enhanced transition plans are created with the feeder setting.

Levels of Support

The SRB assessment, recording and reporting system allows for the collection of quantitative data through B Squared. Learners within the SRB are tracked carefully against the baseline and the target areas to ensure an appropriate level of support and provision. Data is collected from Assessment, Recording and Reporting systems, Attendance data, Relationship Systems and the Pastoral System.

SRB Provision Pyramid



Universal within the SRB
Widget, specific / clear language, total communication, visuals, visual timetable, concrete aids, Word Aware, ELKLAN, Attention Autism, Team Teach, behaviour system, reward system, Sensory Garden, Sensory Room, multi-sensory approaches to learning, Curriculum Plan, Step Back, B Squared assessment tracking, Environment, access to specialist facilities across the school (swimming pool, PE, catering, DT...)

Therapeutic Input

The SRB are guided by external professionals in relation to therapeutic input, based on accepted referrals for involvement with ABHB. The two key stakeholders engaged with at present are OT and SaLT. Advice is usually provided by professionals and implemented by school staff in-line with the plan developed, this allows for a consistent and daily approach to the agreed programmes.

Developing Plans

For all placed in the SRB, One Page Profiles are created with learners where appropriate and families to gauge and record their views on approaches to support in making progress and achieving success. One

Page Profiles are working documents accessible to all staff, which will be formally reviewed at least once each year, through person centred approaches.

Individual Development Plans / statutory plans are stored securely and are accessible on the school computer system for all staff to assess as required (support and teaching staff); staff are prompted to access the relevant information by the Lead for the SRB. Statutory Plans are reviewed through person centred practice annually or where there is a significant change in need. A review of a statutory plan can be requested at any point by the learner or the parent.

In addition to these plans, there will be occasions where the following plans are needed:

- Risk Assessment
- Risk Reduction Plans
- Individual Healthcare Plans
- Emergency Medical Plans
- Behaviour Support Plans
- Pastoral Support Programmes
- Personal Emergency Evacuation Plan

These are developed alongside key stakeholders, including health professionals where appropriate. On-going monitoring and review of the plans is vital.

Learner, parental and other stakeholder engagement at each stage of the process is fundamental in the construction, review and development of additional learning provision. The school welcomes and listens to parental concerns and acts with agreed actions to determine individual need and provision required to meet the needs identified through its systems and structures. Parents are able to discuss any specific ALN / SRB concerns with the SRB Team. The Complaints Policy is accessible through the School Website.

Monitoring and Evaluation

The success of the school's SRB policy and practice is evaluated through:

- ★ analysis of learner tracking data and standardised test results where appropriate
- ★ monitoring of procedures and practice by the Lead for the SRB and SLT link
- ★ reviewing target sheets and statutory plan outcomes
- ★ learner voice
- ★ parental engagement
- ★ lesson observation and learning walks
- ★ work scrutiny
- ★ LA SPOT Network and ALP Review visits / monitoring visits (developing)
- ★ School Development Plan/SRB Action Plan