



LATCHMERE
ACADEMY TRUST

Topaz/ Little Topaz Policy



Status	Curriculum
Review Cycle	Annual
Date written/ last review	September 2022
Date of next review	September 2023

Purpose and objectives

The SRP is an inclusive specialist resourced provision for pupils with autism and mild learning difficulties (ASD/mild) in a mainstream school. It incorporates an on-site placement and outreach to a wider group of pupils and their schools. The provision extends the LA's policy of inclusion, offering inclusive educational and social opportunities, alongside access to specialist intervention from specialist teaching staff and in class support.

The objective of the provision is to enable pupils to make progress in their learning, communication and social skills in an inclusive environment and to reduce any of their anxieties and inappropriate behaviour.

The school:

- Provides a broad and balanced curriculum, suitably differentiated and relevant to pupils' needs
- Identifies a named teacher for the SRP
- Appoints qualified teaching staff, teaching assistants, Speech and Language Therapist and Occupational Therapist
- Employs teaching assistants who have completed or will receive training to ensure they have experience and knowledge in this specialist area
- Safeguards expertise through investment in relevant materials, induction and support for staff across the school, particularly NQTs
- Contributes to Outreach, giving information and advice as part of the LA's approach to, and a range of, provision for all pupils

In relation to pupils in the SRP, the school:

- provides up to:
 - 8 full-time places for KS2 pupils who may not always be spread evenly across the year groups (Topaz Class)
 - 6 full time places for KS1 pupils who may not always be spread evenly across the year groups (Little Topaz Class)
- provides advice and assists in the assessment of pupils in the SRP
- includes pupils in the whole life of the school as any other pupil
- supports and informs parents, working in partnership with them
- supports the LA maintain a continuum of provision for pupils with ASD

In relation to outreach, the school:

- operates an 'open door' policy, enabling observation by staff across the LA
- gives information, advice, support and training to staff in other schools
- offers guidance on strategies for teaching and learning
- offers guidance on resources, making materials and aids
- contributes, on request, to programmes of continuing professional development within individual schools or as part of the Local Authority's programme

The LA also ensures that the following ongoing Partnership Services are available:

- Speech & Language Therapy

- Occupational Therapy
- LA attendance at Steering Group Meetings

In exceptional cases, pupil-specific funding for individual support greater than the SRP level (e.g. as a result of a Tribunal decision) is funded through the Matrix. Funding for pupils subject to an Education & Health Care Plan outside of the SRP places continue to be funded through the Matrix.

Pupils in the mainstream for more than 80% no longer count against the SRP places and are funded wholly through the Matrix.

Topaz and Little Topaz are suitably located classrooms with safe outside areas and access to their own toilet facilities; they have areas (The Green Room/Forest Room) which can be used flexibly to provide support e.g. some individual sensory/therapy work and to provide a quiet oasis/time out for pupils when necessary.

Admissions and Exit arrangements

The provision at Latchmere School is for pupils diagnosed with high-functioning ASD; their learning difficulties are likely to fall in the mild range and their attainment will be at or just below expected National Curriculum age levels. Pupils considered appropriate for admission on the basis of statutory assessment will be referred, in the first instance, to the Local Authority.

The LA then consults the Head teacher and Governing Body. Pupils must have an Education, Health and Care Plan in order to be placed in the SRP.

If a child referred for a place in the provision is not already attending Latchmere School, the Inclusion Coordinator and Teacher in charge of the SRP will visit the child in his/her current setting and speak to staff who know the child in order to ascertain whether or not the provision can meet the child's special educational needs. Topaz and Little Topaz are unsuitable environments for pupils with aggressive behaviours.

- Where the school roll is at its admission number, the SEN places will be additional places.
- Exit from provision will be discussed at the pupil's annual review meeting. Any proposals/recommendations for a change of placement arising from the review will be referred to the LA.

Monitoring and Evaluation

The Head Teacher has overall responsibility for the day-to-day management of the provision and for ensuring that the performance of staff is managed appropriately and in line with statutory requirements and local authority policy.

The Head Teacher is responsible for establishing a steering group, comprising representatives of the staff, parents and professionals involved in the SRP and ensuring the group meets annually.

The Head Teacher reports to the LA, on an annual basis, the work of the SRP. Usually this is through a written account based on the Steering Group meetings and any visits made by external or Local Authority professionals during the year.

The Governing Body reports on the SRP to the parents of pupils of the school at least annually.

All plans and records for monitoring and recording progress are consistent with the school's systems and the LA's procedures for all schools.

The SRP will be reviewed by the LA once every two years.