

Appendix 1

Additional Learning Provision (ALP) Review of Specialist Resource Bases (SRBs) in 2023

To share with Performance and Overview Committee

14th May 2024



Background & Context

- MCC does not have a discrete special school catering for children and young people (CYP) with significant and complex ALN.
- Since local government reorganisation in 1996, MCC developed a model of specialist provision, which places special education at the heart of identified mainstream schools.
- CYP remain as close to their communities as possible and have meaningful inclusion opportunities with their mainstream peers, whilst also benefitting from specialist teaching and resources.
- 3 primary Specialist Resource Bases (SRB) and 2 secondary SRBs provide additional learning provision (ALP) for CYP with highly complex learning and neurodevelopmental needs.



Our Specialist Resource Bases (SRBs)

SRB I	Capacity	Numbers in Sept 2023
Overmonnow Primary School	24	22
Pembroke Primary School	24	25
Deri View	8	8
Monmouth Comprehensive School	55	67
Caldicot Comprehensive School	55	54

The new through school in Abergavenny, will host an SRB, including those children currently in Dei View.

The SRB will have 16 places for primary and 55 for secondary.



ALN Code – Chapter 7

- Indicates that local authorities (LAs) **must** keep under review the arrangements made both by the authority, and by the governing bodies of the maintained schools in its area, for CYP who have ALN.
- Keeping ALP and other arrangements under review, is a key part of local strategic planning and decision making. It will enable LAs to assess current and likely future needs and secure sufficient provision and services to meet those needs.
- The duty involves the LA considering, at a strategic level, what provision there is to meet needs; whether that provision is sufficient and if insufficient in any respects, considering what to do to remedy the matter; and consulting as the authority considers appropriate during that process.
- As part of the review process the ALN Code indicates that a LA **should** also review data and evidence on the effectiveness of current provision in meeting children and young people's needs and improving the outcomes they achieve.



Additional Learning Provision (ALP) Review

– Purpose

- To ensure that there is a consistent approach to meeting the needs of CYP with complex ALN in Monmouthshire.
- The review process will also contribute to the development and planning of specialist provision to meet current and future needs and in particular the development of the specialist resource base in the new 3-19 school in Abergavenny.



ALP Review - Process

- In relation to SRB settings, the MCC Review of LA Additional Learning Provision (ALP) consisted of two phases:
 - Phase 1 – Analysis of information submitted by the SRB Lead Teacher
 - Phase 2 – Review Visit



Phase 1 – Collection and Analysis of Information

- Prior to the review visit, SRB Lead Teachers were asked to submit a range of information.
- This was reviewed against broad criteria:
 - Did the information reflect current, up to date information on ALN processes and procedures?
 - Was the information comprehensive, detailed and relevant?
 - Was the information person-centred and accessible?

Documentation Requested

- SRB environment/facilities including outdoor space
- SRB Policy
- SRB Prospectus documents
- SRB Action /Development Plan
- SRB Staff Performance Management /CPD Policy/Processes
- Staff Information
- List of SRB pupils with primary needs - Examples of OPP / action plans
- Class timetables
- Curriculum offer / planning documents
- Pupil / parent participation
- Assessment Policy–Examples of pupil progress data
- Information on community links
- Information on links with key partners e.g. Health.



Review of Information Provided

- There were examples of high quality, innovative documentation and SRB specific policies and procedures.
- Key information, such as core policies and procedures, varied across the settings.
- Staffing /management structure varied considerably in Secondary SRB settings but were more consistent in Primary SRB settings.
- Whilst all SRBs used person centred practice and One Page Profiles, the quality of these, in terms of content and presentation, varied across the settings.
- Methods of communication with parents/carers varied and participation strategies were generally underdeveloped.
- Whilst nearly all settings were using 'B Squared' effectively, data relating to pupil assessment and progress was collated and reported in different ways.
- Nearly all settings had a curriculum offer which reflected the Curriculum for Wales, but each SRB had developed this element discretely.
- All settings provided learning experiences through the medium of Welsh. Evidence of activities to support learning around Welsh culture and language was provided by some settings.
- The range of therapeutic provision available to SRB pupils varied considerably across the settings.
- Links with the community and key partners, such as health, were more developed in some settings than others.



Week A	1	2	Break	3	4	Lunch	5	6
M Monday	English Mr Hobbs	Maths Mr Hobbs	Break	Technology Miss Tingey	Technology Miss Tingey	Lunch	Science Mr Hobbs	Science Mr Hobbs
Tu Tuesday	Humanities Miss Tingey	Humanities Miss Tingey	Break	Science Mr Hobbs	Science Mr Hobbs	Lunch	Expressive Arts Mr Hobbs	Expressive Arts Mr Hobbs
W Wednesday	English Mr Hobbs	Maths Mr Hobbs	Break	Humanities Miss Tingey	Humanities Miss Tingey	Lunch	IDP Miss Tingey	IDP Miss Tingey
Th Thursday	Humanities Miss Tingey	Expressive Arts Mr Hobbs	Break	English Mr Hobbs	Maths Mr Hobbs	Lunch	PE Mr Hobbs	PE Mr Hobbs
F Friday	English Mr Hobbs	Maths Mr Hobbs	Break	Wellbeing Mr Hobbs	Humanities Miss Tingey	Lunch	Sensory Miss Tingey	Sensory Miss Tingey

An example of secondary SRB timetable

THE CURRICULUM

Specialist Resource Base

HEAD OF SRB
MR M HOBBS

SUBJECTS OFFERED
All subjects are taught within the base dependent on student need. Qualifications offered include Entry Level qualifications in English, Maths and Science, and the BTEC Level 1 Introductory Certificate and Diploma in Vocational Studies.

OUR STUDENTS HAVE THE SAME OPPORTUNITIES AND ACCESS TO KEY FACILITIES AS THEIR MAINSTREAM PEERS

Monmouth Comprehensive School's inclusive Specialist Resource Base (SRB) provides students with complex needs the opportunity to experience education alongside their peers. We support all students to access elements of mainstream where appropriate, alongside specialist teaching, learning and wellbeing delivery.

Provision is developed through person centred practice and is supported by close working with multi-agency partners.

Admission to the SRB is determined by a team of professionals agreed by the Local Authority ALN panel and based upon identification of complex needs related to the following areas:

- Severe learning difficulties
- Autistic spectrum disorder
- Speech, language and communication challenges
- Physical and medical challenges.

Strategically led by the Assistant Headteacher, Miss H Page and the SRB Lead Mr M Hobbs the base is staffed by a team with specialist skills balanced to meet the needs of all students in the SRB. Specialist interventions used include; ELKLAN, Step Back, Attention Autism, Word Aware, Makaton, Numicon and Precision Teaching.

Found in the heart of the school the SRB has a suite of 7 classrooms, alongside



Pupils in the SRB receive bespoke support timetables and packages designed through person centred practice

small group rooms, a sensory room, sensory garden and a fully equipped hygiene room.

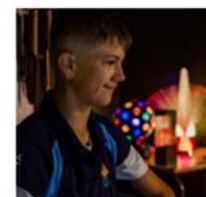
Within the SRB we work to ensure our students have the same opportunities and access to key facilities as their mainstream peers with adjustments made where necessary. All students in the SRB receive bespoke support timetables and packages designed through person centred practice.

Students accessing the SRB are supported, as required, through all aspects of the school day the focus being placed on developing functional skills, independence and resilience.

Learning programmes are reviewed annually considering the student's

stage of development and aspirations for the future. Across the SRB progress is tracked in bespoke ways to ensure success for all students and is reviewed on an ongoing basis.

For more information, please contact inclusion@monmouth.schoolsedu.org.uk



An example of secondary SRB in school prospectus



Phase 1 - Conclusions

- There are key documents, policies and procedures that all SRB settings have in common.
- It would be beneficial in terms of consistency and quality, for SRB Leads to collaborate on producing one version of core documentation, policies, procedures etc. These can be adapted to their context.
- It would be beneficial for SRB leads to collaborate on planning for the delivery of the Curriculum for Wales.



Phase 2 – ALP Review Visits

ALP Review visits took place on the following dates.

- Caldicot SRB - 9th and 14th March 2023,
- Pembroke SRB - 2nd May 2023,
- Monmouth SRB - 30th March 2023
- Overmonnow & Deri View SRBs - 16th May 2023

The ALP Review visits consisted of:

- Meeting SRB Leads, Head Teachers/ Assistant Head Teachers responsible for SRB provision.
- Meeting SRB staff and pupils
- Undertaking an SRB learning walk; observing pupil participation in a range of lessons including cookery, science, outdoor activities, therapeutic interventions and play.
- Considering the learning environment;
 - how classrooms were furnished, arrangements of desks, availability of learning resources, use of visual aids etc,
 - outdoor learning/ play facilities and equipment,
 - sensory, soft play and other therapeutic provision.



ALP Review – Emerging Themes

The following themes emerged from the ALP Review visits; there was a strong correlation between strengths identified in each of these aspects and high quality and effective SRB provision.

- 1. SRB organisational structure and staffing**
- 2. The SRB environment - internal and external**
- 3. The SRB curriculum, including assessment & monitoring arrangements**
- 4. Opportunities for inclusion**
- 5. SRB funding and resources**

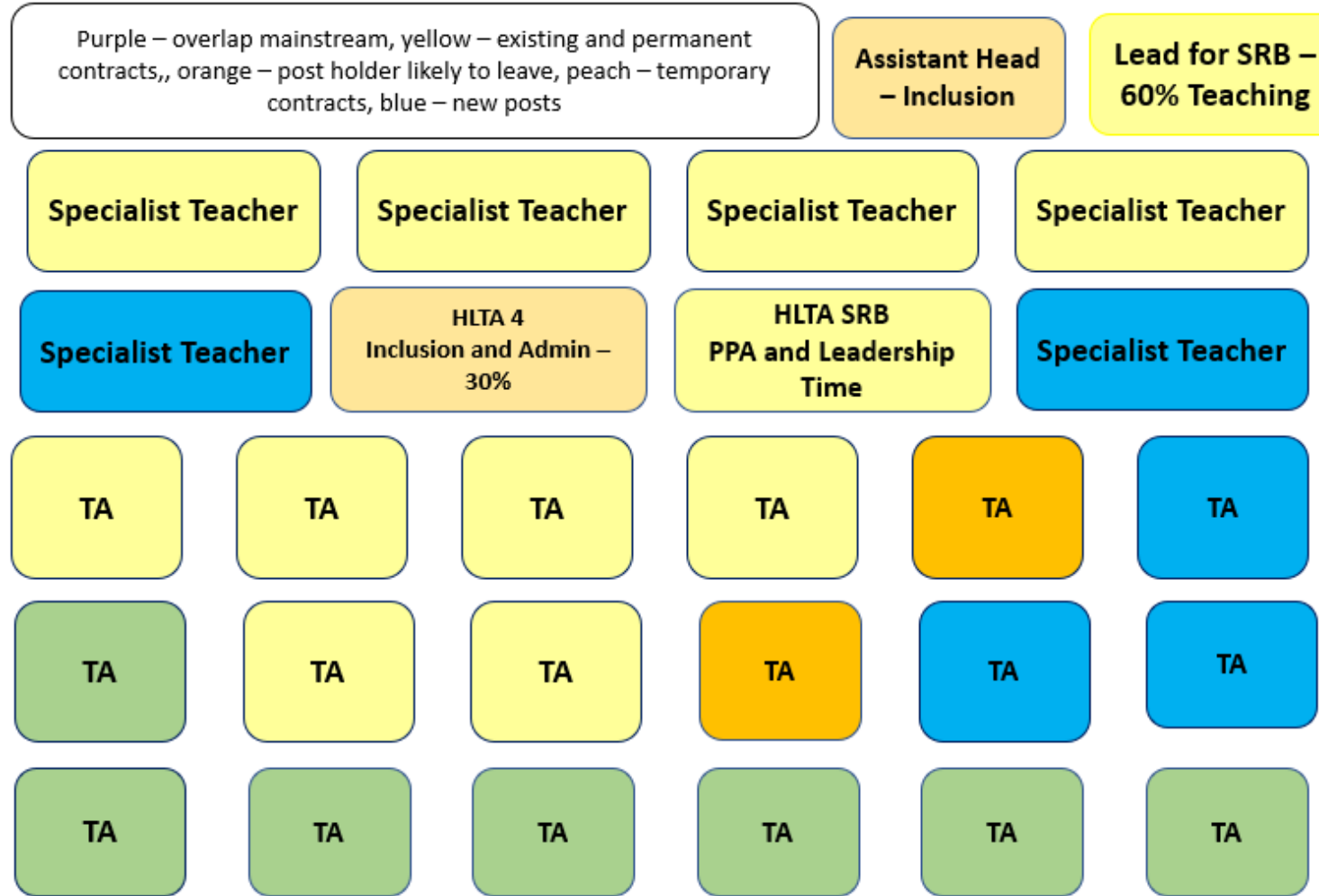


1: SRB Organisational Structure and Staffing

- All SRBs are led by skilled and experienced Lead Teachers.
- Nearly all SRB Lead Teachers were either on or linked to the host school's senior leadership team (SLT). This arrangement supports positive links and communication between the SRB and mainstream school.
- Leadership was positive and evident in the way staff spoke about their roles/ job with enthusiasm.
- Nearly all staff in most settings, teach exclusively in the SRB.
- Nearly all SRB classes had an identified teacher /Teaching Assistants (TA). The relationships between pupils and staff were positive.



SRB Structure 2023-24



An example of secondary SRB staffing structure



SRB Organisational Structure and Staffing- Recommendations

- An SRB specific staffing structure, with staff designated to teach/support SRB classes on a full-time basis.
- SRB specific job descriptions and person specifications. These would be used by all SRBs to support the recruitment staff who have appropriate specialist skills and experience.
- An SRB specific Performance Management Framework for Teachers and TAs.
- An SRB specific CPD / training and development programme.



2: SRB Environments

- All SRB settings have a designated area within the school. The amount of internal and external space available varied between settings but most SRBs have used the space available in a creative and positive ways. One SRB setting shared their space with a group of pupils with social and emotional difficulties.
- Primary SRBs had secure entry and exit doors. Security arrangements varied in secondary settings. One setting had a secure entry and exit door with the other setting only having a secure door on one classroom, which accommodated learners with the most complex needs.
- There was limited office / staff space in all SRBs.
- All SRBs had access to a kitchen /cooking area.
- Most SRB classrooms were furnished to support group learning and /or with individual workstations. The layout of primary and some secondary classrooms were less formal and reflected the learning and developmental needs of the pupils.
- Most SRB classrooms had high quality displays that were developmentally appropriate, and which supported independent learning.
- Most SRB classrooms used widget symbols to label classroom equipment /displays.



2: SRB Environments continued...

- Visual timetables were used effectively in nearly all SRB settings.
- All SRB settings had access to specialist toilets, changing facilities and laundry rooms but only one had ceiling tracking for hoists. Manual hoists were available in other settings.
- All SRBs had sensory facilities, and most had soft-play rooms.
- Opportunities for therapeutic interventions such as Rebound were limited by space, but one SRB was using a smaller trampette to deliver a similar intervention.
- Most primary SRB classrooms had direct access to an outdoor space, with a range of activities available including Forest Schools. This aspect was less developed in secondary settings
- External play areas within the primary SRBs were well developed and well used. Secondary external play areas were generally undeveloped and in one case some distance away from the SRB classrooms.





Examples of secondary SRB environments



Examples of primary SRB environments

SRB Environments- Recommendations

- A separate suite of rooms with access to mainstream facilities
- Classrooms furnished and equipped to meet the learning and developmental needs of pupils with complex needs
- High quality visual aids and use of pictures /symbols to support learning
- A sensory room and sensory resources available throughout the setting
- Classrooms with easy access to outdoor learning areas
- Well-equipped outdoor areas with age-appropriate learning/ play facilities
- High quality, spacious personal care rooms with laundry facilities
- Space for staff / meetings
- A kitchen /cooking facilities

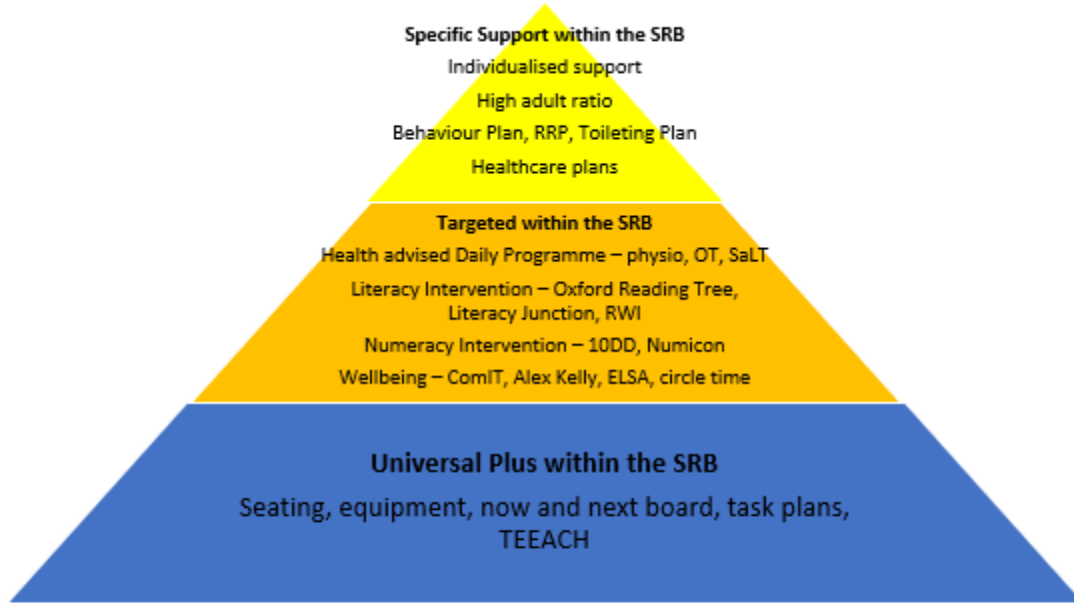


3: SRB Curriculum, Assessment & Monitoring Arrangements






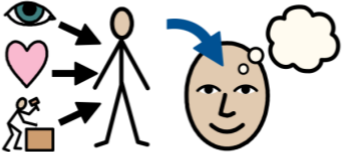








- Most SRB settings had developed, separately, a differentiated curriculum based on the CfW. The level of detail in curriculum planning varied across settings.
- A one-page overview of the curriculum offer was also very useful.
- ‘Provision ladders’ developed in one setting was an effective way for TAs to record progress in relation to play-based learning.
- Most settings demonstrated that pupils were provided with appropriate activities that promoted Welsh language & cynefin as emphasised in CfW, in some settings this was supported by detailed planning documentation.
- There was evidence in most SRB settings, of a very bespoke curriculum adapted to individual needs.
- Nearly all SRBs had developed a Provision Pyramid, which identified their graduated response in relation to provision to meet pupils’ needs.
- There was a mixed approach to developing literacy and numeracy skills, with a range of schemes being used across different settings.



An example of secondary 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...)

 <p>high aspirations for all pupils with progress along or within the steps</p>	 <p>progress systematically tracked using Connecting Steps</p>	 <p>a broad range of activities, topics and contexts</p>	<p>4</p> <p>built around the four core purposes</p>	 <p>continuous provision and focussed teaching reflects learning styles</p>
 <p>individual pupil profiles: OPPs STTs and CAPs</p>	 <p>Overmonnow SRB Curriculum Offer</p>		 <p>routes to progression (pre-formal learning)</p>	
 <p>person centred planning - important to and for / working and not working</p>			 <p>pre-progression steps (semi-formal learning)</p>	
 <p>parents share in their child's progress through Evisense, PCP meetings, reports and consultations</p>	 <p>communication focussed weeks - promote and develop pupil voice</p>	 <p>collaborative planning of AOLES to ensure engagement of all pupils</p>	 <p>language of progression - EGM - to plan for and report progress</p>	 <p>progression steps (formal learning)</p>

An example of a primary SRB curriculum offer



SRB Curriculum - Recommendations

- An SRB specific curriculum offer, based on the CfW framework.
- SRB specific Provision Pyramids, which reflect the unique context of each SRB as well as interventions that could be provided across all settings.
- SRB specific policies on the acquisition and development of literacy and numeracy skills.
- Use of 'B Squared' software and associated assessment and analytic tools embedded and used across all settings.
- SRB specific policies and procedures relating to marking work and tracking progress.
- Vocational learning pathways for 14-19 pupils.
- A core set of therapeutic interventions /activities available to all settings.
- CPD/ professional learning should be shared across SRBs e.g., Lego therapy (in house) and external e.g., manual handling/ epilepsy training/ induction for new staff



4: Opportunities for Inclusion

- The advantages of being based part of the mainstream school community were acknowledged by all.
- There were a range of inclusion opportunities across SRBs.
- Some pupils were able to access mainstream lessons with support, but for the majority, social inclusion i.e. at breaktimes, lunchtimes, assemblies offered the most appropriate opportunities for inclusion.
- Some SRBs had mainstream pupils join the SRB for 'enrichment' activities and used older mainstream pupils as 'buddies' or mentors.
- SRB pupils were given the opportunity to participate in the school drama production in some settings.
- In one setting, post 16 students worked alongside mainstream peers in the school library.
- In one setting, each year group had an SRB pupil on the school council.
- All settings had links to the community, although in some SRBs pupils had access to a wider offer than in others.



Opportunities for Inclusion - Recommendations

- Pupils in SRBs should have a range of inclusion opportunities appropriate to their needs.
- Mainstream 'buddy' and /or peer mentor schemes should be adopted by SRB settings.
- There should be SRB pupil representatives on school councils.
- Links with the community, charitable organisations need to be developed so that there is a more equitable offer across SRBs.



5: SRB Funding and Resources

- Funding for SRB provision is delegated by the LA to host schools, this mainly covers staffing costs.
- An element of the AWPU is allocated to the SRB for resources
- There is currently no 'pupil funding' element in the SRB budget to take into account pupils in SRBs who may require additional support
- Some SRB Leads were fully involved in budget allocation and use of resources.
- SRB Leads and Head Teachers raised concerns that the SRB and mainstream budget were not separated. It was indicated that this led to confusion, and it was felt mainstream budgets were being used to support SRB costs, particularly in relation to supply cover.
- SRB Leads indicated that there was no additional budget for consumables/resources and that there were increased costs associated with implementing the CfW e.g. sensory/ cooking/ gardening.
- Grant funding had been used effectively in all SRBs and all were proactive in looking for additional funding through charitable funding / school parents' association etc



SRB Funding and Resources - Recommendations

- Separation of mainstream and SRB budgets to make allocation/management of funds more straightforward.
- SRB Leads should be fully engaged and involved in budget planning and allocation.
- A revised SRB funding formula, should be informed by the work of the task and finish group.



ALP Review – Overall Outcomes

- The ALP Review process highlighted the lack of consistency across SRB settings in terms there being an equal ‘offer’ across the county. This could place the LA at risk if parents/carers lose confidence in MCC SRB settings.
- Collaboration between SRBs needs to be improved in relation to sharing of good practice, interventions, processes and procedures to reduce duplication and time taken to produce documentation.
- There needs to be agreed processes around recruitment of staff and SRB job descriptions and person specifications.
- The ALP review highlighted that there is no formal ‘contract’ between the LA and schools that host SRB provision. A robust partnership agreement between host schools and the local authority would support both the LA and host school to ensure that roles and responsibilities of both parties are identified in relation to maintaining high quality SRB provision.
- The ALP review highlighted that the LA does not have processes in place to measure of impact of SRB provision in relation to pupil progress and effective interventions.
- The ALP review showed there was variability in the demarcation of finances and accountability.



ALP Review – Recommendations

Recommendations /Actions	When	Who
Arrange individual ALP Review feedback with SRB Leads	Autumn term 2023	MW /JE
Gather feedback from SRBs regarding ALP Review process (evaluation/impact)	Early Autumn term 2023	MW/JE
Through Specialist Provision & Outreach Team (SPOT) Network, identify and prioritise areas for collaborative work and development	Autumn term 2023	MW/JE/HP
Agree ALP Review cycle dates and update protocol	Late Autumn term 2023	MW/JE/HP
Develop Partnership agreements between the LA & Host schools	Spring term 2024	HP
Complete SRB funding formula review	Spring term 2024	NW/SE

MW – Morwenna Wagstaff, Head of Service Inclusion

JE – Jacky Elias, Principal Officer ALN

HP – Hayley Page, ALP and Partnership Lead (new post from September 2023)



Any questions?

