University of Southampton

Inclusive Provision for Students with Special Educational Needs and/or Disabilities

A Resourced Provision Toolkit

ACKNOWLEDGEMENTS

CONTENTS

An Introduction

'Resourced Provision (RP) classrooms in Mainstream Schools: A Partnership to promote the Inclusion of Students with Special Educational Needs and/or disabilities (SEND)', funded by the British Academy/Leverhulme Trust and ESRC-IAA, is a collaborative research project including RP managers, teachers, learning support assistants (LSAs), parents and students from three primary mainstream schools with RP in Hampshire.

Led by Associate Professor Vasilis Strogilos with the support of two researchers, Ms Cleo Barron and Dr Becky Ward, the project aimed to describe and evaluate with the participants how RP can enhance the education and inclusion of students with special educational needs and disabilities in mainstream schools. One of the aims of the project was to co-develop with the participants a guidance document/toolkit to support school staff in the inclusion of these students in their schools.

Many students with SEND with an Education Health and Care Plan (EHCP), which describes the support a child requires to meet their needs, are educated both in RP and mainstream classes. In England, RP is described as the use of additional staff or classrooms that offer specialist facilities within a mainstream setting for children with SEND (Department for Education, 2017). Although the Department for Education (2015) notes that pupils in RP tend to receive individual or small-group support from specialist teachers and support staff, it recognises that there is considerable variation across schools with regard to the RP structure.

How we developed the toolkit

This document was developed by researchers at the University of Southampton and RP managers, teachers, LSAs, parents and students in three mainstream primary schools with RP for students with SEND: Stoke Park Infant School, The Federation of Liss Infant and Junior School and Ashley Infant Schools. **It describes the practices and processes that schools need to consider when educating students in mixed provision (i.e. RP and mainstream classrooms).**

The practices and processes below were generated in reflective conversations and communicative focus groups (two in each school) with school staff and parents, and communicative observations of students in RP and mainstream classrooms. The expectation was that all participants would contribute to the creation of this document and that their active participation would support reflection and enhance practice. During the first focus group, the researchers presented key findings from prior research to the school participants and discussed how these findings relate to their school's practice. After a preliminary analysis of the discussions in the conversations and focus groups, we conducted a second focus group in each school to discuss the similarities and differences between the schools as a reflective activity, and how to improve current practice.
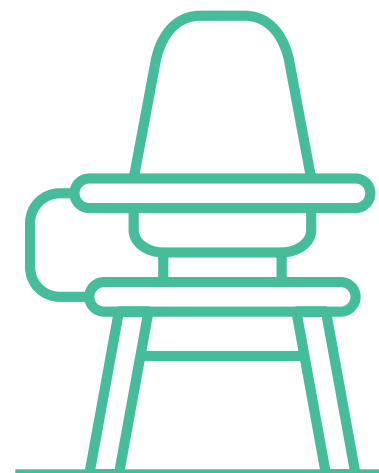
What does the toolkit include

The toolkit includes eight areas that schools need to consider for students with SEND when educated in RP and mainstream classrooms and illustrative examples:

1.
Whole school approach: What can the leadership team do to support mixed provision?

2.
Co-planning/transition to mainstream classroom: How can we co-plan for students' education and transitions from RP to mainstream classrooms?

3.
Students' education in the mainstream classroom: What can we do to educate students from RP in mainstream classrooms?

4.
Students' education in the RP classrooms: What can we do to educate students in RP classrooms?

5.
Collaboration with parents: How can school staff and external professionals collaborate with parents?

6.
Collaboration with external professionals: How can school staff collaborate with external professionals?

7.
Student relationships and friendships: How can school staff support student relationships and friendships?

8.
Seek support from the Local Authority: What support can schools expect from Local Authorities?

Having reflected on their practice, the school participants have offered specific examples of practices and processes that they consider important to enhance their inclusive provision.

How schools with RP can use this toolkit

This document can be used by primary schools as a tool to evaluate and improve their own practice. By reflecting on the following practices, schools can consider:

i. **How to improve the education of students with special educational needs and/or disabilities and their inclusion in the mainstream school**

ii. **How to improve school collaboration with external professionals and the parents of these students**

iii. **How to improve educators' learning about mixed provision**

This is a live document that can be updated based on new data emerging from reflective dialogues between researchers, school practitioners, parents and students. Schools will find that the document includes practices and processes that they already have in place and others that need to be developed. **It is a tool that can be used to increase the collaboration among mainstream and RP staff, parents and external professionals.**

References

Department for Education. (2015). Area guidelines for SEND and alternative provision. Including special schools, alternative provision, specially resourced provision and units. Available at file:///C:/Users/vs1d17/OneDrive%20-%20 University%20of%20Southampton/Southampton%20School%20of%20Education/ Research/Research%20Funding/British%20Academy/BA-Grant/Resourced%20 ProvisionUK-Policy%20document.pdf

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AREA 1
Whole School Approach

	ACHIEVED	WORKING TOWARDS	NEED TO INITIATE
1a. The senior leadership team supports the inclusion of students from RP to mainstream classrooms	☐	☐	☐
1b. Ensure that staff development targets focus on students' needs and strengths. Provide training to support mainstream teachers	☐	☐	☐
1c. Empower mainstream teachers to recognise students from RP as members of their class	☐	☐	☐
1d. Employ a strengths-based approach when supporting the transition of a student to the next school level	☐	☐	☐
1e. Provide time for reflection	☐	☐	☐

1A. The Senior Leadership Team (SLT) supports the inclusion of students from the Resourced Provision (RP) to mainstream classrooms

The support of the SLT is vital for the inclusion of students from the RP into the mainstream classrooms. They must support a holistic and flexible approach in teaching students in more than one place.

All mainstream teachers should expect to have students from the RP in their class. Firstly, this raises the profile of the RP within the mainstream school. Secondly, it increases the skillset of mainstream teachers in supporting the students from the RP as well as students with Special Educational Needs and/or Disabilities (SEND) in their mainstream class who are not attached to the RP.

In Redbrick school, staff from the RP and a mainstream teacher trialled a more inclusive model for their RP where students were primarily members of the mainstream class not the RP. This was developed with support from SLT who communicated the inclusive model to the whole staff. SLT also led the way in whole school initiatives such as resolving logistics of timetabling and increasing the amount of time that students from the RP spent in mainstream. They also facilitated whole school access to additional resources, for example visual timetables, symbols and training to support the use of sign-supported speech systems. These resources are best implemented as a whole school initiative and may require planning into staff meetings or inset day training. By ensuring the SLT leads the way in creating a wholistic approach to inclusion, consistency can be maintained across the school. This may include supporting staff to make adjustments to the mainstream classrooms to facilitate inclusion of students from the RP, such as reducing the amount of visual displays which may cause distractions or ensuring each classroom has a workstation for students who require a quiet space for working. In Redbrick school, mainstream staff are encouraged to think of the RP as an integral part of the school, not as a separate entity. Inclusion is discussed at half-termly whole school staff meetings so that all the staff take ownership of the RP and inclusion in the school, not just the staff who are attached to the RP.

1B. Ensure that staff development targets focus on students' needs and strengths. Provide training to support mainstream teachers

When writing the development targets of mainstream staff, one aspect needs to be centred on supporting the individual strengths and needs of students from the RP. This should focus on improving mainstream teachers' general knowledge about the education of students with SEND which can help foster positive attitudes about their inclusion.

Littlerock's School Improvement Plan (SIP) always includes a focus on RP. Staff from the RP and the mainstream classes are then encouraged to link their personal targets to this plan. The SLT considers that expertise within the school should be shared and that teaching and learning should be differentiated successfully for all the students in the mainstream classroom (see also 3a). They have arranged for training opportunities to be led by RP staff in which information on specific tools such as aided language boards is provided for mainstream staff. Similarly, the SLT ensures that every member of staff has at least one target which is directly linked to supporting the students with SEND that they are working with that year. Staff are then expected to pursue this learning and SLT will support with this in terms of costings and providing time. In addition, teachers are encouraged to attend regional or national conferences such as Special Educational Needs (SEN) Conferences, Inspection and Advisory Services training, RP network meetings and Local Authority (LA) governor meetings. This requires advance budgeting and planning.

In addition, the school participates in a local network, of both special and mainstream schools, where practice and experience is shared and support networks developed, for example SENCo circles. When Littlerock advertises for a new Learning Support Assistant (LSA) or teacher post, they highlight in the job description that the school has a RP. In the interviews, they discuss the related expectations such as teachers taking responsibility for the teaching and differentiation of the students from the RP to work as members of their class. They also inform prospective staff that the school has a higher ratio of students with SEND in relation to a school without a RP.

1C. Empower mainstream teachers to recognise students from the RP as members of their class

Students from RP should identify as members of the mainstream class. The class should be managed so these students feel a part of their mainstream class which includes supporting the expectations of the other students, the mainstream staff and parents as well as the RP students themselves.

John is a RP manager in West Lodge junior school. He was frustrated that there were some barriers to mainstream teachers seeing students from the RP as belonging to their mainstream class and raised these with the SLT. Positive changes have come out of this.

Firstly, when mainstream teachers hold their transition meetings, all the students in the mainstream class including those who belong to the RP are considered and discussed by the outgoing and incoming mainstream teachers in a meeting separate from the RP. The importance of giving time and space for these meetings has been recognised and built into teachers' timetables by the SLT to ensure that this is done consistently across the school and is not reliant on individual teachers' practice. Furthermore, John has arranged for mainstream teachers to be invited to the annual reviews of students from the RP who join their class and support for the student is discussed together. These changes have led to some positive discussions around the type of support and planning which will enable better inclusion of the students from the RP and has reduced some of the overwhelm that the mainstream teachers had been describing when planning.

John was also frustrated that students from the RP were going to their mainstream classroom when the mainstream teacher had their Planning, Preparation and Assessment (PPA) time. This meant that they were not getting to

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spend time with their mainstream teacher, who then did not know the student from RP or see their progress. Simple timetable adjustments allowed this to change and John has supported mainstream teachers to take overall responsibility for the student from the RP when they are in their classroom, and not rely on the LSAs from the RP. He also has stressed the importance of the mainstream teacher rotating which group has teacher support, so the students from the RP access the same amount of 'teacher time' as the rest of the class. This is regardless of whether or not there is a RP member of staff in the classroom.

John also wanted the RP classroom not to have a class identity. For example, it is the school policy that each class takes it in turns to be in charge of presenting a school assembly. John proposed that the RP classroom did not do an assembly, instead the students from the RP would be part of the assembly run by their mainstream class. Similarly, for celebration assemblies, there is one student from each class chosen each week to receive a celebration. John suggested that the RP does not nominate a student. They should instead be nominated from within their mainstream class.

1D. Employ a strengths-based approach when supporting the transition of a student to the next school level

The SLT should encourage mainstream and RP teachers to prioritise students' strengths along with their needs when they are transitioning into the next school level (e.g. junior or secondary schools)

Kay is a RP manager who has noticed that when a student is transitioning to her RP from other schools, the information she receives is often wholly focussed on a child's difficulties and additional needs. She is keen to ensure students' strengths and positive attributes are included in the reports that she and her staff write for students when they are moving on from their school. She is keen to involve the wider staff, which encourages them to look for positives in those students as they work with them. Kay knows that including students' difficulties are also important to ensure the right provision is put in place but feels that a broader picture provides a more holistic view of the student.

1E. Provide time for reflection

School staff should be provided with time to reflect on their current practices and be given opportunities to learn from other practices with a view to developing their own.

The RP staff from St Christopher's school took part in a school networking event which encouraged them to build stronger links with other schools in the area. The event took place in a local special school and visiting another setting stimulated them to think through their own practice and ways in which they could improve their inclusion of students from the RP in mainstream classrooms. They decided to contact a range of schools in their region, both special and mainstream with and without RP, to help them reflect on their own practice. Members of the RP staff visited several different schools over the next two years, and through this networking, they arranged for one of their staff to go on secondment to another school. This generated ideas of how they could improve inclusion in their own setting and allowed them to recognise shared good practice and to feel confident about their practice.

AREA 2
Co-Planning/Transition to mainstream class

|	ACHIEVED	WORKING TOWARDS	NEED TO INITIATE
2a. RP and mainstream teachers work together to write targets to reduce barriers to learning for the child from the RP	☐	☐	☐
2b. Resolve confusion in planning. Mainstream teachers lead the planning for all students including those from RP with support provided by RP staff	☐	☐	☐
2c. RP staff help mainstream teachers build confidence in planning for children from RP	☐	☐	☐
2d. LSAs from the RP to go to the lesson in the mainstream classrooms knowing the lesson plan	☐	☐	☐
2e. Create common online spaces to share planning, so the RP staff can prepare resources and materials in advance	☐	☐	☐
2f. Develop effective strategies to help each child transition from RP to mainstream class	☐	☐	☐
2g. Students from RP go to mainstream class with a peer or group from RP	☐	☐	☐

2A. RP and mainstream teachers work together to write targets that reduce barriers to learning for the child from the RP

As mainstream teachers focus on academic progress, RP teachers can create targets for RP students' non-academic progress and wider developmental needs, including physical, social, and emotional development. These targets should be reviewed regularly. A child's Educational, Health and Care Plan (EHCP) should inform the targets.

Non-academic targets need to be shared between RP and mainstream teachers so that complementary targets can be provided for individual students for when they are in both the RP and mainstream classrooms. Once a target is written by the RP teacher, often in consultation with external professionals such as Speech and Language Therapists (SaLTs), the stages of teaching the skill are identified. The bespoke teaching of the skills takes place mostly in the RP classroom but as the child begins to master the skill, it can be generalised into the mainstream classroom.

George is a child with a speech disorder who is frustrated because peers or adults cannot understand him. To teach the skills in the RP, a core vocabulary approach is used. He learns to say words in a functionally recognisable way, even if they are not necessarily accurate. He builds a bank of words that he can use. To generalise this skill, his target is to use those words in the mainstream classroom. The mainstream teacher knows George's targets and is able to listen out for the words he uses, supports him to use them and gives praise when he does.

Paul is a child in a RP whose target is to be able to sit on the carpet and to focus for up to ten minutes. In the mainstream classroom, his teacher is able to support this target with visual strategies, verbal reminders and praise when it is achieved. Similar steps are followed where the stages of learning the skills are identified and carried out in the RP classroom, and then Paul is encouraged to use the skills in the mainstream classroom. The mainstream staff know the targets and can support Paul as they seek to generalise his developing skills.
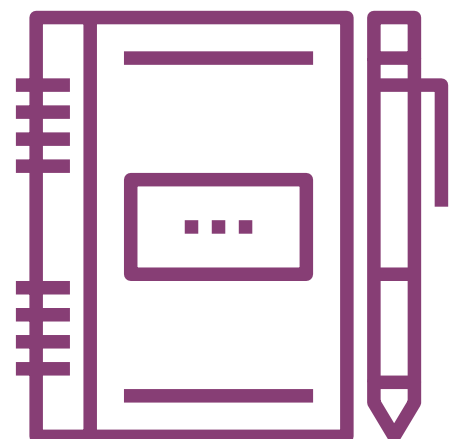
2B. Resolve confusion in planning: Mainstream teachers lead the planning for all students including those from RP with support provided by RP staff

The mainstream teacher is responsible for the academic learning and the RP teacher is responsible for reducing the learning barriers and ensuring EHCP targets are met.

This planning should be done collaboratively. Firstly, the mainstream teacher considers the academic targets for the child from the RP and focuses on academic progress, ensuring differentiation is sufficient for the child to access the learning. The lesson plan detailing the differentiation is shared with the teacher from the RP. The RP teacher then thinks through the additional needs of the child, for example speech and language, and considers whether the differentiated activities will be accessible. The RP teacher provides feedback to the mainstream teacher on the planning and makes any alternative suggestions that

may facilitate successful inclusion. When a lesson is taking place inside a RP classroom then the RP teacher takes responsibility for the planning of those lessons.

River Valley school designates the mainstream teachers or subject leads to be responsible for creating a lesson plan. Mainstream teachers differentiate the lesson plan for all the learners in their classroom, including the students from the RP and the RP staff role is to advise on the level of differentiation (see also 3a). David is a child from the RP who needs support with writing. His RP teacher has suggested alternative tried and tested methods from the RP to enable David to demonstrate his learning. These include taking photos of their activity or allowing David to draw a picture/ series of pictures rather than write a paragraph.

2C. RP staff help mainstream teachers build confidence in planning for students from RP

Open communication is important. If teachers are less confident with differentiating their planning for the students from the RP, support can be gained from the teaching leads from the RP. As well as making the role very clear, this allows mainstream teachers to take ownership of their planning to support the learning of the students from the RP. RP staff remain available to provide guidance and support throughout the planning process.

A constant and open dialogue between RP and mainstream teachers is essential in order to share strategies, give opportunities to ask for help if needed and provide informal ad-hoc support. Initially, the mainstream teacher may ask the RP staff for advice each time they plan a scheme of work or as they get to know the student. Advice should also be sought if a period of inclusion has not been successful in order to understand why and develop supportive strategies. Over time, the mainstream teacher

will be able to differentiate learning or adjust the physical space and resources more confidently, as they know the student better and understand ways in which they are able to access the learning. However, RP staff will still be available to offer ongoing advice and support.

In Redbrick School, before a student from the RP is placed in a mainstream class, the RP staff meet with the mainstream teacher to discuss the student's additional needs and strengths. This may include advice on resources or materials that will support the student to access the learning. Information can be shared about the student's previous progress, strategies that have been successful in supporting the student, where particular academic or non-academic strengths of the student can be incorporated and cultivated or possible areas of the curriculum that may be particularly challenging. Specific actions to make the classroom accessible for the student can be discussed. For example, the staff might propose an individual workstation which provides a quiet space for the student to complete a task if the classroom environment becomes overwhelming.

2D. LSAs from the RP to go to the lesson in the mainstream classrooms knowing the lesson plan

When a child from the RP is including in the mainstream classroom, the mainstream teacher ensures that any RP staff supporting this child know the lesson plan in advance.

In Rosemary school, the mainstream teacher prepares and differentiates all the lesson planning. It is imperative that the differentiation is done by a teacher and is not the role of the LSA. However, the LSA, having accessed the lesson plan in advance, can provide additional resources in order to support learning. These lesson plans can also allow other RP staff members to stay up to date with what lessons the RP students are accessing in mainstream. Shared lesson plans on an online space (see also 2e) can aid this as the LSA can access the lesson plans when it is convenient for them. This allows them time to prepare any additional resources that they may need to reduce the barriers for the child's learning in that lesson.
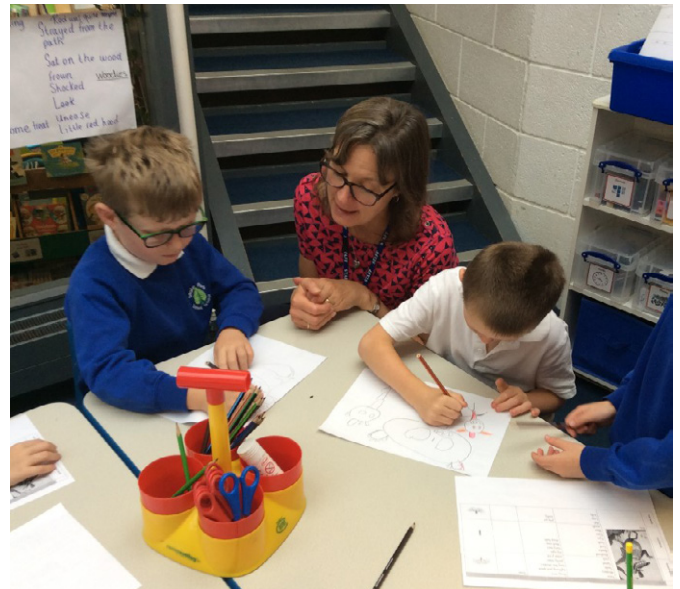
2E. Create common online spaces to share planning, so the RP staff can prepare resources/ materials in advance

Creating a common online space for planning ensures that all staff can communicate and share ideas for supporting students from the RP in the mainstream class. The online sharing of planning should not replace valuable face to face discussion and dialogue but rather enhance it.

Oak Park school uses shared online folders for each subject area and each year group on their school intranet system. All staff know where planning for a specific subject, year group, class or activity is stored and have access to it. Any changes to the storage system are clearly communicated to all staff. Mainstream staff ensure lesson plans are uploaded into the relevant folder. This enables greater efficiency and minimises requests to see planning and printing of lesson plans. RP staff can access the planning when they have time to think through any additional supports that RP students may need and discuss these with the mainstream teacher. Additionally, if the mainstream teacher is not aware of recent changes in the way a child from the RP is able to access mainstream lessons (e.g. recent and relevant advances or challenges and setbacks), the RP staff can discuss the planned differentiation to enable inclusion of the child. Furthermore, resources from the RP are made accessible for all teachers and can be used to support students from the RP in their mainstream classes as well as students with SEND who are in the mainstream setting and not attached the RP. This space can become an online platform through which mainstream teachers can access ideas for future students and so increasing teacher knowledge and expertise. Resources from external professionals can also be shared this way.

2F. Develop effective strategies to help each child transition from RP to mainstream class

Preparing each student for a transition into mainstream classes may be important to increase their confidence, aid understanding of what is happening that day and alleviate anxiety. To develop effective strategies to aid transitions, staff need to identify the particular challenges that students face and work with each student to build personalised approaches. Any transition tools that are used should be used across both classrooms.

Visual and/or written support can be used to help the student from the RP to think through a range of scenarios that might happen when they go to their mainstream class (see also 3e). Kgomsie is a girl from the RP. Her school uses a visual timetable that enables Kgomsie to know what to expect. It can help Kgomsie prepare herself for inclusion into mainstream and to understand what to expect from other students or adults in the mainstream classroom. The visual timetable includes photos of the classroom, students and staff members as a visual cue for

Kgomsie. For example, it will have a photo or symbol with the written word of the three places that Kgomsie will be that morning, for example Oak class (RP classroom) 'Maple class' (Mainstream classroom) 'Dinner hall'. The visuals lessen the language and working memory load for Kgomsie which are of particular importance when she is emotionally dysregulated. In addition, Kgomsie's teachers or LSA will describe or rehearse a situation or event or read a story or account of it (personalised or otherwise) as emotional coaching to support Kgomsie through an event that might be unexpected or challenging, for example a school trip. The visuals are also shared with Kgomsie's parents and read and re-read at home. Staff from the RP identify how much information is needed for Kgomsie and use a rehearsal or talk through to include some unpredictability to show Kgomsie how she might cope or what she could do in that situation.

2G. Students from the RP go to mainstream class with a peer or group from RP

Sending students in pairs or small groups to the mainstream class can reduce anxiety for some students, particularly if they spend the majority of their time in the RP. This may be in year groups for those students who always include into the age-related year group.

Carrie, a mainstream teacher, describes how two Year 5 students go together to their Year 5 mainstream class. She believes that this reduces the anxiety around this transition. It is the responsibility of the mainstream teacher to ensure that once the students are in the mainstream classroom, they are given opportunities to mix with a range of students in the mainstream classroom both socially and in their work groups and are not expected to spend their time in the mainstream classroom together. It is important to note that going in a pair or group from RP may inhibit

some students from interacting with the mainstream students, preferring the security of only interacting with the other students from the RP. Considered management of the groupings within the mainstream class can help reduce this happening. Carrie's school also reports that when the mainstream classes move up year groups every year, the mainstream students are regrouped. Consideration is given to the friendships that have been made between students from the RP and students from the mainstream classes and these are preserved as much as possible when deciding into which mainstream class the students from the RP will be included.

AREA 3

Students' education in the mainstream classroom

	ACHIEVED	WORKING TOWARDS	NEED TO INITIATE
3a. Mainstream teachers differentiate for all students in the mainstream class for all subjects	☐	☐	☐
3b. Scaffolding to support the learning of students from the RP is used appropriately to develop independent learners	☐	☐	☐
3c. Provide individual resources to facilitate learning in the mainstream class	☐	☐	☐
3d. Encourage students from the RP to collaboratively work with peers in the mainstream classroom and learn from one another	☐	☐	☐
3e. Visual support is used in both mainstream and RP	☐	☐	☐
3f. Expertise and good practice in the classroom is shared when staff from the RP and staff from mainstream work alongside one another	☐	☐	☐
3g. When LSAs from the RP work in the mainstream class, they provide support to all students not only one-to-one support to students from RP	☐	☐	☐

3A. Mainstream teachers differentiate for all students in the mainstream class for all subjects

Mainstream teachers differentiate all the work for the students from the RP when they are accessing their classroom so the student can participate with reduced learning barriers and at a differentiated level. LSAs and teachers from the RP advise on differentiation by making 'tweaks' to the resources and the presentation of the activities (see also 2d).

Nathan is a child from the RP in Mr Lopez's class. In maths Nathan worked at his workstation. The class were given a number line task to write numbers in descending order along a number line. The task was differentiated for different groups (e.g. counting down in 5s, 2s or 1s). Nathan was given a differentiated independent task from the others and started to do it by himself. He had the numbers 1-10 to cut out from a sheet and stick in descending order on a rocket picture. Nathan was able to cut the numbers out independently. The LSA kept checking in on Nathan to support him to put the numbers in order which he is learning to do independently. By changing the presentation of the task, Nathan was involved in the whole class learning outcome but at a differentiated level that he could complete.

In Ms Dodd's Year 5 class, the students were learning to use the first person. The task was to write a diary in the first person using 'I'. The work was differentiated so some students had to write a paragraph with 'I' to describe an event as if they were a character in a book. Mark and James from the RP were given one sentence from the book and had to change the pronouns or names to 'I' to change the writing from third to first person. They were given a printout of the sentence and a highlighter to find the third person words. They then had stickers with 'I' written on them to stick above the words they had highlighted. Mark and James were involved in the whole class learning outcome but at a differentiated level.

3B. Scaffolding to support the learning of students from the RP is used appropriately to develop independent learners

Students from the RP should be encouraged to learn to work independently within the classroom. Staff should scaffold the child's learning, so they can complete tasks on their own but receive help learning a new task or concept. All students should be supported to recognise when they need help and how to ask for it.

Keyan is a child from the RP who is based in Willow class. He has been having lots of one-to-one support from an LSA, Tom. At first, Tom would repeat the teacher's instructions and draw a task plan with Keyan and then sit with him as he worked through the task plan. Over time, Tom supported Keyan to follow the task plan himself.

Tom prompted him if he got stuck. Gradually, Keyan was able to follow the task plan independently and would begin the task with Tom's support. Tom would then begin to move and help other students during the task, only returning when Keyan needed support. When Tom was not in the classroom, the teacher was aware of the strategy and, if necessary, would remind Keyan to use a task plan and then get started. This process enabled Keyan to work independently on tasks even when Tom was not in the classroom.

3C. Provide individual resources to facilitate learning in the mainstream class

Mainstream and RP staff can work together to work out which individual resources are supporting students' inclusion in the mainstream classroom and how best to use them. Advice from occupational therapists should be sought when is needed.

There are many different resources which can support students' access to learning and to aid concentration. For example, sitting on a wobble cushion during carpet time may provide necessary sensory feedback, ear defenders can reduce overwhelming noise, fidget toys may be used to support concentration and individual workstations create a separate space for students to focus on individual tasks.

Maria is an autistic girl who can access the academic work within the mainstream classroom but can become overwhelmed with the noise in this environment. Maria uses ear defenders in the classroom during noisier times such as the transition times between lessons. When the class are working quietly in pairs, Maria is able to remove

her ear defenders as the classroom volume is reduced and she is able to interact with her classroom partner. Staff from the RP support Maria to recognise when she needs her ear defenders and when she can manage without them by working with her to identify the triggers that can result in her becoming overwhelmed and recognise what levels of noise she can cope with. This may lead to her becoming more independent with her use of the ear defenders.

3D. Encourage students from the RP to work collaboratively with peers in the mainstream classroom and learn from one another

In the mainstream classroom, teachers should take responsibility to ensure the students from the RP are given access to positive role models for their learning in the classroom. This can also have a positive impact on the development of social relationships between students from the RP and the mainstream classrooms (see also 7b).

Mainstream teacher, Gianna, uses learning partners in her classroom. Every fortnight, the students are paired up with a new partner and this ensures all the students are able to pair with each other child in the class over the year. Lily, a child from the RP, is paired up with the other students from the mainstream class, which helps both her and the other students learn how to communicate with

each other and understand each other's differences. This is particularly helpful for Lily who does not socialise easily with her peers in the playground.

In one PE lesson, Lily was paired with Ibrahim. She is quite unsteady on her feet and Ibrahim noticed that she was struggling to balance on the bench. He walked in front of her and showed her how he held his arms out to the side to balance himself. Lily started copying Ibrahim and was able to walk along the whole bench by herself. In another lesson using ipads, Lily worked in a group of three, when she could not complete a programming activity, one of the boys in the group showed her what to do. This both reduced Lily's reliance on adult support and both students felt a sense of achievement when Lily was able to complete the activity after being shown.

3E. Visual support is used in both mainstream and RP

Visual support that is used in the RP should be used across the whole school, in mainstream classrooms, playgrounds and assemblies. This could include sign assisted speech systems, symbols and visual timetables.

Sign assisted speech can be learned and used by students and staff throughout the school in conversations, teaching times, and other activities, such as singing assemblies. Symbols can be made available throughout the school IT systems and used alongside written and spoken words to reduce the visual load and maintain consistency between the RP and mainstream classrooms. Similarly, visual timetables support students to understand what is happening throughout the day and should be used in both settings (see also 2f).

In Oakwood school, the teacher explains how the students from the RP have individual visual timetables that will show them where they are (the RP classroom or the mainstream classroom) and will tell them what topic they are doing. It will also show breaktimes and lunchtimes. Some children may use a Now and Next board as they move from one class to another to aid their transition. The timetables are replicated across the two classrooms, so the child from the RP can access it whichever classroom they are in.

3F. Expertise and good practice in the classroom is shared when staff from the RP and staff from mainstream work alongside one another

The interaction between the LSAs from the RP with the LSAs and teachers from the mainstream classroom means that there are opportunities to learn from one another's practices. This can be done directly through requesting specific support or through observation.

Hamed, a mainstream teacher, had difficulties communicating with and creating the most inclusive environment for Ryden, an autistic boy, who joined his class in September. One of the RP LSAs, Ben, came into the classroom regularly to observe Hamed teaching, and to see how Ryden was settling into the new class. Ben was quickly able to demonstrate three ways in which Hamed could improve the environment and his communication with Ryden. Firstly, Ryden appeared to be listening to the instructions that Hamed gave to the class, but then was struggling to get started on the work. Ben started to break the instructions down into smaller chunks for Ryden to complete. Ben made a short list of these chunks on a piece of paper for Ryden to tick off as he did them and

Ryden was able to get started on the work more easily. Hamed updated his planning for future lessons to include this chunking list that he could give to Ryden to tick off. Secondly, when Ryden sat at his individual workstation, Ben noticed that he was getting distracted by some artwork on the wall in front of him. Ben moved the artwork to a different part of the classroom and Ryden was able to focus on his work. Hamed had noticed that Ryden's gaze would often wander when he was presenting to the whole class at the whiteboard. He decided to move some of the posters on the walls next to the whiteboard and after this, noticed that Ryden, and many other students, were more focused on the whiteboard when he was teaching the whole class. Thirdly, Hamed listened to the way Ben spoke to Ryden and saw that Ben and Ryden often used sign supported speech to reinforce what they were saying. Hamed began to learn the signs Ryden used and found that it greatly improved their communication.

3G. When LSAs from the RP work in mainstream class, they provide support to all students not only one-to-one support to students from RP

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The RP LSA scaffolds the learning of the student in a way that supports their learning and develops their independence. They are expected to support all students and other adults and not to work with only the students from the RP.

When the LSA from the RP is providing support for the student from the RP in the mainstream classroom they are there to facilitate the learning of the student in the broadest sense including academic, life skills, learning behaviours, social skills, mental health and growing independence. It may include the LSA working away from the proximity of the student from the RP, for example by overseeing the work of another group, while they maintain awareness of the student's functioning. The mainstream teacher should also rotate the groups that they are supporting for small group work and this should include working with the groups that include the students from the RP. These measures reduce the dependency to the student from the RP on the LSA and encourages some independence and/ or peer working. If the LSA does provide some one-to-one support of the student from the RP, once the necessary support for a particular task or situation has been provided, the LSA should encourage independence by moving away.

During the Covid-19 pandemic, the 'bubble system' was used within schools to reduce the spread of infection. This meant that students and staff worked in small groups that did not change. Daniel became very used to having the same LSA with him in a small group and began to show an attachment to the LSA that was not conducive to his learning or his mental wellbeing. For example, if the LSA worked with another student, Daniel would cry and demonstrate some unregulated behaviours. As the bubble system was dropped, the LSA was better able to scaffold Daniel's learning to support his independence and it was observed that his unregulated behaviour decreased and Daniel became a more independent learner and member of the class.

AREA 4

Students' education in the Resource Provision class

	ACHIEVED	WORKING TOWARDS	NEED TO INITIATE
4a. Space is provided for targeted work in a one-to-one or small group setting	☐	☐	☐
4b. Create opportunities for students from mainstream class to join RP for specific activities	☐	☐	☐
4c. Expand the work students do in RP to mainstream spaces	☐	☐	☐

4A. Space is provided for targeted work in a one-to-one or small group setting

For students who need individual or group activities, RP can be used to provide additional support outside of the mainstream classroom. Equally, this space can be used by mainstream students who need a space for targeted work. When targeted work is carried out, the mainstream teacher should always be aware of its happening and be able to see examples of it.

Once a week, Logan goes out of the classroom with Mrs Mendez, a LSA from the RP, to a story telling group with two other students. Each week, the group starts with Mrs Mendez reading out the stories that the students wrote from last time as a reminder of their last group time. Then, Mrs Mendez shows an object which she has brought to the group for this week's inspiration. This week it is a small angel decoration. Mrs Mendez shows the prop and asks the students questions about it. For example, "what is this?" "Where might you see this?" "Where do you think the angel is going today?" "How do you think the angel is feeling?" Then she tells the students they have some time to write a short story taking inspiration from the angel. Logan can write very simple short words but is not able to write sentences yet and so she draws a picture for her story with one or two words on the picture. Once the students have finished, each child is invited to tell their story or to give

their piece of paper to Mrs Mendez for her to tell their story. When it is Logan's turn, Mrs Mendez asks Logan to show her picture and tell her story. As Logan describes what it is happening, Mrs Mendez writes down the story so that she will be able to read it out next time. The students take turns, listen, speak, ask questions and develop stories, all of which help develop their communication skills. Feedback is given to Logan's mainstream teacher after the session.

4B. Create opportunities for students from mainstream classes to join the RP for specific activities

There may be students in the mainstream classrooms who would benefit from reverse inclusion into the RP. RP staff may support and advise the mainstream class about these students and may also offer time for the students from mainstream to come and include in RP activities. This can be done on a regular or more flexible basis.

Maia is a student in mainstream. She enjoys being in her mainstream class and is making progress but she is very quiet and doesn't talk easily with other students. She struggles with anxiety and can find the mainstream class overwhelming. Maia now joins the RP class one afternoon a week for Forest School which gives her a break from the mainstream classroom, an outdoor activity with a smaller group of students, and some one-to-one time with RP staff. Maia loves Forest School and there has been a noticeable

difference in her anxiety levels since the reverse inclusion started. It has also given her opportunities to speak to individual students, for example, as they collect sticks for an activity, in a quieter environment which has improved her confidence.

4C. Expand the work students do in the RP into mainstream spaces

In the Individual Education Plan (IEP) for students in the RP, the goals and the special support outlined should be expanded beyond the RP into the mainstream classroom. All staff should contribute in writing the individual targets and support their achievement.

It is important the student does not associate a particular target with just one classroom environment and that strategies and support for a target are used fluidly between the RP classroom and the mainstream classroom (see also 2a).

In Crestview school at the beginning of the academic year, the students' EHCPs are read through and discussed by all staff. Sophie is a student from the RP who has several targets on her IEP concerning her social interactions with peers and staff. One of her targets is around how she speaks to people. The IEP targets are displayed on a small wall card in the RP and Sophie takes this card with her when she goes to her mainstream classroom. This target has also been shared between the RP and the mainstream teacher. In both settings, Sophie is praised when she speaks nicely to others, or is reminded of her target when needed. This consistency has extended her targets beyond just the RP classroom and helped her to achieve this target throughout the school, which has been noticed by breaktime and lunchtime staff.

AREA 5
Collaboration with parents

	ACHIEVED	WORKING TOWARDS	NEED TO INITIATE
5a. School liaise with parents to ensure a joint approach between home and school	☐	☐	☐
5b. Parents are supported to understand their child's needs and strengths but are asked to offer their expertise	☐	☐	☐
5c. Parents' expectations are discussed and school's input is realistic	☐	☐	☐
5d. School employ the use of compassion and pastoral care	☐	☐	☐
5e. Information is shared online with parents	☐	☐	☐
5f. Parents are kept informed of their child's progress and successes are celebrated	☐	☐	☐
5g. Support parents in expressing preferences or making decisions, especially about transitions to junior or secondary schools	☐	☐	☐

AREA 5

Collaboration with parents cont.

	ACHIEVED	WORKING TOWARDS	NEED TO INITIATE
5h. Parents socialise with all parents in the school, not just parents of children in the RP	☐	☐	☐
5i. Parents collaborate with mainstream teachers, not only staff in the RP	☐	☐	☐
5j. Expectations of the role of the RP within the mainstream setting is made clear to parents from the beginning of their child's school journey	☐	☐	☐
5k. Manage parents' concerns with regard to a potential learning, academic or social gap between children in mainstream and their child in RP	☐	☐	☐
5l. RP staff to offer workshops for parents to gain and share knowledge	☐	☐	☐
5m. Ensure parents know that their child's difference is recognised and how it is supported	☐	☐	☐
5n. Parents of mainstream students to consider students from the RP as equal members of their child's class	☐	☐	☐

5A. School liaise with parents to ensure a joint approach between home and school

Schools should share practices with parents to maintain an open channel of communication and a joint approach.

In Southway school, Theodore is a student in the RP in year R. He has been struggling to come into school and separate from his mum. School staff and his mum worked together to develop strategies to support this transition.

The school supported his mum with this by a member of staff walking out to meet Theodore and his mum before they got to school and walking the rest of the way with them. The distance from the school that the LSA met Theodore and his mum was gradually reduced until his mum was able to walk him to the school door for a smooth and calm transition.

5B. Parents are supported to understand their child's needs and strengths but are asked to offer their expertise

Positive relationships between parents and school staff should be fostered from the outset. Parents should be treated as the experts on their child.

When a student is moving to a new setting, it takes time to understand their individual needs and strengths. School staff can begin to build a picture from meeting the student, observing and reading reports but it is important to enable parents to add their own perspective for a more complete understanding.

Mr Tan is the head teacher at New Road Infant School. He will start to form a relationship with the family as soon as they know the student is coming to them. This will involve the student coming into the RP and the mainstream class (if appropriate) for visits to spend some time in the school. These visits will begin with their parents staying with them and then parents are invited to go off for a coffee and the student stays with the staff in the RP or mainstream class. These visits give the parents opportunities to see how the RP works and meet the staff and ask any questions they might have. Equally as important, the parents are encouraged as the experts on their child to share specific information such as what toys they might like, their

interests and motivators. After the visits, the staff can also share their observations of the students when they are in the RP or/and mainstream class. Transition visits, their number and their length should differ in consultation with the parents, depending on the needs of the child. These visits create a positive link between staff and parents and set out the belief that they are a partnership. This positive relationship and experience can help to put into place a robust transition process for the student to give the greatest chance of them being successful in school from the very start.

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5C. Parents' expectations are discussed and school's input is realistic

Schools should be clear with parents how the RP is supporting their child and when external agencies will be consulted. School should be able to explain those decision to parents.

When parents find it difficult to understand decisions made by the school, the RP staff can take time to explain the reasons for the decisions and what the potential benefits will be. A positive and open relationship between the school and parents provides opportunities for expectations to be discussed regularly and to deal with potential conflicts quickly.

James is a student in the RP. His mum Kerry wants him to spend more time in the RP and has been questioning the decision to put him in a mainstream class. Her expectation was that James would spend each day in the RP and then

go to mainstream for one or two lessons a day. The school see that James has settled very well into the mainstream classroom and is managing the learning and working well with his peers. They think that James will not make as much progress if he spends more time in the RP as he will not have the same role models and learning opportunities that he has in mainstream. Although James often has a different learning outcome from the other students in mainstream, he is participating in the same topics and group work and making progress in reading and writing. James' mainstream and RP teacher meet with Kerry to discuss this and they show James' targets as evidence for their discussion.

5D. School employ the use of compassion and pastoral care for parents

Schools recognise that parents whose child is attending a RP may require additional pastoral support associated with their child's additional needs.

Managing parents' expectations and challenges requires high levels of compassion from the school staff, as they seek to highlight for parents the positive qualities of their child and the possibilities for their child's future progression. Parents may need extra pastoral care from staff if they are experiencing hardship or have additional needs themselves. School staff may not have the capacity to support parents as much as needed and being able to signpost parents to external organisations is invaluable.

At Maple Lodge school, a local hub is run in liaison with some other local organisations. From here, families are able to make links with external organisations to support with, for example, financial, housing and transport issues (see also 5h). In addition, staff in this school adapt some practices to support families they know are under pressure, for example the use of extra aprons during messy play to reduce the amount of washing needed at home.

5E. Information is shared online with parents

Various online systems are available to enable information sharing between school and parents on a regular basis. Time and convenience are the advantages of such platforms but in-person meetings to share resources should also be encouraged (see also 6d).

Blueroad school report that they utilise online platforms to provide liaison between school and home, for example the school will support parents to use conferencing technology, so they can attend meetings or therapy sessions, if in-person attendance is not possible. They report that since the Covid-19 pandemic when all annual reviews were held online, they have continued to offer parents this system for parents' evening as they have found it bolsters attendance. The school also use an online learning journal to share more personal information about individual students such as observations, video clips, pictures and written notes and they also encourage feedback from parents. Online systems enable regular communication that can be shared and read at a time convenient to each party and maintains a record of what has been shared. Blueroad reports that this is particularly important for parents of students from the RP who are brought to school by authority transport as this reduces the number of times that parents and staff see each other face-to-face. The school uses a social media platform to share broader information relevant to groups of parents such as activities, photos, reminders, diary dates and celebrations. This keeps parents up to date and school also report it helps foster a sense of community, not only between parents and the school but also between parents (see also 5a).

5F. Parents are kept informed of their child's progress and successes are celebrated

Staff from the mainstream and the RP classroom should invest time when needed to provide feedback to parents.

The point of contact between home and school is not solely fixated upon the child's additional support and their EHCP but day-to-day successes are celebrated. This might be a quick conversation at the door or note in the home-school book to describe a 'wow' moment the student had that day. Extra time should be invested to speak with parents when necessary, in the way of phone calls or other means of communication and schools should offer an 'open door policy' (with boundaries).

When Danny's mum drops him off at school, he finds it very difficult to separate from her and always cries. She recently went to an end of term assembly for parents and at the end of the assembly, Danny cried again when he had to go back to his classroom. Understandably, his mum finds this very distressing and is worried that Danny will never be able to settle in school. She is also worried that Danny is not making enough progress in his learning and contacted the RP manager to discuss her concerns. The RP manager arranged to meet with Danny's mum and they looked together at his books as well as some recent photos from the classroom. Mum could not believe how happy Danny looked and that he was smiling at the camera. She also was impressed by how much progress he has made with his writing because she can never get him to write anything at home. She was incredibly reassured by both the pictures and the progress Danny is making, and the RP manager suggests that they meet together more often to share Danny's work and pictures of him at school (see also 5k).

5G. Support parents in expressing preferences or making decisions, especially about transitions to junior or secondary schools

Schools should recognise that when parents are making a choice about specialist provision for their child, information is less accessible than when choosing a mainstream placement. For example, they may know less families who attend those potential schools.

Parents may feel ill-equipped to make decisions about the next stage of education for their child. They may express a lack of confidence in being able to choose the best setting for their child, feel overwhelmed by the choices or may not know the choices available. RP staff may be able to support parents when needed to navigate the information they have in deciding the next steps for their child or signpost them to local organisations offering advice.

Mrs Taylor is the RP manager in an infant school. Parents often ask for support in choosing a junior school for their child. This year, she organised a tour of two local junior schools for the Year 1 parents whose children are in the RP. She accompanied parents on the tours and then arranged an individual meeting with the parents of each child. In these meetings, they discussed the individual strengths and needs of the student, and the characteristics of each junior school so that the parents could review the suitability of the school for their child. Mrs Taylor supported the parents to make the decision by asking specific questions such as: 'Which school do you feel would be most appropriate for your child? Why?'; 'Where can you see your child being happier? Why?'; 'What features of the school would help your child to settle?'; 'What does your child enjoy at school? Would this school be able to provide that?'; 'What does your child find difficult at school? Do you think this school would help with that?' Parents felt supported in making decisions by doing the tours with someone they trusted knew their child and understood their needs. This empowered parents to express a preference themselves. Although supported tours like this may not always be possible, RP staff can sit down with parents to help them think through what to consider when visiting another setting.

5H. Parents socialise with all parents in the school, not just parents of children in the RP

Knowing other parents from the RP is valuable to many parents as they are able to share experiences and advice with each other. However, in schools where the students spend most of their time in the RP, their parents may have limited opportunities for meeting and socialising with other parents from the mainstream RP. Reflecting the inclusion of students from the RP in mainstream classrooms, there is also opportunity for schools to facilitate the inclusion of parents within the whole school community.

Certain practices can help prevent parents of students from the RP feeling isolated from the rest of the school. Knowing parents of students from the mainstream classrooms can lead to opportunities for developing social relationships outside of the classroom, for example with playdates or invitations to birthday parties. Parents' exclusion may be exacerbated if the drop off and pick up areas are in a different part of the school site than the mainstream classrooms and if school events, for example sports days and parents' evenings, are on different days and this should be addressed where feasible.

Ash Vale school reports that it facilitates opportunities for parents of students from the RP and mainstream to meet and get to know each other by inviting all parents from the class to events such as class assemblies, plays and coffee mornings. Beyond the immediate school community the school also runs a family hub in conjunction with other local schools once a week. This is open to parents of any student attending those schools. This gives all parents an opportunity to meet, form friendships and support each other. Outside agencies also sometimes attend in order to give advice about a range of topics such as financial and housing issues (see also 5d).

5I. Parents collaborate with mainstream teachers, not only staff in the RP

Parents should be made to feel that their child is a member of the mainstream classroom and identify the teacher and staff in that classroom as key adults in their child's school life. Staff from the RP should be considered as supporting staff.

Messages from the school should come from the mainstream teacher not only the RP staff. The expectations for this are set out prior to the student starting school where the parents of all prospective students including those who are applying for the RP are invited to year group open evenings. Parents are invited to the parents' consultation evenings to meet the mainstream teacher. The RP teacher may have a presence there or do a joint meeting with the mainstream staff but they are not seen as being able to provide information that the mainstream teacher cannot. Mainstream staff will liaise with parents on a day-to-day basis.

Mahmud is the parent of Shanta, a student in the RP who spends time in mainstream. Mahmud drops off and collects his daughter from the RP each day and has the opportunity to talk to the RP staff about his daughter's day in school and her overall progress. The RP also uses an online app which enables the RP staff to share work with parents and parents to respond with news from home (see

also 5e). Once a year, Mahmud attends parents' evening with the RP teacher. However, Mahmud does not have the opportunity to communicate with Shanta's mainstream teacher and does not receive updates on her progress in mainstream. He raised this with the RP manager who discussed this with the wider staff team. The staff agree that parents of students from the RP would benefit from knowing their child's mainstream teacher and being able to discuss progress with them. Two actions have been put in place to improve communication between parents and mainstream teachers. Firstly, students from the RP spend their afternoons in their mainstream class. When they go to their mainstream classroom now after lunch, they take their coats and bags with them and are then collected from their mainstream classroom by parents. This gives the parents the opportunity to meet the mainstream teacher and have quick catch ups where appropriate (see also 5f). Secondly, parents of students from the RP are invited to attend parents' evening with the mainstream teacher as well as the RP teacher to hear about their child's progress. Mahmud now has the opportunity to speak to the RP teacher at school drop off and the mainstream teacher at pick up and can attend parents' evening with both teachers to hear about Shanta's progress.

5J. Expectations of the role of the RP within the mainstream setting is made clear to parents from the beginning of their child's school journey

From the open days and the initial transition days, the role of the RP as it functions within the mainstream school should be made clear to parents.

In Roseberry school parents are supported to understand the differences between mainstream settings, RP placements, special schools and the environment each provide. This open communication continues throughout

the students' schooling and the parents are made aware of decisions around their child's inclusion in the mainstream setting and the justifications for these decisions. Parents' expectations are discussed and parents are encouraged to set short-term realistic targets that can be discussed regularly (see also 5c).

5K. Manage parents' concerns with regard to a potential learning, academic or social gap between students in mainstream and their child in RP

Schools should recognise that parents of students who attend a RP may want clarification in understanding their child's learning profile.

Some parents of students from the RP are particularly concerned about the gap between their child and peers from the mainstream classroom. Students from the RP may take longer to reach certain age-related expectations than their peers, and others may not reach those at all. As students get older, these gaps may seem to widen. RP staff can help manage parents' understanding of attainment levels. Carefully listening to parents' concerns is key to understanding so that assumptions or misconceptions are avoided. RP staff can then share their assessment of the student and the targets that have been put in place. Progress in relation to these targets can then be shared and parents can see the progress that their child is making (see also 5f). In some areas, these targets may be different from peers but in others, they may be the same.

Hayley is not sure if her son, Max, is benefitting from his placement within the mainstream classroom with support from the RP. She worries that he is not able to do the learning and complete the tasks he is given and that the gap between him and his peers is growing. When learning tasks are sent home, she does not feel confident to attempt them with Max because she worries that he won't be able to do them. She is also concerned that he is not happy in the mainstream classroom. The mainstream teacher has been regularly sharing examples of Max's work, photographs of him smiling to the camera as he holds up artwork and writing, and photographs of him engaged in his work. Over time, Hayley is able to accept that Max is settled and progressing in his classroom and is benefitting from positive role models in his mainstream classroom. She feels more confident to support Max with home-based learning tasks because she can see that he is able to do them and enjoys the learning. She can speak to both mainstream and RP staff for additional support when needed. This collaboration has improved Hayley's confidence which has alleviated her concerns and improved her ability to support Max in his learning.

5L. RP staff to offer workshops for parents to gain and share knowledge

Workshops create opportunities for parents to share their experiences with other parents with children in the RP.

Mrs Lai is the RP manager in an infant school. She notices that parents often ask her for help in supporting their child's communication and behaviour and make comments that suggest they feel that they are the only one struggling with this issue. She decides to offer a series of workshops for parents of students in the RP with two aims. Firstly, to demonstrate methods of supporting students' communication and behaviour at home, and secondly, to build relationships between parents of students in the RP so that they can support each other.

The workshops include input from the RP staff on tools such as Now and Next cards and visual timetables. Each tool is demonstrated by the RP staff and parents are invited to ask questions and make comments. Then resources are given to the parents, so that they can replicate the tool at home. Parents are then encouraged to try using it before the next workshop so that they can feed back on how the tool has been used, any problems using it, and in what ways it has been successful. RP staff are also able to signpost parents to external courses or resources if necessary. The next workshop has time for parents to share their experiences and to troubleshoot any problems together. Over time, Mrs Lai notices that parents become more confident in trying new tools and sharing their experiences in the group. She hears that the parents from the group have started talking to each other more and supporting each other outside of the group. After the workshop, there is time given for coffee so the parents can socialise and offer mutual support and develop relationships. The workshops have also been adapted as online sessions for those parents who are unable to attend face to face meetings and where possible, resource materials are sent home. Mrs Lai reports that these workshops are well attended.

5M. Ensure parents know that their child's difference is recognised and how it is supported

It is important for parents to know that their child is seen as an individual and their difference is recognised by the RP and mainstream staff. It may be an ongoing process of reassuring parents that their child is understood, their differences are known, and their learning is enabled through support from the RP.

Judith is a manager at a RP and she ensures she has regular meetings with parents to talk through their child's strengths and abilities, as well as the additional needs that they have. Judith describes a recent meeting with the parents of Seth. Judith first discussed Seth's individual abilities and strengths such as his observational skills. Seth will notice which students or staff are absent from school before any of the other students do. Judith also acknowledged that Seth does have complex needs. Judith then showed Seth's parents how his learning needs are taken into account during the planning for both the RP and the mainstream classrooms and how work is adapted and differentiated for him (see also 3a). For example, Seth finds writing and reading very difficult and Judith showed his parents how he had joined in the same maths activity as all the other students which was to order ascending numbers by cutting and sticking out the numbers rather than by writing them.

5N. Parents of mainstream students to consider students from the RP as equal members of their child's class

For students from the RP, a sense of belonging in the mainstream classroom is bolstered when parents recognise students from the RP as equal members of their child's class. This can be started from the outset by having joint open evenings and transition days for students and parents from the mainstream and RP settings.

In Rosewood school, all students are dropped off and picked up at the mainstream classroom door. There is no external physical entrance to the RP area. This can facilitate parents meeting each other in the playground or outside the classroom. The school recognises that there is not this opportunity for parents whose children get authority transport to school and parents who do not do school drop off and pick up and they are encouraged to attend events. Including students from the RP in mainstream class activities (e.g. school performances, events and assemblies) where parents are invited, can encourage parents to see all the students as members of the mainstream class. Rosewood school notes that this

has a positive impact on the inclusion of students from the RP to social events outside of the school such as receiving greetings cards or birthday invitations. These acts may signal recognition of students from the RP as being recognised as equal members of the mainstream class (see also 5h).

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AREA 6

Collaboration with external professionals

	ACHIEVED	WORKING TOWARDS	NEED TO INITIATE
6a. School staff and external professionals to maintain regular communication and set targets for each student together	☐	☐	☐
6b. Parents are informed about the role of external professionals and what to expect from them. School supports the relationship between parents and external professionals	☐	☐	☐
6c. External professionals meet staff from the mainstream classrooms, not only staff from the RP, and their role is clear to mainstream staff	☐	☐	☐
6d. External professionals meet with parents, not only school staff	☐	☐	☐
6e. External professionals are informed about any changes in school or with the student	☐	☐	☐

6A. School staff and external professionals to maintain regular communication and set targets for each student together

RP staff should take the lead in setting targets in collaboration with external professionals. These targets should be communicated to the mainstream staff and parents.

Lillian is a RP manager in Burnside junior school. The school has allocated time for a SaLT who visits the school to work with students from the RP. Lillian and the SaLT discuss targets for each student which consider both developmental and educational perspectives. Rather than having multiple sheets which cover the various targets set by different professionals, the discussion enables targets to

be combined and easily communicated to staff across the school. The RP manager compiles a target sheet that is on one side of an A4 and shows the combined targets. Staff have fed back that this system enables them to that is clear to read, easily digestible and supports the planning for the student. This is then reviewed by the RP manager and SaLT regularly and updated if necessary.

6B. Parents are informed about the role of external professionals and what to expect from them. School supports the relationship between parents and external professionals

Students at a RP may have a range of external professionals who support them in their school setting. When these professionals work through the school and have less frequent visits, the school should recognise that they may be the point of contact for parents and should support them to understand both roles of the various external professionals and how they work collaboratively with school.

Staff in Allthorpe primary school have found that parents have been confused about the role of therapists and also have questions about diagnoses or interventions for their children. School supports parents to understand which professionals are involved with their child and how this support can be utilised. Stan, the RP manager

from Allthorpe school, has arranged for parents to meet the external professionals working with their children at the beginning of each programme, so that they can ask questions directly and ask for advice. Those that are unable to meet are offered a phone call at a more convenient time. However, when Stan spoke to parents about this opportunity, although the parents wanted to meet the professionals, some felt unsure of what to ask because they were unclear about the professionals' roles. Stan helps facilitate the relationship between the parents and the external professionals. He helps parents to think through what they want to know, for example, how they could support their child's development at home, and how they could frame questions they have.

6C. External professionals meet staff from the mainstream classrooms, not only staff from the RP, and their role is clear to mainstream staff

For students who receive support from external services such as speech and language therapy, physiotherapy, occupational therapy and educational psychology, the professionals meet with all staff working with that student. Observations by the visiting professional are carried out in the mainstream classroom and the RP as necessary.

Joseph is a boy from the RP who spends time in mainstream in Hedgehog class. When the SaLT comes into school for a session with Joseph, he meets with staff in both the RP and Hedgehog class. Although a bespoke programme recommended by the SaLT will be carried out in the RP, the SaLT is able to explain the therapeutic plan with all staff in order that Joseph's targets can be generalised into the classroom environment in both the RP and the mainstream classroom. Staff are able to ask questions and clarify any specific support that they can give to Joseph ensuring there is consistency in the different contexts. The mainstream staff can ask for suggestions of adjustments they can make which will support the work Joseph is doing in the RP (see also 2a).
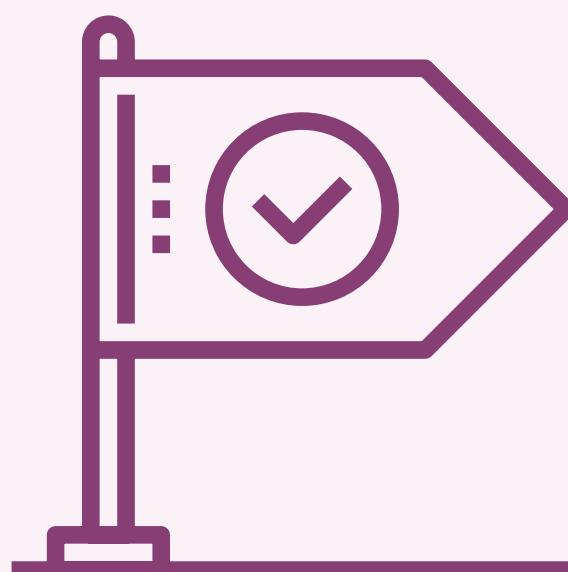
6D. External professionals meet with parents, not only school staff

Direct collaboration between parents and external professionals is important and schools should support opportunities for this to happen.

In Witton West school during the COVID-19 pandemic, students from the RP were having online sessions with external professionals whilst at home. Gianna, a student from the RP with speech and language difficulties, was having speech and language therapy sessions online. Her parents helped her get set up in front of the computer and were in the room with her during the session. This gave her parents some insight into the work that the SaLT was doing with Gianna. The parents were then invited to be involved and to help Gianna with the activities that she was being asked to do. It was the first time that Gianna's parents were involved in a speech and language session and were able to participate in the therapy with Gianna. The SaLT was keen to point out that there are pros and cons to parents being involved as sometimes students change their behaviour when a parent is present, but the therapist certainly saw the benefits of parents understanding what therapy was being used and the purpose of it. After seeing the success of these sessions, the school have collaborated with the SaLT. Now when the SaLT visits the school, parents are invited to attend through an online platform, and they essentially 'sit in' on the session. Their presence on the screen means that their child is not distracted as they might be by their presence in the room. It allows for collaborative working and on-going and immediate feedback to parents and liaison between the SaLT, parents and school staff.

6E. External professionals are informed about any changes in school or with the student

Given the daily contact that school staff have with the students, it is important that they communicate any changes to the external professionals working with the student on a need-to-know basis.

Waterside school report that they maintain positive relationships with external professionals and they recognise the importance of appropriate information sharing. Ivanka, the manager of the RP reports that she will brief the external professionals at the beginning of a visit if there is relevant information that could impact upon the student's functioning or behaviour. This could be from within the school context such as changes to staffing, friendships, learning or routines, or wider changes such as changes to health, family life, behaviour, or mood. In this way, Ivanka is able to ensure external professionals, who may only see the student periodically, can consider the most current needs in their ongoing care and assessments. Ivanka also has contact details for the professionals so she can share practical arrangements, for example if a student is going to be away on a school trip during the planned session. Ivanka shares this as in advance as possible with the external professional, so alternative arrangements can be made.

AREA 7

Student relationships and friendships

	ACHIEVED	WORKING TOWARDS	NEED TO INITIATE
7a. All students from the RP have the opportunity to develop interactions with mainstream students to enhance their social skills	☐	☐	☐
7b. Students from the RP are given opportunities for social interactions with other peers in the mainstream classroom	☐	☐	☐
7c. Teach mainstream students to treat students from the RP as equal peers	☐	☐	☐
7d. Educate all students about differences and diversity to develop an ethos of respect and understanding	☐	☐	☐

7A. All students from the RP have the opportunity to develop interactions with mainstream students to enhance their social skills

Students from the RP and mainstream students may need support in building social relationships and this can be done, for example, through supported play, access to small groups or structured play opportunities.

In playtimes and lunchtimes, the school staff in Aston school creates opportunities to encourage students from the mainstream classroom to play with students from the RP. At first, this requires support and supervision to structure games or to provide equipment or opportunities that can facilitate interaction if students are finding it difficult or need support to develop their social skills. For example, in Aston the staff adapted Harry's social circle in order to facilitate some peer to peer interactions. Harry was invited to join a lunchtime club that included some mainstream students with who he shared some interests. This allowed Harry to be in a smaller setting and with students who staff felt may support his social interaction skills. When this play was transferred to outside, the staff member could support Harry by saying 'can you remember when we played...' to help him reflect on lived experiences of successful play and socialisation.

7B. Students from the RP are given opportunities for social interactions with peers in the mainstream classroom

Student interaction can be supported using paired work, small groups, and teamwork within the mainstream classroom.

Watercress school uses a buddy system and carefully considers which students from mainstream would be supportive and encouraging to those students from the RP. Mainstream teacher, Mr Ngwenya uses pairs in his class that are regularly changed throughout the year, so that all students can work together and learn how to interact with one another. He facilitates socialising and relationship building between all students by organising the seating according to his knowledge of the students. Mr Ngwenya believes that these opportunities may lead to friendships.

However, some students might need more support even before joining the mainstream classroom. Julia is a girl from the RP who visits her mainstream classroom twice a week. Before she began visiting her new class, her teacher in the RP helped her to practise sentences such as, 'My name's Julia. What's your name?' so that she could begin to interact with the other students. Julia also has the opportunity to play with any of the students in the school during playtimes and lunchtimes, as the playground is open to all students, but the RP teacher has noticed that Julia is often alone in the playground and is not managing to develop friendships or join in games with other students. She notices that Julia does not initiate conversations with other students but is quite happy to respond if they approach her. The RP teacher spends some time with Julia asking her about which games she would like to play with other students in the playground and who she would like to play with at lunchtime. Julia mentions three names. Her teacher gives Julia some ideas of how she could talk to these students in the playground. They practise sentences, such as, 'Please can I play with you?' 'What are you playing?' 'How do I play that game?' During playtimes, Julia's teacher encourages her to try talking to the students she would like to play with and reminds her of the sentences she could try. Gradually, Julia builds her confidence as she initiates conversation and is able to develop friendships with her mainstream peers.

7C. Teach mainstream students to treat students from the RP as equal peers

Students in the mainstream classroom can sometimes treat students from the RP differently when they are included in mainstream. This might be because of their speech and language difficulties, their physical disabilities, or social and emotional needs.

In Hollyrow school, Mark, a mainstream teacher, noticed that some of the students from the mainstream class were very nurturing towards the students who came in from the RP and 'babied' them. Marked talked with the mainstream students about this. The students were thanked for their kindness but were supported to understand how they could treat their peers from the RP as equal peers and not try to do things for them that they can do independently. The mainstream students were unaware that they were behaving like this, and after an initial talk a gentle reminder was enough for them to speak or act as they would with any other peer. The mainstream students are educated that although the students from the RP may have different learning needs, this is a difference be recognised and respected (see also 7d).

In Lowetown school, a child from the RP was pinching and touching the mainstream students as this was a form of communication for him and to helped regulate his sensory needs. The other students complained to the teacher that he was annoying and he was hurting them. Nick, the RP manager spoke to the other students when this student was out of class and explained why he was touching and pinching. He also gave them practical strategies or gestures and words that they could use when this was occurring. This helped turn frustration felt towards their peer into compassion and also empowered the other students to feel they could support him to change his behaviour.

7D. Educate all students about differences and diversity to develop an ethos of respect and understanding

All students should be taught the value of diversity and differences, of all kinds, in a whole school approach. Students should be supported to understand why students from the RP may have some different provisions to the rest of the class and be supported to respect these as valuable differences.

When difference and diversity of a particular student are being discussed in a class, the wishes of the parents of this student and how they wish these differences to be addressed, for example whether they wish diagnostic labels to be used, should be considered.

Titus' son, Jake, is an autistic student based in a mainstream classroom in year 4. The RP staff support Jake in his mainstream classroom. Jake is struggling to settle in his class and Titus is concerned that the other students in the class have not been educated about autism and might not understand why Jake may speak or act differently from the other students. He feels that this lack of education might lead to misunderstandings of Jake's behaviour or that students might think Jake is just being naughty. Titus points out that if a student was in a wheelchair, everyone would see and adjust their expectations of that student and understand why they might not be able to do certain activities or might be upset when they couldn't join in. However, he reports that Jake sometimes comes home upset because other students tell him he is not doing things in the right way. Titus feels like this might be due to Jake not understanding how to do something or getting frustrated because he can't make himself understood. Jake also finds noisy environments very difficult and often wears ear defenders in the classroom. He told Titus that other students pull them off him and he doesn't like it. Titus thinks this might be because the students don't understand why Jake uses them. He would like the teacher to talk to the students about Jake being autistic and explain why there are some differences between him and the other students.

AREA 8

Seek support from the Local Authority

	ACHIEVED	WORKING TOWARDS	NEED TO INITIATE
8a. Encourage LA to inform schools well in advance when a student is going to join in order for schools to prepare staff and resources	☐	☐	☐
8b. Ask LA to establish multi-agency meetings at the LA level for students with EHCPs	☐	☐	☐
8c. Encourage LA to provide network meetings with other schools with RPs to learn from each other	☐	☐	☐
8d. Provide sustainable communication with LA	☐	☐	☐

8A. Encourage LA to inform schools well in advance when a student is going to join in order for schools to prepare staff and resources

Schools should be given timely notice of their intake for the new academic year in September. This allows the school to set the foundations for a successful transition.

Claire, a RP manager, describes that on receiving the names of the new September Year 3 intake, she is able to attend their end of Year 2 annual reviews. This allows her to meet their parents and begin this important relationship. Claire thinks that this initial contact can be especially important for those students who travel to school by authority transport as there may be no immediate opportunity for the parents to meet school staff at the start of the school year. It also means that she has an opportunity to observe the prospective RP student in their current placement and targets and progress can be shared. All this means the RP are well placed to meet the student's needs as soon as they start their new school.

Similarly, Claire can invite the named secondary school to the student's Year 6 annual review when the secondary school is named in a timely way. This collaborative transition process can help parents through a potentially very stressful period. Claire reports how parents will use school as a point of contact to ask when their child's school will be named. Waiting for a school placement to be named can be a time of complex emotions for parents. Having a definite date and time scale to be able to share with them not only helps parents to manage any anxieties but also allows school to continue a positive relationship with parents and decrease the chance of any conflict arising.

8B. Ask LA to establish multi-agency meetings at the LA level for students with EHCPs

The annual review meeting brings together the parents of a child and school staff and external professionals involved. It is often at these meetings where important decisions regarding changes in students' EHCP and/or provision are discussed. These decisions need to be agreed at an LA level.

The attendance of a representative of the LA such as the student's caseworker who has the authority to make decisions makes the process easier, quicker and more efficient. Rowan, a RP manager, reports how the presence of a LA representative can also help maintain the important relationship between parents and

schools by them being the lead in navigating potentially contentious issues as they do not have the personal relationship with parents. The LA representative brings knowledge of the processes and systems and are well placed to respond to queries and calls for information that parents may have. Planned meetings can bring together nurseries, special schools, early years support such as Portage and infant schools that are geographically linked. When organised in advance, Rowan can hear the names of potential students 1-2 years in advance of their potential arrival at the RP. They report that this is helpful as they already have some knowledge of those students if they are then sent a request for a placement in the future.

8C. Encourage LA to provide network meetings with other schools with RPs to learn from each other

Schools should be able to readily access the experiences and knowledge of other schools.

This can be done through SENCOs coming together in networks meetings and clusters. There should also be groups specific to teachers and managers working in schools with RPs. The dates for these meetings should be distributed in a timely way in order to allow schools to plan around them and give the best opportunity for attendance within a busy school schedule.

8D. Provide sustainable communication with LA

At a county level, a digital platform should provide all the paperwork for a student in one place and this should be accessible to parents, schools and relevant external professionals.

A digital platform can provide sustainable communication if it is kept updated and is accessible to all professionals who use it as well as parents. Parents should be provided with support to access the digital platform if they require it. Paperwork submitted onto the digital platform should be updated and reviewed in a timely manner. Communication provided from the school to the LA about students and their needs and required provisions, alongside that of external professionals, should be person-centred and clearly outline the student's educational and learning needs. This information should be regarded as paramount in making decisions for a student's future placement.
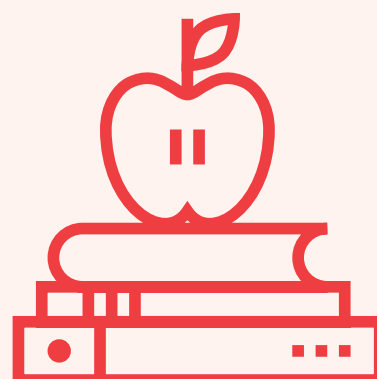
TOOLKIT MAP: AREA 1

Whole School Approach

		ACHIEVED	WORKING TOWARDS	NEED TO INITIATE
1a.	The SLT supports the inclusion of students from RP to mainstream classrooms	☐	☐	☐
1b.	Ensure that staff development targets focus on students' needs and strengths. Provide training to support mainstream teachers	☐	☐	☐
1c.	Empower mainstream teachers to recognise students from RP as members of their class	☐	☐	☐
1d.	Employ a strengths-based approach when supporting the transition of a student to the next school level	☐	☐	☐
1e.	Provide time for reflection	☐	☐	☐

TOOLKIT MAP: AREA 2

Co-Planning/Transition to mainstream class

	ACHIEVED	WORKING TOWARDS	NEED TO INITIATE
2a. RP and mainstream teachers work together to write targets to reduce barriers to learning for the child from the RP	☐	☐	☐
2b. Resolve confusion in planning. Mainstream teacher leads the planning for all students including those from RP with support provided by RP staff	☐	☐	☐
2c. RP staff help mainstream teachers build confidence in planning for children from RP	☐	☐	☐
2d. LSAs from the RP to go to the lesson in the mainstream classrooms knowing the lesson plan	☐	☐	☐
2e. Create common online spaces to share planning, so the RP staff can prepare resources and materials in advance	☐	☐	☐
2f. Develop effective strategies to help each child transition from RP to mainstream class	☐	☐	☐
2g. Students from RP go to mainstream class with a peer or group from RP	☐	☐	☐

TOOLKIT MAP: AREA 3

Students' education in the mainstream classroom

	ACHIEVED	WORKING TOWARDS	NEED TO INITIATE
3a. Mainstream teachers differentiate for all students in the mainstream class for all subjects	☐	☐	☐
3b. Scaffolding to support the learning of students from the RP is used appropriately to develop independent learners	☐	☐	☐
3c. Provide individual resources to facilitate learning in the mainstream class	☐	☐	☐
3d. Encourage students from the RP to collaboratively work with peers in the mainstream classroom and learn from one another	☐	☐	☐
3e. Visual support is used in both mainstream and RP	☐	☐	☐
3f. Expertise and good practice in the classroom is shared when staff from the RP and staff from mainstream work alongside one another	☐	☐	☐
3g. When LSAs from the RP work in mainstream class, they provide support to all students not only one-to-one support to students from RP	☐	☐	☐

TOOLKIT MAP: AREA 4

Students' education in the resource provision classroom

	ACHIEVED	WORKING TOWARDS	NEED TO INITIATE
4a. Space is provided for targeted work in a one-to-one or small group setting	☐	☐	☐
4b. Create opportunities for students from mainstream class to join RP for specific activities	☐	☐	☐
4c. Expand the work students do in RP to mainstream spaces	☐	☐	☐

TOOLKIT MAP: AREA 5

Collaboration with parents

	ACHIEVED	WORKING TOWARDS	NEED TO INITIATE
5a. School liaise with parents to ensure joint approach between home and school	☐	☐	☐
5b. Parents are supported to understand their child's needs and strengths but are asked to offer their expertise	☐	☐	☐
5c. Parents' expectations are discussed and school's input is realistic	☐	☐	☐
5d. School employ the use of compassion and pastoral care	☐	☐	☐
5e. Information is shared online with parents	☐	☐	☐
5f. Parents are kept informed of their child's progress and successes are celebrated	☐	☐	☐
5g. Support parents in expressing preferences or making decisions, especially about transitions to junior or secondary schools	☐	☐	☐

	ACHIEVED	WORKING TOWARDS	NEED TO INITIATE
5h. Parents socialise with all parents in the school, not just parents of children in the RP	☐	☐	☐
5i. Parents collaborate with mainstream teachers, not only staff in the RP	☐	☐	☐
5j. Expectations of the role of the RP within the mainstream setting is made clear to parents from the beginning of their child's school journey	☐	☐	☐
5k. Manage parents' concerns with regard to a potential learning, academic or social gap between children in mainstream and their child in RP	☐	☐	☐
5l. RP staff to offer workshops to parents to share knowledge	☐	☐	☐
5m. Ensure parents know that their child's difference is recognised and how it is supported	☐	☐	☐
5n. Parents of mainstream students to consider students from the RP as equal members of their child's class	☐	☐	☐

TOOLKIT MAP: AREA 6

Collaboration with external professionals

	ACHIEVED	WORKING TOWARDS	NEED TO INITIATE
6a. School staff and external professionals to maintain regular communication and set targets for each student together	☐	☐	☐
6b Parents are informed about the role of external professionals and what to expect from them. School supports the relationship between parents and external professionals	☐	☐	☐
6c. External professionals meet staff from the mainstream classrooms, not only staff from the RP, and their role is clear to mainstream staff	☐	☐	☐
6d. External professionals meet with parents, not only school staff	☐	☐	☐
6e. External professionals are informed about any changes in school or with the student	☐	☐	☐

TOOLKIT MAP: AREA 7

Student relationships and friendships

	ACHIEVED	WORKING TOWARDS	NEED TO INITIATE
7a. All students from the RP have the opportunity to develop interactions with the mainstream students to enhance their social skills	☐	☐	☐
7b. Students from the RP are given opportunities for social interactions with other peers in the mainstream classroom	☐	☐	☐
7c. Teach mainstream students to treat students from the RP as equal peers	☐	☐	☐
7d. Educate all students about differences and diversity to develop an ethos of respect and understanding	☐	☐	☐

TOOLKIT MAP: AREA 8

Seek support from the Local Authority

	ACHIEVED	WORKING TOWARDS	NEED TO INITIATE
8a. Encourage LA to inform schools well in advance when a student is going to join in order for schools to prepare staff and resources	☐	☐	☐
8b. Ask LA to establish multi-agency meetings at the LA level for students with EHCPs	☐	☐	☐
8c. Encourage LA to provide network meetings with other schools with RPs to learn from each other	☐	☐	☐
8d. Provide sustainable communication with LA	☐	☐	☐