

## **Frequently Asked Questions (FAQ's) when opening a Resourced Provision in a mainstream school**

### **1. What is a Resourced Provision?**

**Resourced Provisions (RPs)** are special support areas inside regular schools. They help children and young people who have an **Education, Health and Care Plan (EHCP)**.

There are two types of RPs:

- **School-led RPs:** run by the school.
- **Local Authority-led RPs:** run by the local council.

Pupils in an RP are still part of the main school. They attend up to 50% of their classes in the main school with other pupils in their year group but also get extra help from trained staff in the RP. These staff work closely with the school's teachers to build individual learning plans for each pupil.

RPs help children:

- Join in with lessons.
- Take part in school life.
- Learn in a way that suits them best.

Some children need more help to learn in a mainstream classroom. RPs give them a safe space where they can:

- Get special teaching.
- Learn in small groups.
- Build social skills.
- Follow a learning plan made just for them.

The goal is to help each child join in with mainstream classes as much as they can, at their own pace.

RPs have their own rooms in the school. These are quiet, safe places where children can relax, talk, and feel supported. Some RPs also have sensory rooms to help children process, understand and manage their feelings.

It's important to know that RPs are not separate schools. They are part of the main school and help children get the most out of a mainstream education.

## **2. Why is a new or alteration to provision needed when our school already has other Resourced Provisions?**

Some schools have more than one specialist provision in their school. This will have been carefully considered by the Local Authority, School, Trust and/or Governing body by looking at the numbers of children in the community and what their needs are. If an additional RP is being proposed it is because there is demand in the area. Schools may already be supporting children with these needs and the additional resources and RP brings will enhance what they already offer.

## **3. What are Social, Emotional and Mental Health Needs?**

Social, Emotional and Mental Health (SEMH) is a type of Special Educational Need and Disability (SEND). Children and young people with SEMH have severe difficulties in managing their emotions and behaviour. They often show inappropriate responses and feelings to situations.

This means that they have trouble building and maintaining relationships with peers and adults. They can also struggle to engage with learning and to cope in mainstream education. Children with SEMH will often feel anxious, scared and misunderstood.

## **4. What are Moderate Learning Difficulties (MLD)?**

Moderate Learning Difficulties (MLD) is a term used to describe children who display significant delays in reaching developmental milestones and have difficulty in accessing the curriculum. Children with Moderate Learning Difficulties often struggle with literacy and numeracy despite differentiated learning and support.

Children with Moderate Learning Difficulties may also have difficulty with some or all of the following:

- Speech and language delay;
- Difficulty understanding basic concepts;
- Poor memory and problem solving skills;
- Poor fine and gross motor skills;
- Low levels of concentration; and
- Underdeveloped social, emotional and personal skills.

## **5. What is Autism Spectrum Condition (ASC)?**

Autism is a developmental disability. It affects how a person relates to and communicates with other people, as well as how they make sense of the world around them.

It is a spectrum condition. This means that although all people with autism have certain difficulties in common, the symptoms and characteristics can occur in a wide variety of combinations and range from mild to severe.

## **6. What is Emotionally Based School Avoidance (EBSA)?**

EBSA stands for Emotionally Based School Avoidance. It is a term used in reference to a group of children and young people who have difficulty attending school due to emotional factors, sometimes resulting in prolonged absences from school.

## **7. Will children be disrupted when they are trying to learn?**

Some parents/carers might be concerned that the children from the Resourced Provision will affect the learning of other children as they might witness unwanted behaviour. The whole ethos of a RP is to prevent this. A child in the RP will be supported by specialist staff enabling access to mainstream school activities. RP teaching staff will discuss all individual children's needs with the school SENCO and class teacher to ensure effective strategies are put in place to support all children's learning

## **8. How will the school fund this?**

The Local Authority will fund any adjustments / building work needed to develop the Resourced Provision. The school will receive funding to provide the Resourced Provision places.

## **9. How will this be staffed and who will pay for this?**

The proposed resourced provision will be led and managed by the school. The school recruits, manages and pays experienced teachers and teaching assistants with good knowledge of working with children with the Special Education Needs or Disabilities detailed within the consultation. The responsibility of the staff deployed to the Resourced Provision rests with the Headteacher and SENDCO of the school. Local Authority officers will work closely with the school and support the school team.

## **10. Is this provision part of school life?**

All pupils will be on roll of the school and have access to both mainstream and the Resourced Provision, dependent on individual needs. This means if a child with the needs outlined within the proposals is able to access some or all of the school day they will with the appropriate support, however if they are unable to access lessons and learn effectively sometimes, then the child will access time and be taught within the Resourced Provision. Over a set period, if children are unable to access any mainstream provision, then a review of the child's EHCP would be called to see if this is the best provision to meet their individual need.

## **11. Will children in the RP use the school facilities (for example the playground, dining hall etc.)?**

The children are on the roll of the school and will, wherever possible, be supported to be part of the full school life.

## **12. How are children allocated a place in a Resourced Provision?**

Children with an EHCP are allocated a place in a Resourced Provision by a Local Authority

central panel and in consultation with the host school. Parents must request a Resourced Provision when naming a placement in their child's EHCP. Children within the host school cannot be allocated a place without going through this process first.

### **13. My child has an EHCP, can they get a place?**

If a child at the school already has an EHCP they will not automatically qualify for a place in the RP. However, if the school and parents feel a RP place may benefit their child, this needs to be discussed with the school SENCO.

### **14. What are the benefits of having a RP to our children and the school?**

There will be specialist staff in the RP that are experienced and specifically trained in supporting SEND. The specialist staff will also have access to professional training around the specific need identified within the proposal. The specialist staff are able to share this knowledge with the whole school, to develop a shared whole school approach to:

- Supporting the needs of pupils
- Inclusion
- Managing behaviour

All children in the school may benefit from using some of the additional facilities that a resourced provision can offer, such as a sensory room.

### **15. Will this mean less places at school for the community?**

The Resourced Provision will be for the number of places identified within the proposal across all year groups. The published admission number (PAN) will not be affected.

### **16. Once the provision is open will it be reviewed?**

The RP will be regularly reviewed by the Local Authority and the School to ensure that they are offering good quality provision.

### **17. Once it is open can it be closed?**

In order to make significant changes to specialist provision reserved for pupils with SEND, the local authority would need to undertake a statutory process - prescribed alteration - and would need to seek approval through statutory consultation and agreement through Local Authority Cabinet.

### **18. What happens once the consultation is finished?**

After the consultation has closed, we will consider the responses and present the proposal, together with the responses, to cabinet. The school cannot make the decision to open new provision this will be made by Local Authority Cabinet.