

## **1 APPENDIX B- RESOURCED SUPPORT BASES**

- 1.1 A resourced support base attached to a mainstream Secondary for young people can assist them with behaviours to adapt to the mainstream learning environment. Mainstream schools with resourced provision aim to include pupils in mainstream classes for as much time as possible, compatible with the pupil's needs, and over time to return pupils to full-time mainstream provision where this is possible.
- 1.2 In a Resourced base young people access mainstream school classes between 0% and 80% of the time, according to their need, with each individuals plan paced appropriately to work on their move to greater inclusion and independence among their peers.
- 1.3 In other locations that have established this type of facility provision is for 10-20 places. Each resourced provision is an integral part of a mainstream school, with staff trained in nationally validated and quality assured training across the whole school site.
- 1.4 The aim of each provision is to allow identified pupils to access a mainstream curriculum in a supportive environment where their needs are met by staff that have relevant skills and knowledge and understand their abilities and difficulties.
- 1.5 Identified pupils will have the general ability to access an appropriately differentiated mainstream curriculum, and an Education Health and Care plan indicating their prime area of need to be Communication and Interaction needs including those with Autistic Spectrum Disorder would be the requirement for an education place of this type.
- 1.6 Resourced bases have to meet the site areas required by DfE, for example 10 places requires 145 m<sup>2</sup>.
- 1.7 Considerations as RCC seeks a suitable site;
  - The opportunity for shared on site learning resources across the school to meet wider curriculum and other practical needs; Science, IT, DT, Sports, multi-agency meeting rooms, individual teaching, therapy or intervention sessions, Dining and Social area
  - Possible flexibility to the school day to free up site capacity.
  - Considerations in design to ensure a high quality autism friendly environment (Autism considerations for environment; acoustics/smells, lighting, use of visual timetables, visual prompts, sequences and routines in the day/ zones and movements between these, equipment to assist with preparation for independence and transition to Post 16 and Adulthood.
  - The possibility of developing the facility as a Hub resource to offer outreach of staff and in-reach for young people to and from local primary and secondary schools on a buy back basis

- Potential for linkage with the market leaders the Autism Education Trust to explore further best model environments and staff training and development opportunities which are already available in surrounding local authorities.
- Exploring how the high needs block revenue funding could support baseline funding for day to day running of any Unit or Resourced Provision as is the case with current DSPs in the county.
- Considering how the SEND funding accompanying children and young people with EHCPs would contribute to sustainable provision.