

***Welcome to  
The SRB***

SRB Lead Email: [cornelia.leach@nla.eastern-mat.co.uk](mailto:cornelia.leach@nla.eastern-mat.co.uk)

Who are we?



Miss C Leach- SRB Lead



Mrs D James- Teaching Assistant



Mrs N Rosier- Teaching Assistant



Miss B Jory- Teaching Assistant

# What Do We Do?

## Placements

Specialist Resource Bases (SRBs) are additionally funded provisions within an LA/academy mainstream school. They provide additional staffing, tailored environments and access to additional resources/expertise. They are funded from Norfolk's High Needs Block of the Dedicated Schools Grant and subject to a funding agreement via a Service Level Agreement/Partnership agreement with the LA. They are registered SEND units that form a part of a school/academy.

Our ASD SRB caters for up to 12 children who either have a diagnosis of Autism or who are on the ASD pathway; and are in key stage 1 or 2. These children may need some form of specialist input to enable them to overcome barriers to accessing mainstream classes. The SRB is an integral part of the school and provides additional support from trained staff for children with social communication difficulties or a diagnosis of Autism and provides a learning area which is calm and adapted to meet these varied needs of the children. Children balance their time between the Base and mainstream classes, this can vary child to child and should be dependent on the child/young person and their ability to access mainstream classes and whole school life as much as appropriate to do so.

Placements at the SRB are permanent, and the pupil will be on the roll of our mainstream school.

Working in partnership with pupils, parents and our main school staff is central to providing a supportive environment to help pupils work through their ASD needs and any social and emotional difficulties that they are experiencing in mainstream education. Our aim is to help children develop strategies they need to be able to re-integrate successfully back into mainstream education unsupported by the end of year 6. If a place is offered to a child, then parents will be invited to visit the base and meet staff and set a transition plan. Visits can be arranged with the SRB lead Teacher-Miss Leach- via the email link at the top of this brochure. We actively encourage parents to come and look around the base and the main school before putting a referral in.

All staff in the Base are Norfolk Steps trained and undergo refresher training every 12 months. This training enables staff to focus on de-escalation and preventative strategies, how to manage difficult or dangerous behaviour and to understand what challenging behaviour might be communicating.

## ASD Base Aims:

- To support children with special educational needs to access and thrive in a mainstream school environment.
- To enhance children's progress by effectively supporting social communication and interaction needs
- Facilitate better access to the curriculum and good progress made relative to each learner's individual starting point.
- To use evidence-based good autism practice to support, manage and develop the sensory processing needs of learners enabling greater access to a mainstream school environment.
- To work in partnership with parents to build confidence that schools are able to successfully meet their child's needs.

- To implement effective transition for children when moving to/from SRBs and in the next phase of their education.
- To use evidence-based practice to develop the social and emotional skills of learners.
- To develop excellent, consistent whole-school practice in meeting the needs of learners.

## *Where Are We Situated?*

The SRB is situated within the main building of Nelson Academy in Downham Market. Many of our children arrive here via taxi, as the SRB is out of their home school catchment area (transport will be arranged with parents as part of the admission process). We have a separate entrance for the children, two learning areas, a sensory space and an outdoor space, which are used for individual or group work.



# What Does Our Provision Look Like?

## Timetables

Children have set 'Base Time' each day where they complete individual tasks or work towards their EHCP objectives. The curriculum is taught across the week in main stream classes and children can come back to the SRB for a quiet space to work as well as weekly therapy sessions such as ELSA and lego therapy. P.E is taught weekly for each year group, and uses indoor and outdoor spaces. We also plan for individual needs and so during the week there are 1:1 sessions for children which help to target academic, social or emotional areas of learning.

## Involving Children

Discussions are held with children to gain their opinions on what they feel we need to work on as a cohort, this could be social skills or life skills and sessions are then developed to support the children with these. This also includes playground activities and lunchtime provision. The children's opinions are also drawn upon when we set and review termly targets, for EHCP reviews and for wellbeing sessions.

## Communication with Parents

We use Class Dojo as our main point of contact with parents as this enables us to easily upload photos of the children's learning or to send messages of successes as well as areas that have been difficult that day. This helps communicate any information easily between us and parents, especially as children may live far away from the SRB. Regular telephone calls are also had between school and parents. We send out a termly newsletter to not only the SRB parents but to the whole school and we have termly parent session where parents and families can come in and join us for some learning.

## Sensory Diet

A sensory circuit/ diet is a form of sensory integration intervention. It involves a sequence of physical activities that are designed to alert, organise, and calm the child. The sensory circuit aims to facilitate sensory processing to help children regulate and organise their senses to achieve the 'just right' or optimum level of alertness required for effective learning. The circuit should be an active, physical, and fun activity that children enjoy doing. Sensory circuits are a great way to both energise and settle children so they can focus and engage better in the classroom. Many children can benefit from attending a sensory circuit, even for a short period of time. The activities can also be utilised at different times of the day as part of a sensory diet to help the child regulate.

## Life Skills

The term '*Life Skills*' refers to the skills you need to make the most out of life. Any skill that is useful in your life can be considered a life skill. Tying your shoelaces, swimming, driving a car and using a computer are, for most people, useful life skills. Broadly speaking, the term 'life skills' is usually used for any of the skills needed to deal well and effectively with the challenges of life. In the SRB we work on basic life skills such as cooking, personal hygiene and first aid.



### **Lego Therapy and Social Skills**

Lego-based therapy is an evidence-based approach that aims to develop social communication skills in autistic children, such as sharing, turn-taking, following rules, using names and problem-solving. We use this time to also work on our listening and social skills. We also make sure we have time to work on being a team player and will use our break and lunchtimes to often play board games or card games.



### **Swimming**

The SRB children attend weekly swimming lessons at the local swimming pool over the whole academic year.

### **Relationships and Sex Education (RSE)**

It is compulsory for RSE to be taught from September 2020, however we will be in discussion with parents about what is right for your child so that we select resources for what is developmentally appropriate and will be happy to share the resources with parents to achieve this.

Our Relationships and Sex Education Policy (RSE) is available via the school website.

### **Tracking children's progress**

It is important to all of us that we support the children in making progress, this will consider academic targets but importantly will include targets around children's social communication and interaction along with developing life skills.

- We will monitor progress in social communication areas by using the Autism Education Trust's Progression Framework along with other tracking tools.

- We will monitor academic achievements using the school's 'Skills Curriculum Progression Maps' across all subjects along with formal assessments three times a year.
- Children will have an ILP (Individual Learning Plan) which is updated every term with the child, their class teacher and parents. Information from assessments and professional reports e.g. EP report are included.
- In each area of learning, we will gauge children's understanding and establish their next steps and how to achieve these.
- Each child will receive an annual report in the summer term.

## Transition

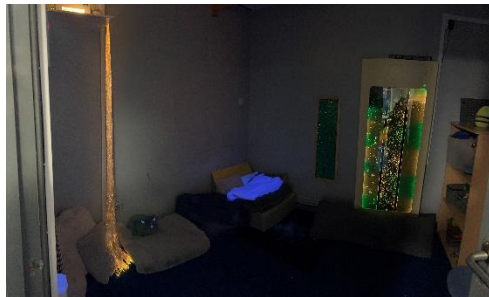
Prior to a child's placement with us they will have some transition sessions where they can meet the SRB staff and the main school, with their SRB peers and year group peers. They will then build up their day over three sessions. Targets for the term will be set with the child, their parents and their current/ previous school.

## An Autism friendly school

Along with all Nelson Academy and SRB staff championing the positive contribution that any children in school can make to the wider school community, children across school will be given age-appropriate guidance in understanding Autism through assemblies and class discussions. Nelson Academy has a clear Anti-Bullying policy and will not accept bullying in any form. We follow the Autism Education Trust Framework and complete their audits each academic year to support and improve our provision across the school.



The Sensory Den is used if a child needs to go to a quiet area or needs some time to self-regulate.  
We use the Zones of Regulation to help us show what we are feeling



### **Why Apply:**

Applications should be made if the school-based interventions at a child's home school are not proving effective in supporting their progress in line with their assessed ability. A higher ratio of adult to child staffing can support additional needs and provide interventions needed. Pupils are not required to have an EHCP (Education, Health, Care Plan) to join the SRB.

Schools can apply for a child to attend the SRB by completing the online referral form on the Norfolk Schools website:

<https://www.schools.norfolk.gov.uk/pupil-needs/special-educational-needs-and-disabilities/send-provision-services/specialist-resource-bases-srbs/make-a-referral> A panel meeting happens once every term to discuss suitability of a placement and to assign places should they be available. Referrals and admissions to ASD bases are managed by a county wide admission process.

The first step in the application process is for the home school and the child's parents to contact the SRB Lead Teacher (Miss Leach) to have a discussion and arrange an observation of the child in their home school. The home school will then be required to complete the SRB referral form by the deadline dates published on the Norfolk Schools website. Please note, a placement at an ASD base means the child moves on to the roll of the school; it is not a dual placement.

A discreet observation will then be made of the child in their home school before the panel date if necessary.

A copy of the pupil profile for the ASD SRB is below- children do not have to meet all of these criteria to be deemed suitable for a place.

### **Pupil Profile**

The children/young people who would benefit from a placement at a Base can access a mainstream curriculum but have barriers to their learning such as social communication difficulties, rigid thinking or sensory sensitivities.

Learners who access provision through the SRB will typically fit the following profile:

- Are in the age range appropriate to the school (Key Stage 1 & Key Stage 2)
- Will exhibit significant difficulties in the dyad of impairments, which are social communication difficulties and 'restricted/repetitive behaviours'.
- Unusual sensitivity to sensory stimuli which hinders or prevents them from engaging in mainstream education.
- May have a diagnosis of Autism but not essential for entry.
- Are likely to hold an Education Health and Care Plan, but this is not necessary for placement.
- Live within 45 minutes if KS1 or 60 minutes if KS2 travel time by car to the SRB.
- May have a range of secondary needs, such as speech, language and communication, specific learning difficulty, physical, medical or sensory needs.
- Have the underlying cognitive ability to access a mainstream school curriculum once barriers to learning have been addressed.
- Would not usually meet the criteria for a complex needs school.

- Have high levels of anxiety related to confusion and/or fear of what is happening in the immediate environment such that the ability to learn is severely compromised.
- Have extreme difficulties in the understanding and acceptance of age-appropriate social rules, for example, turn-taking, collaborative activities and the sharing of adult attention.
- Have a lack of awareness, to a greater or lesser extent, or even apparent disregard of personal safety and that of others.
- Have a strong and obtrusive adherence to routines and rituals which makes any change of routine very challenging and may even provoke defiance or other negative reactions.

### Trips Out

In the SRB we have attended the Norfolk Show as well as trips out to places such as Lynn Sport to take part in specially adapted sports for people with disabilities and end of year trips such as the dinosaur park. We use any trip out of school, be it a walk into the town centre, or out on the bus, to practice our social and life skills that we have been learning.





**Useful contact details:**

Address:

Nelson Academy, SRB Base, Nursery Road, Downham Market, PE38 9PF

Telephone: 01366 383824

Email: [cornelia.leach@nla.eastern-mat.co.uk](mailto:cornelia.leach@nla.eastern-mat.co.uk)

Norfolk Schools Website provides updated information relating to the ASD Base provision:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-learning/schools/specialist-resource-bases-srbs/autism-bases>

**Complaints or Compliments:**

Miss Leach is the first port of call for all queries. However, as the ASD Base is part of the main school organisation, the Nelson Academy complaints policy should be followed if any situation cannot be resolved directly with the SRB Lead. Mrs Sarah Wilson (Principal) is the next point of contact.

Please see the academy's website for a copy of the complaint's policy or contact the school directly using the details above.

