



Resourced Provision for Autism Policy

Approved by the governing body on: 16-07-2026

To be reviewed on: July 2027

Signed on behalf of the governing body: Mary Morgan 16-07-2026

Signed by the Headteacher Nicola Bennett 16-07-2026



Resourced Provision (RP) for Autism Policy

Role of the RP

The RP for children with an autistic spectrum disorder (ASD) promotes the development of children with a diagnosis of ASD, by providing an additionally resourced special educational service within a mainstream school. This provision will be developed to meet the needs of the children attending and will include flexible access to the wider environment to ensure life-skills are part of the child's learning experience.

All children in our RP for ASC will have complex ASC within a broad spectrum and will require specialist provision beyond that which is normally available within a mainstream school. The provision will be delivered using specialist resources that will support the curriculum, emotional wellbeing and good behaviour management.

Children must have a diagnosis of ASC and a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP).

Our provision consists of a room used as a base for pupils to work on specific skills and who require a quieter environment.

All children who are members of the RP have access to this suite either on an individual or small group basis for some part of their school day as appropriate to them.

Mission statement

At Crossflatts Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences.

Aims

- To provide every child with access to an exciting, broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.
- To provide a safe, warm and welcoming environment with high quality and inviting resources.
- To provide new learning opportunities which continually challenge the children from their individual starting points.
- To ensure that potentially difficult times such as transitions are carefully planned and implemented.
- To ensure access to extended school activities such as clubs and trips.

- To prepare children for the wider world by instilling confidence, a sense of pride and self-belief.

Objectives

Identify the needs of children with autism as early as possible.

This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school, or as soon as any concerns are raised.

Monitor the progress of all children.

Children in the RP are monitored using the same system of assessment as the rest of the school. Alongside this, their social, emotional and communicational progress is also monitored and assessed using a system of assessment based on Social Communication, Emotional Regulation and Transactional Support (SCERTS). Data is gathered each half term. Continuous monitoring of children with autism will help to ensure that they are able to reach their full potential.

Make appropriate provision to overcome all barriers to learning and ensure children with autism have full access to the National Curriculum.

Each child in the RP will have access to the same curriculum as their peers in a manner that is tailored to their individual needs. Each learning activity is personalised to the needs of the children, in order to make the best possible progress in all areas of the National Curriculum. In addition, our prime focus is teaching communication and social skills, developing emotional understanding and enabling children to function in the world we live in as independently as possible.

Teaching and learning includes a variety of teaching approaches. SCERTS is used to ensure rigour in the aforementioned social and emotional development of the child.

Build a support network for each child

We believe quality communication between everyone involved with the child is key to providing the best possible education. This support team includes: the Leader of Learning in the RP, Higher Level Teaching Assistants (HLTA's) and Learning Support Assistants (LSA's), the child's parents or carers, the mainstream class teachers, classroom support, a trusted team of professionals including Speech and Language Therapists and Educational Psychologists, our SENCO, Head teacher, and the entire school community.

Create a school environment where children can contribute to their own learning.

RP children are encouraged to be independent thinkers. We will do this by discovering where each child's strengths lie then providing them with the tools to access the next level of thinking skills.

Inclusion

The Resourced Provision offers an enriched, individually orientated curriculum within an integrated setting where the children can learn alongside their peers at a pace and with the support that best suits their needs. The aim of the provision is to support children to gain

independence in both their learning and their personal and social skills, whilst encouraging them to achieve their academic potential.

The aim of the RP is to provide an education appropriate to each child's needs within the mainstream class with support from the RP. We provide RP children with a range of supported groups, individual work and whole class support with access to the full national curriculum. This includes access to extra-curricular activities, educational visits and social events as appropriate.

Child Numbers and Funding

The total number of places is 22 in Reception to Year 6. As the placing authority, Bradford MDC has responsibility for the final decision on the placements up to the agreed number. The decision will be based on the professional assessment of need and the efficient use of resources.

Funding is provided through the National Funding Agreement. Funding for the appropriate number and level of places will be delegated to each school once decided by School Funding each year.

Once agreement has been reached with schools, Bradford MDC will notify each school of the number of places and level of funding which will include the Top Up funding based on the needs of the children.

Admissions

Referrals for the RP come via the Special Educational Needs Inclusion Panel which meets weekly in Bradford. Parents or professionals who are considering a RP placement should first consult with their SEN Officer who will then make the necessary arrangements. SEN Bradford will consult with the RP regarding the suitability of potential candidates for RP places at the initial stages of the admissions process in accordance with the SEN Code of Practice.

Once children have been allocated a place in the RP, arrangements will be made for a transition process. Transition from another primary can be a stressful process for children and parents. Transitions are managed by the RP in consultation with the existing provision.

Transition visits are made to the RP by the new child with staff from the existing provision and visits to the existing provision are made by the RP staff. The number and nature of visits is individually tailored depending on the child's needs.

Education Health and Care Plans (EHCP)

An EHCP is a legally binding document which sets out the provision a child **must** receive to meet their needs. The LEA provides the school with additional funds to cover the costs of this provision. This is used for LSA support and/or specialist teaching and equipment.

Individual Education Plans (IEPs) are used to set targets each term.

Each year the school must hold an Annual Review of the child's EHCP with the parents and all the outside agencies involved with the child to assess the child's progress. A representative from the LEA may attend these reviews.

Review

A review of the child's statement or EHCP takes place annually, in accordance with the 2011 Education Act, LEA guidelines and the SEND Code of Practice (June '14/May '15, Section 9 'Education, Health and Care Needs Assessments and Plans'). These are held with parents and Crossflatts Primary staff, and all relevant professionals are invited.

Parent's evenings take place twice a year. In addition, parents are welcome to discuss progress at any mutually convenient time.

The Educational Psychologist is available to monitor progress and offer advice where necessary.

The Speech and Language Therapist will assess and advise parents and school as necessary.

Each child has an annual written report in line with school policy.

Home School Liaison

Building a strong relationship between home and school is vital to for the child to reach their full potential and for continuity of approach.

Staff are available throughout the day if parents have any concerns, although this might not be immediate due to teaching commitments.

Regular liaison with parents takes place through Home/School diaries, text messages, e-mails, the school website, Class Dojo and by telephone.

Monitoring the success of the RP policy

Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for children in the RP will be shown by:

- ongoing teacher and keyworker observations of the child in the daily classroom setting
- differentiated short-term planning by the class teacher to meet the child's needs
- records and evidence of the child's work showing progress towards curriculum objectives
- evidence of progress towards targets at the IEP reviews
- more age-appropriate scores on standardised testing
- records and evidence of the child's progress towards improving behaviour where needed
- discussion at an appropriate level with the child about their progress

- discussion with parents about the child's progress
- discussion with outside agencies about the child's progress

Evaluating the success of the RP policy

The success of the policy will result in the needs of all children in the RP being met by:

- making use of good practice in planning for, teaching and assessing children in the RP.
- regularly reviewing of the child's progress against targets set.
- providing additional, effective intervention.
- receiving appropriate funding from the LEA to support the child's needs.
- considering the wishes of the child at an appropriate level.
- having a positive and effective partnership with parents.
- encouraging a multi-disciplinary approach whenever possible.