Enhanced Resource Provision

Handbook



Contents

1. Whole School Culture of Inclusion
2. Resource Base: Aims, Ethos and Values
3. Our Classrooms
4. Staffing Structure
5. Staff Training
6. Outreach and Collaborative Working
7. Recruitment
8. Working with the Local Authority
9. Curriculum
10. Assessment
11. Moderation
12. Interventions
13. Annual Reviews
14. Individual Targets
15. Education, Health and Care Plans (EHCPs)
16. Behaviour and Regulation
17. Positive Handling
18. Parents and Carers
19. Transitions

Whole School Culture of Inclusion

At Phoenix Infant and Nursery School, inclusion is at the heart of everything we do. We are proud of the culture of inclusivity that we have built – one where the needs of every learner are recognised, valued, and supported. This commitment is not questioned or considered an additional task; it is embedded in our daily practice and forms the foundation of our school community.

Every decision we make is guided by the principle of equity of opportunity. We consistently consider how each choice, policy, and approach impacts all learners, ensuring that no child is left behind. Our aim is to provide an education that enables every pupil to access learning, achieve their potential, and thrive within our school environment.

To ensure that this commitment is delivered in a sustainable and embedded way that does not increase staff workload, we follow a structured model of support built around three levels: universal, targeted, and specialist. This graduated approach allows us to provide high-quality inclusive practice for all pupils while responding effectively to individual needs as they arise.

Universal Offer

Our universal offer underpins inclusive practice across all classrooms. Many of the approaches originally developed to support pupils with Special Educational Needs and Disabilities (SEND) have been integrated into everyday teaching, ensuring that all children can benefit from them. When inclusive strategies are part of general classroom practice, all pupils feel supported, and staff workload is reduced as individual adaptations become less necessary.

The universal offer includes:

- Widget visuals used across the whole school are consistent for all labelling.
- Consistently designed classroom environments to ensure transitions across classrooms are easy for the children.
- Quality First Teaching strategies embedded
- Widget visuals are embedded in classroom resources to support access for all.
- Whole-school training.
- Classroom visual timetables used consistently.
- Zones of Regulation embedded across all classrooms.

By embedding these strategies within every classroom, we foster an environment where pupils understand different needs, develop empathy, and learn how to support both themselves and one another.

Targeted Offer

For some pupils, additional support is provided through a targeted offer. Targeted interventions are not restricted to pupils with a formal diagnosis or those on the SEND register. Children may not be on the caseload of professionals; however, provision may be advised and adapted based on recommendations. We use these supports proactively to identify and meet emerging needs at an early stage, helping to prevent the escalation of difficulties and reduce the need for specialist involvement later.

Teachers and support staff are well informed about the range of resources and interventions available and can implement or recommend these when appropriate. Examples include:

- Individual timetables.
- Now and Next boards.
- Workstations.
- Task planners.
- Adapted interventions for learning: Precision teaching, Little Wandle Interventions, Maths – Fluency Bee.

Specialist Offer

Where pupils require a higher level of individualised support and are on our SEND register, our specialist offer ensures access to expert, evidence-based provision where children are on the caseload of professionals. These professionals work in close partnership with teachers, parents, and external agencies to provide targeted assessments, interventions, and training, ensuring the highest quality of inclusive education for all.

Our inclusive ethos ensures that every pupil at Phoenix Infant and Nursery has access to the support and opportunities they need to succeed. The universal, targeted, and specialist offers work together to create a seamless framework of provision that responds to the diverse needs of our learners. This approach ensures that inclusion is embedded across the whole school rather than existing as a separate strand of practice.

Resource Base: Aims, Ethos and Values

Building on this strong foundation of inclusive education, the next section outlines how our resource base extends and enhances this provision by offering a more specialised environment for pupils with complex needs while maintaining strong links with the wider school community.

At Phoenix Infant School's Resource Base, we strive to provide an environment where children and their families feel safe, welcome, and supported. We aim to provide a calm, secure, positive, and caring environment where everyone is valued and respected equally. Our aim is to provide an inclusive education that fosters independence, respect for self and others, and positive social skills.

We nurture each child's individual strengths and interests while offering opportunities to explore new and exciting learning experiences. Pupils are supported to develop strategies that help them overcome challenges, building resilience and confidence as learners. Our holistic approach encourages close collaboration between parents, staff, and professionals to ensure every child thrives.

Our resource base is integral to our school — not an addition. It is at the heart of our inclusive community.

Our Autism Base is a safe, inclusive, and nurturing environment where autistic learners are understood, valued, and supported to reach their full potential. We celebrate every individual's unique strengths and perspectives, which enrich our school community. Through empathy, structure, and positive relationships, we work with families and professionals to promote independence, confidence, and lifelong learning, enabling every pupil to thrive both academically and personally.

1. **Respect and Understanding:** We celebrate neurodiversity and recognise that each child's way of thinking, communicating, and experiencing the world is valid and valued.
2. **Inclusion and Belonging:** We create a sense of belonging where autistic learners are fully included within the life of the wider school and the community.
3. **Individualised Support:** We tailor learning and interventions to each pupil's strengths, interests, and needs, supporting meaningful progress in all areas of development.
4. **Collaboration:** We work closely with families, professionals, and the wider school to ensure consistency, trust, and a shared approach to support.

5. **Communication and Connection:** We promote a total communication approach to empower pupils to express themselves, build relationships, and participate fully.
6. **Independence and Resilience:** We encourage pupils to develop life skills, confidence, and strategies to regulate both sensory and emotional needs and develop self-advocacy skills so they can navigate the world with increasing independence.
7. **Wellbeing and Positivity:** We prioritise emotional wellbeing, ensuring our environment is calm, predictable, and supportive, helping learners feel safe, happy, and ready to learn.

Admissions

The Enhanced Resource Provision for Autism at our school is designed to support children with autism spectrum conditions in a nurturing and structured environment. Admissions to this provision are managed through a referral process that involves collaboration between the school and parents via a termly panel. It is important to note that children cannot transition from our mainstream classes to our resource base classes without following this referral process, which will be implemented from January 2026.

Children must have a diagnosis of Autism as their primary need to access our resource base. Pupils within the resource base present with a broad range of needs, and many have additional diagnoses such as ADHD, PDA, DLD, or medical conditions that require careful adaptation of the learning environment.

The resource base primarily supports pre-verbal pupils who are in the very earliest stages of communication. The curriculum is highly sensory and provision-based, complemented by focused group learning through Attention Autism sessions and targeted one-to-one activities. Pupils are supported to engage for longer periods alongside their peers, promoting both independence and collaboration within a structured and nurturing environment.

Currently, the Enhanced Resource Provision accommodates a maximum of 12 places. This limit ensures that we can provide tailored support and resources to each child, fostering their individual development and learning needs. Parents and guardians are encouraged to engage with the school to discuss the referral process and explore the suitability of the Enhanced Resource Provision for their child.

For further details regarding the admissions process, please refer to Appendix 1, which outlines the specific criteria and steps involved in making a referral. We are

committed to working closely with families to ensure that every child receives the appropriate support to thrive in their educational journey.

Our Classrooms

While we recognise that not every child in our provision fits the same profile, we have outlined what pupils can typically access within the classroom to help us create a learning environment where every child's needs are met.

If your child has a placement in our school's enhanced provisions, they will be encouraged and supported to interact with children accessing mainstream provision in the school. Staff will look for good inclusion opportunities at a pace appropriate for individual pupils accessing the provision.

The classroom is required to be inviting places with reduced sensory overwhelm to support children to access the learning environments. The environment should be kept clean and tidy with clear surfaces at all times. The classroom must have:

- Zones of Regulation display on the wall for all children to access.
- Sensory Circuit Display.
- Class visual timetable.
- Areas of the classroom should be labelled using visuals.
- Role Play Area.
- Book Corner.
- Group learning areas.
- Children's sensory boxes.
- Access to sensory support resources e.g., headphones, chew toys, wobble stools, and cushions.
- Learning journey to be updated each week with photos.

Routine is important to our children. Whilst we aim to prepare them for life outside of the resource base, to enable them to make progress, we endeavour to ensure that timetables and routines are kept. This consistency makes the children feel safe and access the environments successfully. Where changes to timetables are necessary, for example, for trips, workshops, photo day, Christmas lunch, etc., the staff prepare the children as far in advance as possible using lessons or social stories.

Staffing Structure

Responsible for the overall leadership and strategic direction of the school, ensuring that the Autism Resource Base is fully integrated into the whole-school vision, culture, and provision. This includes:

- Ensuring the ARB is represented in all whole-school decisions, policies, and priorities.
- Internal and external outreach, including partnerships with other schools and professionals.
- Oversight of funding, resources, and staffing to ensure effective provision.
- Responding to Local Authority consultations and admissions.
- Supporting the monitoring and evaluation of ARB provision and outcomes.
- Providing an overview of the ARB to governors in a termly Summary document and in meetings.

Responsible for ensuring the effective operation and compliance of the Autism Resource Base and wider SEND provision. This includes:

- Coordinating, leading, and quality-assuring termly reviews for all resource base children.
- Reviewing and quality assuring all Education, Health, and Care Plans (EHCPs).
- Leading on data analysis and pupil progress tracking. Information is uploaded by the class teacher and then reviewed and analysed by the SENCO ahead of termly pupil progress meetings.
- Monitoring curriculum implementation, teaching quality, and learning outcomes through termly planning checks, book looks, learning walks, and lesson observations.
- Oversight of external agencies (e.g., Educational Psychologist, Speech and Language Therapist) to quality assure provision.
- Supporting staff with training and strategies to meet pupils' individual needs.
- Termly meetings with the RB class teacher to review children's provision and support.

Responsible for the daily organisation, teaching, and pastoral care within the resource base. This includes:

- Planning and delivering a differentiated, engaging curriculum tailored to individual needs.
- Briefing their class team on the day and specific sessions and ensuring they have all resources necessary to carry out their roles.
- Ongoing assessment and tracking of pupil progress, which feeds into termly Pupil Progress Meetings.
- Preparing documentation and evidence for EHCP Annual Reviews that is shared with the SENCO at least a week ahead of the review.
- Designing and delivering targeted interventions through direct work with professionals and sharing the overview of these with the SENCO each term.
- Maintaining positive communication with parents and carers.
- Promoting independence, social development, and wellbeing.
- Overseeing and supporting any mainstream transitions for specific pupils through weekly check-ins, termly meetings, and informal discussions with the mainstream classteacher.
- Liaising with external agencies (e.g., Educational Psychologist, Speech and Language Therapist, SiS teacher) to quality assure provision alongside the SENCO.
- Attending termly meetings to review children's provision and support with the SENCO.

Responsible for supporting the learning, wellbeing, and personal development of pupils within the resource base and, where appropriate, in mainstream settings. This includes:

- Delivering targeted interventions and therapy-based programmes under teacher or therapist direction and recording these on intervention overviews that are reviewed by the class teachers and therapists.
- Supporting pupils to access learning, develop communication, and build independence.
- Implementing individual support plans and behaviour strategies consistently.
- Promoting positive relationships and emotional regulation.
- Contributing to assessment and feedback through observation and record-keeping.

- Facilitating inclusion during transitions, playtimes, and whole-school activities.
- Feeding back on all matters relating to the children they work with throughout the day with the class teacher to ensure appropriate adaptations can then be made.

Responsible for ensuring inclusion and understanding of pupils from the resource base within the wider school community. This includes:

- Promoting an inclusive ethos where all pupils are valued and respected.
- Working collaboratively with resource base staff to support pupils' access to mainstream lessons and activities through continuous discussions and termly update meetings with the RB class teacher.
- Implementing reasonable adjustments to remove barriers to learning and participation.
- Engaging in ongoing professional development around autism awareness and inclusive practice.
- Fostering positive peer relationships and understanding among all pupils.

Within the staffing structure, I have indicated specific times where staff roles overlap and feedback to each other formally; however, when considering good practice within any school environment, continuous communication between all staff is vital in ensuring a consistent and effective practice.

Our school-based staff work in continuous partnership with external services and professionals to ensure our children thrive. Here are key external professionals that may contribute to the children's support plans.

Staff can request specific training, and these will be accommodated where possible. Support staff are welcome at weekly staff meetings, but this is not contracted.

This list is not exhaustive and does not account for bespoke training delivered by our internal SALT/OT or other professionals. This training is not provided every year. It will depend on staff turnover and specialisms of staff in that academic year. Much of this training can be provided formally or informally by trained professionals already working within the school to ensure continued professional development.

- Makaton
- PECS

- Understanding Autism
- Colourful Semantics
- Zones of Regulation
- Sensory Processing
- Sensory Circuits
- Team Teach
- Little Wandle
- Intensive Interaction
- Attention Autism
- Understanding PDA
- First Aid

Outreach and Collaborative Working

Outreach and collaboration are integral to the ethos of the Resource Base. By working closely with colleagues across the school and beyond, we ensure that all pupils benefit from a consistent, inclusive approach to teaching and learning. Our outreach work supports staff development, promotes understanding of autism, and strengthens provision for pupils both within the Resource Base and in mainstream settings. Collaboration with other schools and established resource bases enables the sharing of expertise, resources, and best practice, helping to build a strong network of support for autistic learners across the local area.

Establishing strong links between all professionals working within the Resource Base is essential to ensuring effective, coordinated support for pupils. Resource Base staff have direct access to external professionals when they are in school, as well as their contact details, allowing them to seek guidance or support when required. Collaborative professional development is also encouraged, with staff and specialists invited to attend one another's training sessions. This joint approach promotes shared understanding, enhances expertise, and ensures that all professionals work cohesively to meet pupils' needs.

Other ways staff provide outreach to the mainstream:

- Staff within the Resource Base provide direct outreach to mainstream classes where pupils from the base access lessons as part of their individual learning programmes or where there are children with high levels of needs

that require further adaptations in the mainstream. This ensures consistency of support and promotes inclusion across the school.

- Mainstream staff are invited to observe practice within the Resource Base to deepen their understanding of autism and associated learning approaches.
- New mainstream support staff also complete shadowing placements in the Resource Base to enhance their professional development and ensure continuity of strategies across settings.
- Sharing classroom resources.
- Observing specific children and providing support.

Resource Base Lead and teachers from the Resource Base also provide advisory support to other schools. This includes:

- Initial meetings to discuss the requirements and processes involved in setting up a new Resource Base.
- Follow-up meetings and support once an agreement to open has been finalised.
- Guided visits to our Resource Base to support set up, planning, and design.
- Observations within new settings to offer advice on classroom organisation, curriculum design, and provision.
- Opportunities for staff from other schools to shadow our Resource Base team.

Leads from local Resource Bases meet and communicate informally to share practice and discuss specific aspects of teaching, learning, and assessment. The Resource Base teacher and the SENCo also attend the termly meeting for resource base leaders. Staff are encouraged to observe good practice in other settings as part of their ongoing professional development, and reciprocal observations are also completed. Curriculum resources, planning materials, and other relevant documentation are shared across Resource Bases where appropriate to promote consistency and high-quality provision across the borough.

Curriculum

Curriculum is such a crucial consideration for schools creating their own specialist resource provision. A well-designed, coherent curriculum, informed by accurate developmental assessment while also aligning to the whole-school curriculum, is vital to ensuring progress from pupils' starting points. Many of our primary

academies use Development Matters or Birth to 5 Matters as assessment frameworks that inform our curriculum planning. Our specialist provisions work best when these frameworks are considered alongside EHCP targets and when the subsequent curriculum content is aligned with the books or topics that the pupils would be following in their mainstream classroom. This alignment with mainstream supports pupils' successful transition out of the specialist resource provision in many cases. Sometimes, this alignment of content starts with the provision, for example by choosing picture books that are accessible for pupils who attend it, but whose themes also add value to pupils in the mainstream classroom.

Curriculum design is tailored to meet the diverse needs of our pupils. Medium- and short-term planning is informed by the individual needs of each child, ensuring that learning objectives are relevant and achievable. This planning is regularly reviewed and adapted based on ongoing assessments and pupil feedback.

Curriculum delivery is approached through a multi-sensory framework that engages pupils in their learning. Teachers employ a variety of teaching methods, including direct instruction, collaborative learning, and hands-on activities, to ensure that all pupils can access the curriculum.

Home learning is an integral part of our curriculum, encouraging families to engage with their child's learning.

We believe in providing a holistic education that extends beyond the classroom. Extra-curricular opportunities are offered to all pupils, allowing them to explore their interests, develop new skills, and build social connections.

Assessment

Individual targets are set for each pupil based on their specific needs and abilities. These targets are regularly reviewed and updated to reflect progress and ensure that they remain relevant.

B Squared is used as an assessment tool to track pupil progress across the curriculum. This tool allows for detailed tracking of individual achievements and helps inform future planning.

SALT assessments are integrated into our assessment framework, ensuring that communication needs are addressed and supported throughout the learning process.

Moderation processes are in place to ensure consistency and accuracy in assessment. This includes regular reviews of pupil work, observations of teaching

practice, and evaluations of interventions to ensure they are effective and aligned with pupil needs.

Interventions

Interventions are carefully planned and monitored to ensure they are effective in meeting the needs of each pupil. Regular reviews of progress are conducted to inform future planning and adjustments.

Annual Reviews

Annual reviews are conducted for all pupils within the resource base, ensuring that their needs are regularly assessed and that appropriate support is provided.

Individual Targets

Individual targets are set in collaboration with pupils, parents, and professionals to ensure they are meaningful and achievable.

Education, Health and Care Plans (EHCPs)

EHCPs are reviewed regularly to ensure that they accurately reflect the needs of each pupil and that appropriate support is in place.

Behaviour and Regulation

Behaviour management strategies are implemented to support pupils in regulating their emotions and behaviours, ensuring a positive learning environment.

Positive Handling

Positive handling strategies are employed to ensure the safety and wellbeing of all pupils, promoting a calm and supportive environment.

Parents and Carers

We value the partnership with parents and carers, ensuring that they are actively involved in their child's education and support.

Transitions

Transition planning is an integral part of our provision, ensuring that pupils are supported during key transitions, whether moving between classes, schools, or phases of education.

Appendix 1

ENHANCED RESOURCE PROVISION
REFERRAL FORM

Child/young person's details

Surname (capitals)		Forename(s)	
Date of birth		Current Year Group	
Current educational setting			

Reason for referral (tick one box only)			
1. Specialist education setting request			
Primary need (select one only)			
Cognition and learning	☐	Communication and interaction	☐
Social, emotional & mental health	☐	Sensory / Physical	☐

Child/young person's details

UPN		Gender	
Address (where currently living)			
Postcode		Home tel no.	
Home language 1		Ethnicity	
Home language 2			

Social Care Involvement

Child in Need	☐	Children with Disabilities Social care	☐
Child Looked After	☐	Adult Social Care	☐
Child Protection	☐		☐

In the context of current educational setting:

Child/young person's strengths

Provide a summary of the child/young person's barriers to learning

What is being sought through this referral that is additional to or different from the resources currently available to this child/young person within the current school?

What will success look like for the child/young person?

Child/young person's views

Parent/carer views

Description of progress with regards to learning and development

EYFS data	
KS1 data	

Detail the current educational setting's internal actions, interventions and/or preventative strategies, including to support attendance (most recent first)

Dates(s)	Need	What strategy or approach was implemented?	Impact achieved

State if any other agencies are actively involved or have been in the last 12 months with this child/young person and/or family and provide details of each agency's key worker and telephone number

Agency	Key worker name	Contact details	Date of last contact

Additional information

Any other supportive information you wish to add (e.g. any child protection concerns and/or relevant family background information) or any further additional comments you wish to make

Referrer details

Forename(s)		Surname	
Designation		Telephone	
School			
Address			
Email			
Signature		Date	

This referral must be supported by additional evidence as follows:

1	Provision Map of support detailing currently funded provision	☐
2	Attendance Data	☐
3	SEN Support Plan	☐
And one or more of:		
1	EHC Plan (With Assessment Advice or Annual Review including most recent Professionals report)	☐
2	Copy of AFN/HLN funding bids	☐
3	Specialist Education Reports	☐

All information contained within this referral form must be shared with the parent/carer and a signature obtained. Forms will be returned and not processed until a signature is obtained.

Parent / Carer details

Full name(s) of all persons with legal parental responsibility / carers (with addresses if different) and relationship to the pupil

Surname		Forename(s)	
Title		Relationship to child	
Address (if different from child/young person's)		Parental responsibility?	Choose an item.
		Telephone	
		Mobile	
Postcode		Email	

Surname		Forename(s)	
Title		Relationship to child	
Address (if different from pupil's)		Parental responsibility?	Choose an item.
		Telephone	
		Mobile	
Postcode		Email	

Parent/carer signature

I confirm that I have read all the information on this form			
Signature		Date	
Signature		Date	