

Hall Green School Resource Base Provision

Hall Green School is a Fully Inclusive Mainstream school incorporating a Resource Base for pupils with physical disabilities. The Resource Base is a virtual space, in that all RB pupils are expected to access the curriculum along with their mainstream peers, and the school provides the facilities, staff and expertise to enable them to do that through the LINC team.

The typical profile of the child that is admitted to the HGSRB is one that has the cognitive ability to access a broad mainstream curriculum, along with physical disabilities that require substantial additional support to that normally provided in a mainstream school. This may include intimate care and toileting, medical help, scribing, assistance with mobility and physiotherapy care. Examples of conditions that pupils have presented with at HGSRB include brittle bones, Morquio's syndrome, cerebral palsy, dwarfism, hemiplegia, methylmalonic acidaemia etc

A restriction on the physical space available at Hall Green School means that we are unable to undertake programmes of one-to-one work required for some child with severe cognitive needs, or provide appropriate break out spaces for those with sensory needs and ASD.

Currently, admission to the RB is based on the EHCP, which should name the HGSRB as the appropriate provision for an individual child's needs. The EHCP would have been originally written up in conjunction with the school SENCO, a Local Authority Education Psychologist, other relevant outside agencies such as PDSS, parents and the child and SENAR. The EHCP is then reviewed annually.

The school LINC team is led by Cazz McLoughlin (Mrs Mac) our Senior Leader: SEND and Inclusion, a qualified teacher who also holds the National SENCO Award. She has a team of 1 Assistant to the SENCo, 1 Foundation Learning Leader, 1 Hub Learning Leader, 1 RAP (recently arrived pupils) Learning Leader and 15 Teaching Assistants and drawing on a number of other support staff to supplement the school's special needs provision: the school nurse, the Welfare and Inclusion Managers, and the Behaviour Support Assistants.

The LINC Department staff receives regular CPD regarding all issues surrounding SEND and they have regular meetings with the SENCo to ensure they are up to date with all news. The whole school received SEND CPD at the beginning of each academic year and then as and when required; they are updated via a SEND Email and verbal notices given by the SENCo at whole staff weekly briefing meetings.

All Teaching Assistants are deployed in the classroom – the SENCo is an English teacher and the post holders either support in lessons, undertake accessibility observations on a regular basis and also provide personal care to a small cohort of pupils in the Resource Base.

At KS3 and 4 the school provides smaller class sizes to support pupils with special needs. It also offers an alternative curriculum at KS3 and 4 ensuring positive and realistic pathways

for pupils with SEND; there are a variety of break and lunchtime programmes in place to support social and interaction skills.

The school's facilities are an accessible building, toilets adapted for pupils with physical disabilities, showers, lifts, electric automatic doors, hoists, ramps, a range of specialist equipment including adjustable tables and chairs, ICT resources, pencil grips and slanting boards thus making the school fully accessible. We work closely with many outside agencies, regularly meeting with the PDSS (a member of the team is on secondment with this agency once a week), PSS, CAT and Sensory Support Services. Physiotherapy is provided weekly and for this we also work closely with Birmingham Children's, The Royal Orthopaedic and Heartlands hospitals; two TAs work closely with the physio team to continue the exercise with the pupils throughout the week.

The range of expertise within the TA team includes supporting pupils who experience difficulties in the 4 areas of need as outlined in the Code of Practice. The support is extensive and includes being manual handling trained to support pupils who require intimate care, delivery of 1-1 interventions such as WordWasp and acting as scribes, readers etc for all assessments.

Community engagement includes many sporting events such as wheelchair basketball. We work closely with Post 16 providers, undertaking many visits, and have a fully developed career guidance plan for SEND pupils, including 1 to 1 careers advice from an external independent advisor.

Working relationships with parents/carers is via an open door policy, home communication books, telephone calls and emails. We see parents regularly at Annual Review meetings and when requested.

Mrs C McLoughin

Senior Leader) SEND and Inclusion

08.11.2021