

APPENDIX A

RESOURCED PROVISION AT UPPINGHAM COMMUNITY COLLEGE, DRAFT CONSIDERATIONS

Who the facility will support:

To support children with an Education Health and Care Plan who have a primary Communication and Interaction need. This includes children and young people who experience social, communication or interaction needs or a social anxiety who may or may not have a comorbid learning need. This may include;

- Social anxiety or rigidity in their behaviours that have hindered learning.
- Young people who school refuse who do not necessarily have a diagnosis. They may exhibit general refusal behaviours around learning and who have a subtle presentation.
- Social communication and interaction – for example those with an ASD diagnosis, impaired cognitive functioning.
- Moderate learning difficulty which may be associated with their principle need – children may have difficulties with their learning but not profound multiple learning difficulties and children who have pervasive needs across their learning profile. For example, children on the Autistic spectrum who have difficulty on focusing during certain part of the day, children behind their peers due to missing parts of education. Children who may have social needs of can be described as ‘socially anxious’ meaning they find it difficult to access the curriculum of have slipped behind peers.
- The young person access the curriculum and educational provision as the main guide to suitability.
- Attachments issues, displaying aversive behaviours.
- Cohort of children where we can support them to maximise success and fulfill their potential, this include children who are possibly managing in mainstream but could go on to achieve significantly were they to have input from the provision. Not for children who are already coping well in mainstream provision.
- Children will not necessarily require a diagnosis, for example the provision can support children who have characteristics/presentation but do not have a formal diagnosis.
- Can support children who through their primary SEND need also have behaviours which make them withdrawn, or socially anxious through their emotional needs.