



BARNSELY
Metropolitan Borough Council

**Oakhill Academy
Resourced Provision for Children
with Communication and Interaction Needs**



Guidance on pupil admission to:

OAKHILL ACADEMY RESOURCED PROVISION

Introduction

The purpose of this document is to set out the processes for accessing the Oakhill Academy Resourced Provision as this is available to children who are on SEN (Special Educational Needs) Support, with or without an Education, Health and Care Plan.

This is a specialist provision with limited availability and therefore requires a transparent and consistent approach to the allocation of places to ensure that the local authority is seen to be acting fairly and appropriately and that those children who will benefit the most from the provision will gain access.

The Resourced Provision operates a waiting list which is in date order – the date that the referral form is received.

The child will be dual registered whilst attending the Resourced Provision and will remain the responsibility of the designated school receiving the Age Weighted Pupil Funding (AWPU).

The designated school will be expected to attend all meetings regarding the child and work with the Resourced Provision to ensure that on return to the designated setting they can effectively meet needs.

The parent/carers and child's views are a vital part of the process and must be taken into account to ensure that the process is person centred. It is expected that the child will attend the Resourced Provision for up to a period of four terms to allow for the specialist teaching and speech and language input to have an effective impact.

Potential candidates for Oakhill Academy Resourced Provision

Entry Indicators

A child may be placed at Oakhill Academy Resourced Provision if they are recorded as having SEN support in their current setting and is either within Early Years Foundation Stage or Key Stage One and:

- have recommendation from a Speech and Language Therapist that short term access to a specialist provision to support speech and language development would benefit the learner.
- have a primary need of DLD (developmental language disorder). The child's speech and language will be the child's primary need, with a significant delay or disorder in either speech or expressive language.
- have the potential to benefit significantly from the intensive speech and language input and specialist teaching over a 4 term period.
- progress in speech and language has not been made in the child's own educational setting through the assess, plan, do, review approach.

Children do not require an EHCP, however this will be discussed at termly parent/setting meeting. If a child subsequently requires an EHCP any other specialist involvement, this will be secured by the child's school who would take the lead in initiating the process and Oakhill Resourced Provision staff would work in partnership.

Placement Process

- Children will be identified by the Speech and Language Therapist from Barnsley Children's Speech and Language Therapy Department who are working with the child. These children will be receiving SEN Early Support or have an Education, Health and Care Plan (EHCP) and there is evidence that the designated setting has used their best endeavours to meet needs. If it is suggested by the Speech and Language Therapist that a child could benefit from placement within Oakhill Resourced Provision, the designated school will need to complete the Entry Request Form alongside the parents.
- A range of evidence will be considered including assessment and progress data, SEN support plans, educational setting provision maps and responses to advice, parents/carers views, Speech and Language Therapy Service reports and any other agency reports that may be contributing to the support of the child.
- All evidence to be collated by the designated school and attached to the request document (appendix 2) and sent to the Oakhill Primary Academy to be discussed at the next Steering Group meeting.
- When the paperwork is received, the specialist teacher will visit the child in their designated school.
- Oakhill operates a waiting list of applicants. This is in the order that the applications are received.
- Formal letters will be sent to the designated school, who can then give a copy to parents, (Appendix 3) to advise of the outcome of the application.
- If the child is offered a place, the parent, with the support of the designated school should complete the paperwork for transport – if required.

- It is expected that the designated school's SENCo and parents will attend meetings either at the Resourced Provision or virtually for an update of the progress that is being made by the child.
- It will be the responsibility of the child's school and the Resourced Provision to manage the transition process.
- Arrangements must be made between the attendance officers at the designated school and the Resourced Provision to notify of any absences.
- A Partnership Agreement **must** be signed by Oakhill Academy and the child's designated school. This is the responsibility of the Resourced Provision to manage.
- Pupils will be expected to stay at Oakhill Academy Resourced Provision for up to four terms. The placement will be reviewed on a termly basis to ensure that the provision is still appropriate.

If a child subsequently requires an EHCP or any other specialist involvement, eg EHA, this will be requested by the child's school who would take the lead in initiating the process and Oakhill Resourced Provision staff would work in partnership.

The Oakhill Academy Resourced Provision staff should work with Local Authority staff to ensure that children return to their local mainstream designated educational setting at the earliest opportunities.

Exit Process

- When the child has made progress in their speech and language and their speech and language is no longer significantly impacting on the child's access to the curriculum this will be discussed with the Oakhill Steering Group panel and at termly meetings with the parents and the child's school. Following termly review meetings a transition plan will be agreed.
- A transition plan will include the Speech and Language Therapist or Speech and Language assistant input for the first term. This will be needs led.
- Support during transition visits if needed to the child's school from specialist teaching assistant.
- Classroom strategies provided by the Speech and Language Therapist to enable the child's progress to continue.
- It will be the responsibility of the child's school or educational setting and the Resourced Provision to manage the transition process.
- See Exit Process Flowchart, (appendix 1) for the process where extended or alternative provision is considered.

Appendix 1

ENTRY PROCESS

SALT will recommend that the child might benefit from short term provision to meet their individual needs. Parents and the child's school will be informed.



The child's parents will meet with the professionals involved with the child to complete the Resourced Provision Application form. (Appendix 1)



Following receipt of the application, a member of the Oakhill SLCN Team will visit the child in their school.



All the information will be shared with the Local Authority at a Steering Group Meeting at Oakhill Primary Academy.

The Oakhill Steering Group will consider the evidence and decide if a specialist setting place is the best setting to meet the child's need.



If placement is agreed then the Steering Group will confirm the place with the child's school who will notify the parents. Parents will need to make an application for transport through the Barnsley School Transport Service. The child's school will need to support parents to make this application.



Oakhill staff will then arrange a meeting with the parents and the child's school to organise transition visits. Oakhill school will work in partnership with the family and the child's school to support the child through the transition process.

EXIT PROCESS

Speech and/or language improved?

Yes

No

When the child has made progress in their speech and language and their speech and language is no longer significantly impacting on the child's access to the curriculum this will be discussed with the Oakhill Steering Group panel and at termly meetings with the parents and the child's school. Following termly review meetings a transition plan will be agreed.

If limited progress in Speech and Language is made, questions will arise around suitability of provision. This will be discussed at Oakhill Steering Group and at termly meetings with parents.

If the child has reached the end of their 4 term placement and is still not making progress and it is considered that their needs are still best met through an extended placement at Oakhill, then an application can be made to extend the length of the placement.

A transition plan will include

- Speech and Language therapist or assistant input for the first term. This will be needs led.
- Support during transition visits if needed to the child's school from specialist teaching assistant.
- Classroom strategies.

Appendix 2



BARNLSLEY

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Request to Provision Panel for entry/exit of placement at Oakhill Resourced Provision

Child's Name:	Date of Birth:																																																				
Educational Setting:	NC Year:																																																				
Medical Diagnosis (if any known):																																																					
Lead Professional (this should be a member of staff at the child's host school)	Name: Email address:																																																				
Please highlight child's current SEN status	SEN Support/EHC Plan *please highlight/delete as appropriate																																																				
Persons involved/invited and/or who attended the meeting - this <u>must</u> include representative from the child's school.																																																					
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 20%;">Name</th> <th style="width: 20%;">Designation/Role</th> <th style="width: 10%;">Involved ✓</th> <th style="width: 10%;">Invited ✓</th> <th style="width: 10%;">Attended ✓</th> <th style="width: 30%;">Report received prior to the meeting ✓</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>						Name	Designation/Role	Involved ✓	Invited ✓	Attended ✓	Report received prior to the meeting ✓																																										
Name	Designation/Role	Involved ✓	Invited ✓	Attended ✓	Report received prior to the meeting ✓																																																
Evidence from designated setting of interventions through SEN Support including monitoring and evaluation of progress towards outcomes. Attach copy of SEN Support Plans.																																																					
What will the Resourced Provision provide to support achieving desired outcomes?																																																					

Attendance

Attendance for previous school year = _____%

Attendance this school year = _____%

Please give details of significant periods/patterns of absence including EWO report for less than 85%.

Progress data:

Please share school progress data. This **must** include at least 2 assessment points.

Child's Views:

Parent/Carers Views:

Transition Plan (how will the professionals involved manage the transition of the child through the change in setting).

Checklist - have you included all reports from included professionals - Y/N

	Assessment and progress data
	SEND plans
	Provision map
	SALT reports
	Professional reports

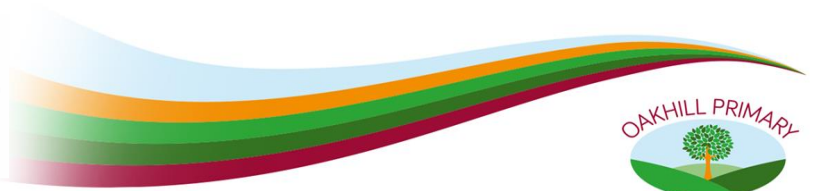
Signed:

Designation (must be from designated school):

Appendix 3



BARNSLEY
Metropolitan Borough Council



Dear

PUPIL NAME:

D.O.B:

Placement at Oakhill Resourced Provision

I am writing to inform you that the decision is not to/to place your child at Oakhill Academy Resourced Provision based on the evidence provided.

Please notify the parents of the decision made by the panel.

If you require any further information, please do not hesitate to get in touch.

Yours sincerely

J.Gibbons

SENCo and Vice Principal

Appendix 4



Oakhill Resourced Provision Partnership Agreement

PUPIL NAME:

D.O.B:

For a child to attend the Resourced Provision there are a number of responsibilities that must be undertaken by both settings.

Responsibilities of original setting (link school):

- To inform parents of the decision from the Steering Group Meeting regarding placement.
- To support parents to organise transport.
- To monitor the attendance of the pupils.
- To attend half termly meeting with Oakhill staff, Speech and Language Therapist and parents.
- To complete any referrals that the child may need.
- To request an EHC Needs Assessment (with support for the Oakhill staff) if required.
- To inform the Resourced Provision about any safeguarding concerns.

Responsibilities of Oakhill Primary Academy Resourced Provision:

- To provide link schools with a letter of assurance.
- Arrange half termly meetings.
- Notify the link school if their pupil is absent.
- Liaise with the link school regarding statutory assessments.
- Work with the link school to organise transitions to and from Oakhill Resourced Provision.
- To inform the link school about any safeguarding concerns.

I agree to this partnership agreement:

Oakhill Resourced Provision:

Name:

Signature:

Date:

Link School name:

Name:

Signature:

Date: