

Westfield Infant School



Resource Base Policy

Approved by the Governing Board	Autumn Term 2024
Review Date	Autumn term 2027

Our Vision

In the resource base we facilitate empowerment through inclusivity, nurture, and teaching the whole child; the resource base at Westfield Infant School is a place where every child can thrive and reach their individual potential. This includes our resource base specialist provision classrooms and our children's inclusion classrooms at Westfield Infant school where all teachers are teachers of SEND.

- Inclusivity and Nurture:

We embrace diversity and create a nurturing, welcoming, safe environment where all abilities feel valued and respected.

- Empowerment:

We empower and inspire children by fostering independence, resilience and self-advocacy skills through play and engaging instruction

- Individualised Support:

We build upon the unique strengths, abilities, and needs of each child and provide personalised support and tailored interventions to promote growth, development, and responsibility in their learning.

Introduction

Westfield Infant School has a Resource Base which forms an integral part of its provision. The Resource Base, known as Team Courage, is able to provide individual tailored provision with aspirational expectations for all pupils. The Resource Base timetable incorporates inclusion activities that are based on individual need, whole school activities as well as smaller group work and individual support. The aim for all pupils is to provide a positive experience and access to a broad, balanced and modified curriculum within an inclusive and nurturing environment.

All pupils who have a place in the Resource Base have an EHCP (Education Health Care Plan). Admission to the Resource Base is organised by the SENA department of the Local Authority. Once a place has been agreed, transition arrangements are made through liaison between home and school. Transition into school can include, home visits, meet the teacher activities, touring the school and a phased timetable, all of which can be put in place for when pupils start school.

Provision

- Purpose built facilities with safe and secure teaching and learning areas, toilets and cloakroom that are fully accessible to all.
- A Sound Field System is installed to support those pupils with hearing impairments.
- A separate entrance from the main playground.
- A small enclosed patio area for outdoor learning.
- An enclosed playground that provides a safe and secure area for teaching and learning and social and gross motor development – this playground also provides a quieter and smaller playtime environment when appropriate for both Resource Base and Mainstream pupils.
- Pupils from Team Courage can also use the school's main playground which includes a play pod, trim trail and outdoor stage.

Play and Lunch Provision

- Team Courage pupils play as appropriate to their needs either in the secure playground or on the school main playground. Support is provided on both playgrounds.
- All pupils have a school lunch provided as part of the Universal Infant Free School Meals provision. If children prefer, they can have a packed lunch.
- Special diets are catered for by our catering team.
- Some pupils eat in the school hall alongside their mainstream peers, supported by their Team Courage adults. We also provide a lunch club, supported by members of staff, which benefits pupils who prefer a quieter, smaller environment. If appropriate to the pupils needs, a daily food diary recording what the pupil has eaten or tasted at lunchtime can be shared with parents and carers.

Links with other Providers

Westfield Infant School is a member of the Gateway Alliance. We are also an Inclusion Flagship School which means we have been recognised as having high quality inclusion for all our children and families. Team Courage has links with many local preschool providers in the local area, Westfield Junior School (including its own Resource Base) and Dorothy Goodman Area Special School, as many pupils come from or move on to these settings. We have also set up a Resource Base Network with other schools across Leicestershire to share best practice and support.

Staffing

Staffing in the Resource Base consists of:

- A Resource Base Leader – who is also an experienced teacher
- A Teacher – who has extensive SEND qualifications and experience in teaching SEND pupils
- 2 full time HLTAs – responsibilities include intensive speech and language support and liaison with Speech and Language Therapists
- 4 full time TA's

- Additional lunch time support

Teaching Assistants are used both within the Resource Base teaching rooms and to facilitate inclusion with mainstream partner classes, where this is possible.

Other Professionals

There is close liaison with professionals from outside the school who are working with individual pupils. Teachers from the Specialist Teaching Service, which includes those for pupils with hearing impairment and visual impairment, offer support to school staff through visits to school as and when appropriate and by writing individual reports to provide advice to school staff. We also have close links to the Autism Outreach Service, Oakfield Outreach and SALT.

Speech and Language Therapy

Those pupils with speech and language needs are supported by liaison between school and a designated speech and language therapist. If appropriate, pupils can participate in a daily speech and language therapy programme run by a highly experienced and trained member of school staff. This programme provides the opportunity for pupils to work on individual speech and language targets including social communication targets. The support is provided through quality first teaching in small groups or 1:1 as appropriate. Pupils are also supported by the use of Makaton.

Educational Aims and Objectives

Targets for pupils are recorded on an individual Westfield Support Plan. These targets reflect the high expectations and attainments agreed for all pupils at Westfield Infant School. Targets are reviewed continuously and shared with parents. Support plans are shared through review meetings with the pupil, parents/carers and all staff who work with the pupil. Review meetings take place termly to discuss the progress against the targets set and to agree next steps.

Any pupil who requires intimate care has a bespoke plan which complies with guidance and is agreed by parents and carers

Social and communication development is encouraged by a language rich environment including a visual timetable in teaching and learning areas throughout school.

Teaching is in small group or 1:1 as appropriate to individual needs.

Team Courage pupils can access teaching and learning for English and Maths alongside their mainstream peers if this is appropriate to their individual needs.

Inclusion

All Team Courage pupils are allocated a mainstream partner inclusion class each academic year appropriate to the pupil's developmental stage. Pupils are included in their mainstream partner class on an individual basis according to their needs. Pupils from Team Courage join their mainstream partner class for class assemblies, Christmas plays, PE, curriculum events and outside visits whenever possible in addition to specific lessons. Support is provided as appropriate.

For afternoon topic sessions, teachers from the resource base liaise with the mainstream classes to ensure that the topic is adapted and modified for all learners so inclusion is appropriate and relevant.

The Resource Base Leader is in liaison with the mainstream teachers, adapting the delivery of the curriculum as appropriate to the needs of the pupils in Team Courage. Westfield Support Plans and teaching and learning plans are shared with all staff working with pupils.

Assessment, Recording and Reporting

Pupils are assessed using the Leicestershire Early Years small steps tracker, part of the Early Years Profile Development Matters criteria.

Pupils in Years 1 and 2 are assessed in line with current whole school policy. Pupils engaged in subject specific learning will be assessed at the end of the key

stage using the Pre-Key Stage standards if appropriate. The Engagement Model is used to assess pupils who are not engaged in subject specific learning.

An Annual Review is held in school for every pupil in the Resource Base. Parents/carers and all professionals involved in the pupil's education are invited to attend and contribute to the discussion. School provides feedback on progress on meeting the outcomes detailed in the EHCP at the Annual Reviews. This is an opportunity to discuss pupil progress, any issues that may have arisen and for all parties to ensure that the specific needs of the pupils are being met. Year 2 pupils will have an annual review early in the academic year in preparation for their transition phase.

Communication

At Westfield Infant School, we value the opinion and support of parents/carers and aim to respond quickly to their requests. All pupils in the Resource Base have access to Class Dojo. This enables communication between teachers and parents/carers, which is particularly beneficial to those parents and carers whose children use SENA transport to get to and from school. Teachers will upload any learning of new skills so that parents/carers are aware of what the pupils are learning and as an aid to communication at home. As with all of our parents and carers, they are invited into school through many different events, activities and workshops throughout the year.

Staff are available at the end of the school day for individual discussions with parents and carers, either in person or by telephone. Appointments at a mutually convenient time can be made when necessary by contacting the School office on 01455 637558.

Monitoring and Evaluation

This policy will be reviewed regularly. Teaching and learning will be monitored regularly during:

- Discussions about individual pupils with all staff involved in the pupils provision
- Senior Leadership Team meetings
- Staff meetings (as appropriate)

- Year group meetings
- Governor meetings
- Subject leader and whole school monitoring activities

Links with other policies

- Behaviour Policy
- Equality Policy
- Accessibility Plan
- SEND Policy
- Child Protection and Safeguarding Policy
- Intimate Care Policy

This policy will be reviewed in the Autumn term 2027.

Adopted by the Governing Board and signed by.....

Date.....

(Chair of the Governing Board)