

ENHANCED RESOURCE (ER) SCHOOLS IN DERBYSHIRE: DESCRIPTORS OF PROVISION

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ENHANCED RESOURCE (ER) SCHOOLS IN DERBYSHIRE: DESCRIPTORS OF PROVISION

INTRODUCTION

Derbyshire enhanced resource (ER) schools are mainstream schools with additional funding to build up expertise and resources to work with pupils with high level needs, who may live outside the area normally served by the school. They are a long established feature of Derbyshire provision.

In Derbyshire there are seventeen schools with ER status. These have been developed over time to provide for pupils with severe and complex special educational needs, who require a level of specialist support which may not normally be available in other mainstream schools.

Derbyshire ER schools manage their provision in a variety of ways. Individual schools have developed particular approaches to meet the needs of their pupils. In some ER schools pupils spend most of their time in a unit where they have access to teaching and teaching assistant staff in a small group. In others, pupils spend most of their time in mainstream classes, with additional support. In most cases, ER pupils benefit from both approaches.

ER schools have played a significant role in extending inclusion of pupils with special educational needs (SEN) in mainstream schools in Derbyshire. Their effectiveness has been assessed through individual school Ofsted inspections, school self-evaluation, and the recent Review of Special Education in Children's Services.

THE REVIEW OF SPECIAL EDUCATION

In September 2006 the Council's Cabinet agreed various recommendations arising from the Review of Special Education in Children's Services. It was agreed to "re-examine the place profile and funding of each enhanced resource school in the light of its expected role, the present need profile in the area and within the existing overall budget".

Local Authority officers carried out detailed work in this area, and following consultation during 2007, a new funding mechanism for ER schools was agreed. From April 2008, funding for ER schools will continue to be funded on the number of places, but according to 4 categories (A-D) each with its own unit costs.

Category	Descriptor
A	Area ERS
B	Deaf/Hearing Impaired
C	Autism
D	Extreme physical and sensory [Aldercar]

The Review made recommendations for each ER school, clarifying which types of need the Authority is expecting them to cater for. It also recommended that ER schools should have statements of their purpose and of the pupils to be admitted, linked to the funding profile.

THE DESCRIPTORS

These descriptors of ER provision have been drawn up by Local Authority officers in consultation with ER school staff and specialist SEN services. They outline the provision which the Local Authority expects ER schools to offer, and will assist Local Authority officers in deciding which pupils should be placed in ER provision. They include staffing levels and grouping; environment; curriculum; specialist teaching; access to mainstream lessons; and access to services. The descriptors are based on current good practice in Derbyshire's ER schools, and reflect these schools' ability to provide flexibly for pupils with a wide range of complex needs.

Comments and queries are welcomed, and should be addressed to the school's Local Inclusion Officer.

June 2008

ERS CATEGORY A: AREA ERS	
Description of need: Main difficulties: moderate/severe learning difficulties; autistic spectrum disorders; speech language and communication (primary) Associated difficulties: physical/visual/hearing impairments; behavioural, emotional and social difficulties; medical needs.	
Staffing levels/grouping	Grouping should be flexible to meet needs and could include vertical grouping Access to additional support for at least 50% of the time Key worker in school Support for lunchtimes
Environment	Positive/inclusive school ethos Designated area/department/unit Areas for small group teaching and/or therapy Quiet work areas/work stations/distraction free room Sensory room/ soft play/Snoezlen Life skills areas/facilities eg kitchen 'Positive support' area Visual prompts around school Specialist play/leisure facilities 'Safe haven' for breaktime, lunchtime provision Safe outside area (supervised) Shower/changing with disabled access Taxi area
Curriculum	Full National Curriculum, differentiated to appropriate level Pupil progress measured using P levels Modified curriculum eg structured literacy/numeracy programmes Independent work skills Social skills Life skills Community visits

	<p>Positive play/support Links with special schools</p> <p>Primary Specialist curriculum eg</p> <ul style="list-style-type: none"> • Drama games • Food group (sensory work) • Extra PSHE • Extra PE • Narrative therapy <p>Secondary Key Stage 4: Alternative accreditation including:</p> <ul style="list-style-type: none"> • ASDAN • COPE • Entry level English/Maths/Science • NVQ • Certificate of achievement • 'Half GCSEs' <p>College link courses Work experience, including extended work experience Continued attendance during/after study leave/exams</p>
Specialist teaching	<p>School staff experienced in meeting a wide range of SEN Teaching Assistants trained/experienced in working with pupils with complex needs; and in supporting pupils' literacy, numeracy and scientific development. Specialist assessments eg dyslexia screening Core subjects may be delivered in resource base Individual/group work Individual Educational Plans (IEPs) focus on learning targets Specialist teaching resources for use across the curriculum</p>

	<p>Specialist ICT Augmented communication where appropriate eg Makaton Regular communication with families Information about types of needs and conditions (Reference library)</p> <p>Importance of Continuous Professional Development: staff have specialist training/qualifications in:</p> <ul style="list-style-type: none"> • Learning difficulties • Speech and language • Autistic Spectrum Disorder • Alternative curricula <p>Primary Teaching Assistants run special groups eg emotions, food group, numeracy Specialist strategies eg 'emotional thermometer' Nurture group, play therapy</p>
<p>Access to mainstream lessons</p>	<p>This may include access to one or more of the following depending on the individual needs of pupils as assessed by services: ER pupils access mainstream lessons with appropriate support Core subject teaching may be in mainstream with support OR in ER base. ER pupils may access PE/drama/art in mainstream OR in ER base ER pupils may register in form groups OR in ER base Differentiation by class/subject teachers supported by ER staff Mainstream students 'buddying' Mainstream link eg form tutor Pupils may join school assemblies</p> <p>Primary Pupils may be withdrawn from mainstream literacy/numeracy lessons Individual Education Plans may be followed in mainstream class</p>

Access to Local Authority/Health Services	<ul style="list-style-type: none">• Educational Psychologist• Local Inclusion Officer• Behaviour Support Service• Autism Outreach• Support Services for Physical Impairment/Visual Impairment/Deaf and Hearing Impaired• Connexions personal adviser at 13+• School nurse• Paediatrician• Speech and language therapy• Occupational Therapy/physiotherapy• Child and Adolescent Mental Health Services• Links with alternative provision• Links with other Local Authority where appropriate• Voluntary agencies eg CVS, Barnados
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ERS CATEGORY B: DEAF & HEARING IMPAIRED**Description of need:**

Moderate to severe/profound (bilateral or unilateral) hearing loss. Cochlear implants or hearing aids. Need for British Sign Language (BSL) / signed support (SSE) / sound field systems. Severely delayed oral communication skills. Primary pupils identified at pre-school stage by Support Service for Deaf and Hearing Impaired (SSDHI).

Staffing levels/grouping

Access throughout the week to one full time Teacher of Deaf
Typical staff/pupil ratio 1:3; and/or shared access to Teacher of Deaf/communication support worker during minimum 50% of day.
Communication support workers and/or Teaching Assistants with BSL qualifications
Access to deaf adult/tutor
Head of SSDHI has oversight of provision; advises on phase transfers; attends identified Annual Reviews
In addition: sharing of staff within Aldercar cluster

Environment

Deaf awareness at core of school policy and planning
All staff deaf aware
Consultation between ER staff and leadership team
Governors aware of DHI issues
ER base/rooms
Sound field system in classrooms and hall
Acoustically treated rooms
Radio aids
Specialist equipment eg teletext TV, DVD, video

Curriculum

Curriculum enables full participation in National Curriculum and extra curricular activities eg residential visits
Curriculum individually planned/differentiated
Differentiated teaching/learning plans
Deaf issues eg self esteem for DHI pupils
Deaf awareness & signing for mainstream pupils

	BSL accreditation offered on curriculum at KS4 (eg BSL level 1 & 2)
Specialist teaching	<p>BSL or Signed Support English Differentiated/specialist literacy & numeracy teaching Speech and language therapy programmes Checking of equipment Pastoral support Leisure facilities eg Deaf Club run by deaf adult Home-school liaison eg:</p> <ul style="list-style-type: none"> • Homework support • Curriculum explanation • Management of hearing aids • Behaviour management advice • Written information
Access to mainstream lessons	<p>Pupils mainly in mainstream Signed support and/or note taking in mainstream Mainstream staff encouraged to achieve basic BSL qualification Withdrawal for specific teaching, speech and language therapy programmes</p>
Access to Local Authority/Health services	<ul style="list-style-type: none"> • SSDHI • Specialist Speech and Language Therapy • Audiology – educational, clinical, paediatric • Technician • Social worker for the deaf • Educational Psychologist • Local Inclusion Officer • Specialist Connexions personal adviser at 13+ • Post 16 providers • Cochlear implant team

ERS CATEGORY C: AUTISM	
Description of need Autistic Spectrum Disorder (ASD) diagnosis: Impaired language development; rigid thinking and behaviour and limited imagination; difficulties with social interaction, social communication & understanding. Difficulty coping with full-time inclusion in mainstream but the potential for graduated inclusion. Difficulty with transitions. Anxiety levels which require a safe place to recover. Specific but not general areas of learning difficulty. Inability to cope with certain curricular areas. Patterns of behaviour that would disrupt a mainstream classroom.	
Staffing levels/grouping	<p>Staffing Typical staffing ratio 1: 4 in unit, 1:2 in mainstream Access to a specialist teacher throughout the week Teacher in charge is responsible for overall supervision of pupils' teaching and learning; liaises with teachers re pupils' learning in mainstream lessons Teacher and Teaching Assistants provide:</p> <ul style="list-style-type: none"> • Individual pupil support across curriculum • Intensive individual work on a withdrawal basis as necessary <p>Staffing to support social interaction during breaks</p> <p>Grouping Flexible according to need Small groups Vertical grouping for basic skills teaching</p>
Environment	<p>Stable, structured, calm environment Flexible use of space Specially adapted rooms which meet needs of ASD pupils – awareness of importance of lighting, heating and sound for pupils with sensory issues Work stations - distraction free areas Withdrawal area(s) for:</p> <ul style="list-style-type: none"> • Small group work • Individual teaching • Stress reduction • Reducing sensory sensitivity

	<ul style="list-style-type: none"> • Calm/quiet • Unwinding/relaxation <p>Soft furnishings for 'chill out' areas Sensory room. Facilities for observation/assessment eg 2 way mirror Visual prompts – signs, labels, visual timetables Secure outdoor area Toilets separate from main school Office space for ER staff</p>
Curriculum	<p>National curriculum differentiated to ability and learning styles Individualised curriculum at appropriate level Structured teaching programmes in literacy/numeracy Pupils may be withdrawn from National Curriculum subjects where they experience particular difficulty</p> <p>Primary Child centred curriculum, Emotional curriculum emphasised Specific PSHE curriculum Sensory/experience based curriculum eg in science National Curriculum assessment including P levels Focus on IEP targets and PSHE curriculum modified for each pupil Additional over-learning opportunities, extra time and practice on tasks worked on in mainstream lessons Augmented communication eg Makaton may be appropriate Strong visual emphasis eg symbols Special PE, swimming may be offered Community visits supported by story scripts, extensive preparation and reward systems</p> <p>Secondary Social/developmental curriculum: eg sex and relationships, positive support, friendship groups Some National Curriculum in unit eg Modern Foreign Language, music, PE</p>

	<p>Key Stage 4:</p> <ul style="list-style-type: none"> • ASDAN • Entry level Maths/English • AQA Unit awards • GCSE subjects reduced
<p>Specialist teaching/approaches</p>	<p>Teacher has specialist ASD qualification Staff receive specialist training eg:</p> <ul style="list-style-type: none"> • Comic strip conversations • Social stories • Autism and sexuality • SCIP • TEACCH • SCERTS • Challenging behaviour • Moving and handling • PECS <p>Training opportunities available for mainstream staff Teaching reflects ASD approach:</p> <ul style="list-style-type: none"> • Social skills • Sex and relationships education • Citizenship • PSHE • TEACCH • SCERTS • PECS • Social stories • Comic strip conversations • Music therapy • 'If..then', • Buddy systems on playground

	<p>Staff use strategies to aid mental processing and reduce behaviours caused by information overload or over demanding tasks Language should be clear, specific, limited to essential points needed to facilitate understanding Teaching prepares the student to deal with demands of school life eg change Predictable routines Use of ICT Regular communication with parents and families Detailed knowledge of pupils recorded and communicated</p>
<p>Access to mainstream lessons</p>	<p>This may include access to one or more of the following depending on the individual needs of pupils as assessed by services: Up to 90% inclusion in mainstream Inclusion in chronological age group Full time unit may be appropriate for some pupils for a time ER pupils may register with a mainstream class group Mainstream is modified to accommodate pupils eg visual supports Teaching Assistant support is gradually reduced as appropriate Links with mainstream feeder /partner schools</p> <p>Primary Gradual integration, starting from pupils' strengths eg for demand avoidant pupils access to social/choose time/story session; less social children to access individual work sessions; lower ability pupils access practical sessions Inclusion in mainstream may start from parts of lessons, assemblies etc and gradually build up pupils' tolerance. Pupils may access unit during morning sessions, mainstream afternoons</p>
<p>Access to Local Authority/Health services</p>	<ul style="list-style-type: none"> • Educational Psychologist • Autism Outreach • Local Inclusion Officer • School Health • Community paediatrician

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| | <ul style="list-style-type: none">• Child Development Centre• Specialist nurse LDD• Child and Adolescent Mental Health Services• Clinical psychology• Speech and Language Therapy• Occupational Therapy• Social care• Family resource worker• Parent partnership• Derbyshire Autism Services Group• SEN play scheme |
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ERS CATEGORY D : PHYSICAL IMPAIRMENT**Description of need:**

At least three of the following characteristics:

- Severe impairment of motor function and dexterity to a level necessitating the use of a mobility aid.
- An impairment of speech that may require an augmentative form of communication, which would normally be electronic in design.
- Full range of academic attainment but requiring substantial modification to teaching methods and arrangements additional to and different from the normal differentiated curriculum. In some cases, children may have previously been working at appropriate National Curriculum levels but their attainment has been affected through trauma or illness.
- The need for a high level of adult assistance to support curriculum access, self-care activities, mobility and communication.

Staffing levels/grouping

Access throughout the week to one full time specialist teacher
Access to teaching and non-teaching staff experienced in meeting the physical, educational and personal care needs of pupils with physical impairments
Access to a teacher with experience of implementing the use of augmentative and alternative communication aids
Teaching assistants who are skilled in supporting curriculum access, personal care and life skills activities, mobility and communication
Typical staff/pupil ratio 1:2
Head of Support Service for Physically Impaired has oversight of provision; advises on phase transfers; attends identified Annual Reviews
Key worker in school
ICT technician available

Environment

Positive/inclusive school ethos
Adapted environment for pupils with mobility difficulties eg ramps, lifts
ER base/rooms
An area for individual programme work and delivery of adapted curriculum where appropriate
Access to an appropriately modified and equipped kitchen in order to develop life skills
Accessible toileting/showers/changing facilities
Equipment to assist with lifting and transfers

	<p>Appropriate space and room facilities eg sink with hot water, couch, hoist</p> <p>Equipment provided by health eg standing frames</p> <p>Medical room</p> <p>Access to swimming/hydrotherapy facilities where appropriate</p>
Curriculum	<p>Curriculum enables full participation in National Curriculum and extra curricular activities eg residential visits</p> <p>Full National Curriculum delivered by ER staff, differentiated to appropriate level including P levels</p> <p>Modified curriculum</p> <p>Individualised programmes to develop skills in:</p> <ul style="list-style-type: none"> • Self help • Gross motor • Fine motor • Communication <p>Structured literacy/numeracy programmes</p> <p>Independent work skills</p> <p>Social skills</p> <p>Life skills emphasis</p> <p>Community visits</p> <p>Key Stage 4: alternative relevant accreditation eg:</p> <ul style="list-style-type: none"> • EAAC • ASDAN • COPE • Entry level English/Maths/Science
Specialist teaching	<p>School staff experienced in meeting SEN of pupils with physical impairment</p> <p>Teaching Assistants trained and experienced in working with pupils with complex needs</p> <p>Teaching planned in consultation with physiotherapist/occupational therapist/speech and language therapist</p> <p>Core subjects may be delivered in unit</p> <p>Specialist teaching resources for use across the curriculum</p> <p>Augmented communication where appropriate eg Makaton and high specification voice output</p>

	<p>communication devices Specialist ICT Checking of equipment Pastoral support Counselling for emotional needs Support for parents Leisure facilities Information about types of needs and conditions (Reference library)</p>
Access to mainstream lessons	<p>This may include access to one or more of the following depending on the individual needs of pupils as assessed by services: Mainstream access with appropriate support Withdrawal for specific teaching, speech and language therapy programmes Access to core subjects with support in mainstream OR core subjects in ER base Differentiation by class/subject teachers supported by ER staff Opportunities for social interaction Mainstream students 'buddying' Mainstream link eg form tutor</p>
Access to Local Authority/Health services	<ul style="list-style-type: none"> • Support Service for Physical Impairment • Specialist nurse • Physiotherapy • Occupational Therapy • Speech and Language Therapy • Educational Psychologist • Child and Adolescent Mental Health Service • Local Inclusion Officer • Specialist Connexions Personnel Assistant • Post 16 providers eg Portland College • Possibility of 6th form (Phoenix Centre)

GLOSSARY

AQA	Assessment and Qualifications Alliance: an exam board which offers a broad range of qualifications including vocationally-related and work-based qualifications.
ASDAN	ASDAN offers a wide range of awards for young people of all abilities. Students complete 'Personal Challenges' in such areas as sports, healthy living, community involvement, work experience, expressive arts, relationships, citizenship, personal finance and enterprise.
COPE	Certificate of Personal Effectiveness: ASDAN award which provides a qualification outcome for PSHE, Citizenship and work related learning .
EAAC	Effective Alternative Augmentative Communication: City & Guilds qualification designed for people who cannot communicate through speech.
ENTRY LEVEL	Entry Level Certificates are available at three levels that are broadly aligned to level 3 and below of the National Curriculum. They are designed for students at key stage 4 and beyond who are unlikely to achieve a GCSE grade.
ICT	Information Communications Technology : an umbrella term that includes all technologies for the communication of information. Usually refers to computer technology.
IEP	Individual Education Plan: a plan which builds on the curriculum that a child with learning difficulties or disabilities is following and is designed to set out the strategies being used to meet each child's identified needs.
NVQ	National vocational qualifications: work-related, competence-based qualifications. They reflect the skills and knowledge needed to do a job effectively, and show that a candidate is competent in an area of work.
PECS	Picture Exchange Communication System: an augmentative, alternative training package that allows children and adults with autism and other communication difficulties to initiate communication.
PSHE	Personal, Social and Health Education
SCERTS	An educational model for working with children with autism spectrum disorder and their families. The acronym "SCERTS" refers to the focus on: "SC" - Social Communication – "ER" - Emotional Regulation – "TS" – Transactional Support.
SCIP	Strategies for Crisis intervention and Prevention: a model for working with people with challenging behaviour which emphasises positive behaviour management rather than physical interventions or restraint.
TEACCH	Treatment and Education of Autistic and related Communication handicapped CHildren: a highly structured programme for people with autism designed to reduce or remove 'autistic behaviours.'