



monmouthshire
sir fynwy

Specialist Resource Base Guidance

Monmouthshire's Children, Learning, Skills and Economy
Directorate

Specialist Resource Base (SRB) Guidance (September 2025)

This guidance sets out Monmouthshire Local Authority's model of Specialist Resource Bases.

Date of issue	October 2023
Updated	September 2025
Review frequency	Every 2 years
Name of person responsible for maintaining this policy	Hayley Page
Contact details	HayleyPage@monmouthshire.gov.uk

This document is available in English and Welsh.

Contents

Introduction	4
Designation of SRBs	5
Admission Process	6
Aims of the SRBs	6
SRB Model	7
Staffing Structure	7
Grouping of Learners	7
Guideline for Placements	8
Criteria for Placements	9
Transition from Mainstream Schools to SRBs	9
Exit Guidelines	10
Roles and Responsibilities	11
Specialist Teacher	11
Teaching Assistant	12
SRB Lead Teacher	12
ALN Governor	13
Support Agencies	13
Transition and Induction	14
Provision	14
Therapeutic provision	14
Individualised Support	15
Monitoring and Evaluation	16

Introduction

Monmouthshire's model of specialist resource base (SRB) 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 2022-28)

What's important to us?	<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.
-------------------------	---

What's important for us?	<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.
--------------------------	--

Monmouthshire prides itself on being an inclusive authority and aims to support all children and young people to be educated within their local community. As such our model of specialist support is through specialist resource bases (SRBs) hosted by mainstream schools. SRB host schools work alongside the local authority in order to develop, monitor and review the additional learning provision available within the SRBs.

Our SRBs 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. The strategic development of our SRBs is overseen by the Specialist Teacher and Outreach Team (SPOT Network), comprising of senior LA officers from the Inclusion service and SRB lead teachers. The SRBs are supported by a team of specialist teachers, alongside skilled and experienced teaching assistants. An approved Partnership Agreement is in place between the LA and each of the host schools providing an overview of the expectations for each partner.

Designation of SRBs

It is expected that learners placed in the SRB have an Individual Development Plan (or another statutory plan, if residing outside of Wales) maintained by the LA in which they reside, which outlines their additional learning needs and the additional learning provision required. Learners would typically be at least three years below age related expectations in their learning and development.

The designation of each SRB is:

- Autism
- Speech, language and communication difficulties
- Severe learning difficulties
- Physical/ medical difficulties

Admission Process

Learners are placed in the SRB by the LA through an admission panel comprising of Senior LA Officers from the Inclusion service, representatives from the Educational Psychology Service and SRB lead teachers.

Generally, there is one admission point planned for each year.

Forecast meetings allow for planning of placements and ongoing projection of placement numbers:

- Primary forecast in December
- Secondary forecast in July (Year 5 pupils raised)

Admission panels determine placement:

- Primary admission panel takes place in March
- Secondary admission panel takes place in December

Aims of the SRBs

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

Our aims include:

- Ensuring a broad, balanced and relevant curriculum, with appropriate qualification pathways.
- Embedding a person-centred and holistic approach to develop, review and refine provision and support.
- Monitoring and tracking learner progress to inform reviews and ensure success.
- Benefiting from being hosted in mainstream schools by accessing learning and facilities as appropriate.
- Capturing the views, wishes and opinions of learners and families to inform practice.
- Providing continuity of provision and successful enhanced transitions.
- Effective communication and collaboration between all stakeholders, including external professionals.
- Maximising the available support from the LA and wider external partners to inform policy, practice and provision.

SRB Model

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 team (SLT) of the school, alongside the LA. The school has the responsibility for the day-to-day management of the SRB.

- SLT Link – Strategic overview for the SRB, providing 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 LA will provide additional Educational Psychology provision. The school will work with health and third sector providers as appropriate to learner needs.

Grouping of Learners

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 curriculum, learning and experiences. This will access to a suitable peer group and if appropriate, access to mainstream provision. Any access to mainstream will be supported by TAs assigned to the SRB.

Classes will generally 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 based on a matrix of need and agreed by a panel. It will be expected that a clear provision plan and supporting documentation is available should additional adult support be required.

Guideline 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 around placement will be:

- Involvement of external professionals, with the suggested strategies and approaches embedded, monitored and reviewed (this may include the Educational Psychology Service or outreach), which results in minimal progress.
- A recommendation from the LA Inclusion Panel as part of the information gathering process, resulting in exploration of SRB suitability, which may involve SRB staff observing the learner in their present placement.
- A school referral to forecast with supporting paperwork to request exploration of SRB suitability and an outcome of forecast that the designation of the SRB is met and to proceed to SRB Admission Panel.

For any admission to a SRB, an initial planning meeting with the SRB lead teacher, parents and other professionals will take place to map provision and consider the enhanced transition required.

Criteria for Placements

Specialist placement may be appropriate for learners who have long term additional learning need arising from a learning difficulty or disability aligned with the designation of the SRBs. There should be prolonged multi-agency involvement and evidence of a systematic cycle of planning, action and review within the school/ setting.

Learners will hold an IDP / statutory plan, and their attainment will be significantly below that of their age-appropriate peers, despite significant adaptation and targeted support.

The learner's primary area of need will link with the designation of the SRB:

- Severe speech, language and communication needs; learners 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); learners 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.

Transition from Mainstream Schools to SRBs

When considering a transition from a mainstream school to an SRB, the following is expected:

- An IDP has been reviewed and shows that the additional learning provision is not resulting in appropriate progress for the individual learner.
- Limited measurable progress has been made over time despite appropriate tailored intervention and support as outlined in the IDP, evidenced assessment / attainment information, examples of work, timetables outlining intervention and / or support in place.
- Person centred planning meetings have taken place to explore a potential change of placement, with representation from parents and other professionals involved.

- Involvement from one or more external agencies (outreach, EPS, Sensory Communication Team (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 or ascertainable views captured through person centred practice, in relation to:
 - What they enjoy
 - what works and does not work
 - what is important to them and for them
 - what support they need to help them be successful
 - where possible, their views around a change of school
- The parents' / carers' views on any change of placement will be considered, taking into account schedule 27 of the Education Act 1996 around a placement '*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*'.

This information is presented to the SRB admission panel. The panel is made up of representatives from the Inclusion Service, including the EPS and SRB Lead Teachers.

Exit Guidelines

The person-centred annual review of IDP / statutory plan is a forum for discussion between SRB staff and parents/ carers, 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. It is vital that the learner's views are represented as part of this discussion.

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 benefit from a supported mainstream placement.

- Mainstream 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 another setting.
- 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 to make a transition to mainstream, an enhanced transition plan will be put in place with the team around the learner. The specialist staff will liaise with the mainstream 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.

Specialist Teacher

- To provide high quality teaching and learning.
- To ensure a clear knowledge and understanding of IDPs/ 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 enhance progress.
- Track and monitor progress through the agreed assessment system with a clear evidence basis of achievements.
- Develop appropriate provision maps for individual learners as required.
- Lead teaching assistants (TAs) to support the planning and delivery of learning and intervention and provide appropriate feedback.
- Contribute to reviews and discussions on learner progress, including the preparation and completion of the appropriate paperwork, as required.
- Record and report any concerns on learner progress to the SRB lead teacher.
- Communicate with parent/carers, raising concerns and celebrating progress, including ensuring daily communication is effective and appropriate.

- Work alongside external professionals to agree and implement provision, with regular review and evaluation.
- Work with the SRB lead teacher to develop specific plans around need – this includes One Page Profiles, Risk Assessments, Positive Handling Plans, Consistent Approach Planners/ Behaviour Plans and Individual Healthcare Plans.
- Support the effective handover of information to ensure successful transitions between year groups, phases and settings.
- Contribute to the development of specific support across the school through the developing in-reach model of support.

Teaching Assistant

- Ensure the daily implementation of the school Additional Learning Needs and SRB policies.
- 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 IDPs to implement the agreed provision and plans.
- Work with the class teacher to keep records on learner targets / annual outcomes and their progress.
- Contribute to the planning for reviews and attend reviews / discussions on learners' progress as appropriate.
- Support the progress of learners by adapting approaches, linked to teacher planning.
- Provide communication with home and external professionals, as agreed with the class teacher.
- Support in the development of self-care / self-help skills, including support of intimate care.

SRB Lead Teacher

- Work with the SLT link to ensure the daily oversight and implementation of the school Additional Learning Needs and SRB policies, SDP development and SRB action planning.
- Contribute to the develop and review of LA SRB policies and practices.
- Co-ordinate the work of teachers and teaching assistants across the SRB.
- Liaise with and advise teaching and support staff on approaches, strategies and ways forward, including the development of an 'in-reach' model of support to mainstream colleagues.

- Support the monitoring, review and development of provision to meet needs across the SRB.
- Work effectively with external professionals and the SPOT Network to provide staff with advice, support and professional learning where appropriate.
- Co-ordinate the completion of appropriate paperwork (One Page Profiles, Annual Reviews, Risk Assessments, Positive Handling Plans, Consistent Approach Planners/ Behaviour Plans and Individual Healthcare Plans) embedding any advice from external professionals.
- Ensure statutory processes around IDPs are maintained.
- Embed clear systems for monitoring, review and the quality assurance of SRB practice and provision.
- Monitor and track learner progress and take appropriate actions when progress is not as expected, including referrals to external agencies.
- Provide an on-going model of professional learning linked to the SDP and SRB Action Plan.
- Implement the whole school performance management for teaching and support staff.
- Identify the learners requiring access arrangements and ensure the Joint Council for Qualifications process is completed where required.
- Liaise with parents / carers.
- Provide oversight of information sharing at transition points within the setting and supporting the transfer of information between settings and agencies.
- Attend LA meetings and implement agreed practices across the SRB Network. This will include SPOT Network, forecast/ admission panels and support of the OASIS Outreach model of support to Monmouthshire Schools.
- Continue to develop the model of SRBs alongside the LA.

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

Where forecast planning has agreed the possible entry to SRB at any point of transition, a member of the local SRB staff team will be invited to the person-centred annual review meeting (or school entry planning for pre-school learners). Parents will be invited to visit the local SRB to explore the environment and provision. Robust information sharing will happen through these processes to support preparation for placement. Once placement in an SRB is agreed, person-centred enhanced transition plans are created with current school/setting, parents and external professionals involved.

Provision

Each SRB has a bespoke curriculum, designed to meet the needs of their cohort of learners, this will include appropriate qualification pathways in secondary SRBs (see curriculum and assessment policy). The strategies and approaches are adapted based on individual learner need, which may include appropriate therapeutic input and appropriate liaison with health professionals.

All SRBs take a total communication approach, making use of signing, symbols, expression/ gesture and specific/ clear language. The environment is designed to provide a low sensory, purposeful approach to learning. Each SRB has a sensory room and sensory garden space.

The SRB assessment, recording and reporting system allows for the collection of quantitative and qualitative data through appropriate assessment systems. Learners within the SRB are tracked carefully against the baseline and the target areas to ensure an appropriate level of support and provision.

Therapeutic provision

The SRB are guided by external professionals in relation to therapeutic input, based on accepted referrals for involvement with health (ABUHB). The two key stakeholders engaged with at present are occupational therapy and speech and language therapy services. 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.

Individualised Support

For all learners placed in the SRB, One Page Profiles are created with individuals, 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
- Positive Handling 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/carers 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. Parent/carers 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