

Consultation:

Proposal for a new Specialist Resource Provision (SRP) for children and young people with communication and interaction needs at Higham Lane North Academy

Proposal

Government Policy

As highlighted by the government in the [SEND Review - right support, right place, right time - government consultation on the SEND and alternative provision system in England \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) of 29 March 2022, all mainstream schools must be committed to providing a more inclusive education and more targeted support for children with Special Educational Needs and Disabilities (SEND) that offers children and young people the opportunity to thrive, with access to the right support, in the right place, and at the right time, so they can fulfil their potential and lead happy, healthy and productive adult lives.

Central England Academy Trust is committed to further enhancing our commitment to working inclusively and has an exciting proposal for the next academic year at HLNA.

What are we proposing and why?

We propose to establish an inclusive Specialist Resource Provision (SRP) for up to 20 students by 2030 who have Communication and Interaction needs at Higham Lane North Academy. In keeping with the current admissions, the cohort for 2025/26 will cater for a small number of Year 7 students. Student numbers will then gradually increase year on year as the cohorts expand to the SRP capacity of 20 pupils in total across all year groups.

Warwickshire County Council has approached Central England Academy Trust to establish a Specialist Resource Provision at Higham Lane North Academy. It aims to be one of several Resource Provisions planned for secondary aged pupils within Nuneaton and the surrounding areas. Several local primary schools run Resource Provisions for pupils with Communication and Interaction needs. Warwickshire is committed to expanding specialist provision and has proposed that all new schools in Warwickshire will include Specialist Resource Provisions. Initially, SRP students will be based in specially adapted areas within the main school. Warwickshire will then fund a purpose-built unit to support the SRP as cohorts expand.

We want children and young people with SEND to receive the very best support at the right time for them. We would like them to be able to access suitable education, achieve their best outcomes and be well prepared for a fulfilling, healthy adult life. That is why we are encouraging as many people as possible to participate in this consultation to help us make the right decisions and choices.

This document outlines key questions that the Trust thinks people should consider, the process by which people can respond, and what will happen to responses.

Chief Executive Officer: Andrew Dickinson

What is a Specialist Resource Provision?

A Specialist Resourced Provision (SRP) provides support for those students, who without specialist input, are unlikely to make progress in their learning and will struggle to fully take part in mainstream school life. In time, it is expected these students will be able to attend and successfully participate in most of their mainstream lessons.

Students with SEND who attend mainstream schools, may require additional support to identify and overcome barriers to learning. Having specialist provision onsite will enable these students to access the resources and expertise needed in a timely manner, reducing the possibility of an adverse impact on their learning, levels of regulation and engagement within the learning environment.

Students in the SRP will have a range of needs and abilities. Some students will attend some mainstream lessons, others will need more targeted support within small groups. This support would take place in the SRP with specialist trained teachers.

The local authority will recommend and place students in the resource provision; a proportion of the students will be from HLNA. The children will have identified needs that can be met within a mainstream setting but only with specialised and targeted support.

What is the profile of children with communication and interaction needs?

All children placed in the SRP will have an EHCP where communication and interaction needs are shown to be the primary need.

Children and young people with speech, language, and communication needs (SLCN) have difficulty in communicating with others. This may be because they have speech, language and communication needs which can affect students in many different ways.

Students can experience a speech sound disorder which may make their speech sound different, and, in some cases can make it so difficult to understand that it impacts on the student's ability to convey their message. Dysfluency or a stammer can also affect how a student's speech sounds.

Language difficulties can take many different forms: some students have difficulties understanding what they have heard, while others find it hard to construct sentences or retrieve the appropriate vocabulary. Some students find it hard to use their language skills to communicate with others - their grammar and vocabulary may be fine, but they struggle to interact with others. Older students may struggle with creative thinking skills like prediction and inference.

Children with social communication needs find it difficult to communicate with others for a range of reasons. They may have difficulties taking part in a conversation, taking turns in a conversation, staying on topic, taking the listener's needs into account or reading non-verbal cues. They may also have difficulty understanding what the speaker is saying to them.

Some students may experience a mild difficulty that can be managed through high quality teaching, while others with more significant difficulties may require group and/or 1:1 intervention with advice recommended by a Speech and Language Therapist.

Our aims and vision for the Specialist Resource Provision

- To provide specialist support and interventions that address the assessed needs of students who have communication and interaction needs
- To enable students to access the existing rich, diverse curriculum and enhance this where necessary to prepare children and young people for the next stage of their education or training
- To provide students with the knowledge and skills to thrive in adulthood

What impact will this have on staff and students at Higham Lane North Academy

- The establishment and delivery of the SRP will be fully funded by Warwickshire County Council
- Evidence shows that there is usually a positive effect on children without SEND where children with SEND are included and effectively supported. When teachers and support staff are able to take advantage of specialist training to support students with SEND, it enhances their teaching and ensures that all students can learn effectively, as the teacher is more skilled at meeting all needs, which in turn enables all students to thrive within the classroom.
- All staff at HLNA will have support and training from specialist staff who work within the SRP which will enhance their practice and continue to improve the quality of teaching for all. Specialist training will enable all teachers within the mainstream classroom to support SEND children more effectively, and this in turn will enable all students to thrive and make excellent progress.
- The opportunity to establish the SRP will continue to promote the culture of inclusivity and high aspirations for all pupils to reach their full potential, of which we are proud. HLNA will have a strong ethos of belonging and inclusivity where every child will be supported to fulfil, and exceed, their potential. Having a specialist resource base provides us with a strong expertise of both staff and resources to ensure that every child can achieve well.
- We believe that the SRP will attract highly skilled staff to these roles, which in turn means that their expertise will be utilised to support all teachers of SEND within the mainstream classroom. The effect of this being that all children, both SEND and non-SEND will benefit from strong, high quality training for all teachers.
- Our philosophy and approach follow the best research from the SEND field including guidance from The Education Endowment Foundation, the leading research body within the Education system. We are a member of the Confederation of School Trusts who released a paper in 2023 titled 'Five Principles for Inclusion'

Dignity, not deficit. Difference and disability are normal aspects of humanity – the education of children with SEND should be characterised by dignity and high expectation, not deficit and medicalisation.

Greater complexity merits greater expertise. All children deserve a high-quality education – where extra support is needed, it should be expert in nature.

Different, but not apart. Encountering difference builds an inclusive society – children with different learning needs should be able to grow up together.

Success in all its forms. Success takes many forms – we should value and celebrate a wide range of achievements, including different ways of participating in society.

Action at all levels. Change happens from the bottom-up as well as top-down - everyone has the agency and a responsibility to act.

Actions arising from the consultation

Over the course of the consultation, we will have listened to a wide range of people from across our community including young people and their families, local primary and secondary schools and colleges; local authorities; health and care providers; and voluntary organisations.

All responses received will be read and considered by the Trustees of Central England Academy Trust and will be documented in a summary outcome of the consultation. This will be submitted to the Department for Education via the Regional Director.

A summary of the findings will be published on HLNA and Trust websites on **Tuesday 14th January 2025**

We are committed to continuing to listen to children, young people, parents, carers, and those who advocate for and work with them, as well as system leaders to achieve this ambition. We encourage you to reflect on the proposals set out in this document and respond to our consultation. Together, we can ensure every child and young person with SEND, and all those in alternative provision, can thrive and be well prepared for adult life.

Timeline and ways to respond:

Launch of consultation: **Thursday 21st November 2024**

Consultation ends: **Thursday 19th December 2024**

People wishing to participate in the consultation should click on the link and complete the questionnaire below by the deadline of Thursday 19th December.

<https://forms.office.com/e/6gWNF8J72L>

For further assistance please email admin@centralengland.co.uk

