

Nelson Academy ASD Specialist Resource Base Policy

Our Vision for Nelson Academy Specialist Resource Base (SRB)

This policy highlights the main operational arrangements for our SRB including the specific day to day running. Nelson Academy is committed to providing an inclusive education for all children and our Specialist Resource Base is designed to allow children with a diagnosis of Autism, to successfully integrate with their peers; and as a result feel part of our whole school community. The criteria for this is outlined specifically within the Norfolk County Council operational guidance for ASD specialist resource bases.

Nelson Academy recognises the specific and individual challenges these children face within a mainstream setting and will provide appropriate support and intervention to allow them to manage integration with their peers while still meeting their social and academic needs within our whole school. Our mission is to create an outstanding educational environment where everybody is valued. Our key drivers are:

- Raising aspirations
- Widening opportunities for developing learning alongside peers
- 'Achieving through learning'
- The pursuit of excellence through risk taking
- 'Transforming lives, transforming communities'.

At Nelson Academy our values are:

- **Care** - To look out for each other and ourselves to support and guide one another to succeed.
- **Respect** - To treat others well by listening and understanding different opinions and beliefs.
- **Enjoy** - A feeling of happiness and fulfilment.
- **Achieve** - To challenge yourself to reach your goals and aspirations for the future.
- **Teamwork** - To work as one to build each other's strengths and support weaknesses.
- **Environment** - The world/space around you where animals, people and plants live or operate.

And this remains the same for every child at Nelson Academy, with the SRB providing a safe space to facilitate successful integration.

The school will use this to help integrate children with their peers by analysing their specific needs and adapting to respond to these at every opportunity, the children will therefore continue to be linked to a class structure and a mainstream class as well as the SRB. We recognise that these learners may join us with varying needs and our initial priority will be to assess the support each child requires and to develop a clear learning plan. Following an initial period of assessment and induction to the SRB, the best approach to respond to the child's needs is determined.

Integration with SRB Support: these children will integrate independently within our mainstream setting. All staff will accommodate and specific ASD needs as

required, these children will be able to participate in activities without the need for additional intervention. The SRB will continue to provide interventions as part of their overall plan as well as focused teaching to support their progress against the Autism Education Trust’s Progression Framework. This progress will be monitored closely through the use of individual targets which will be set with and shared with parents, carers and children each term.

Integration through SRB staff support: these children will learn in our mainstream setting with TA support. All staff will accommodate and specific ASD needs as required, these children will be able to participate in activities without the need for additional intervention. The SRB will continue to provide interventions as part of their overall plan as well as focused teaching to support their progress against the Autism Education Trust’s Progression Framework. This progress will be monitored closely through the use of individual targets which will be set with and shared with parents, carers and children each term.

Integration within the SRB: where assessed as being appropriate, learners may complete their learning being taught directly within the SRB. This will be in direct response to their particular needs. While activities will ensure that they are appropriately challenged academically, the focus of their social and emotional development will explore how to support and encourage their integration into a mainstream group by equipping the learner with the skills to manage this successfully.

It is important to highlight that each of these stages of integration are fluid and child specific, as such, children may access integration using any of these outlined models.

A flowchart showing how children are intended to integrate into our school

Child Joins Nelson SRB through the panel process



Transition period to familiarise themselves with new school environment, school expectations and new staff and children . Assessment of social needs and other specific needs. Assessment of academic needs. Teaching of Zones of regulation to support children in regulating their emotions



Placement into bubbles



Integration into a mainstream

Integration within the SRB

class with adult support

Integration into a learning bubble

in an appropriate learning space

A brochure detailing more information on our SRB is available on the school SRB webpage.