

THE LIGHTHOUSE SRP POLICY



ST. MARTIN'S
CE Primary School

www.stmartinsprimary.com

Date: October 2024

Review Date: October 2025

The school is part of the Frays Academy Trust, which is a charitable company limited by guarantee registered in England and Wales (Company No: 8335073)



Table of Contents

1. Introduction.....	3
2. Aims and Objectives.....	3
3. Admissions Criteria.....	3
4. Facilities.....	4
5. Staffing.....	4
6. Provision.....	4
7. Curriculum.....	5
8. Assessment.....	5
9. Communication with Parents.....	6
10. Linked Policies.....	6

1. Introduction

St Martin's CE Primary is an inclusive two form entry primary school which opened in September 2015 with a nursery and reception classes. The Lighthouse is St Martin's Specialist Resource Provision (SRP) for Autism, which provides 10 places for children with a diagnosis of Autism and an Education, Health Care Plan (EHCP). Children that attend as part of the Lighthouse are very much included as part of the thriving school community whilst simultaneously receiving specialist support.

2. Aims and Objectives

Let your light shine before others, that they may see your good deeds and glorify your Father in heaven. Matthew 5:16

Inspired by Martin of Tours, our Christian school warmly embraces all. We see our children as courageous advocates, shaping communities now and for the future. Guided by compassion, trust, prayer and a spirit of generosity, our children flourish and shine as beacons of light, making a positive impact on society.

In addition to the whole school aims of St Martin's CE Primary, *for the children within our Lighthouse (SRP), this translates in a manner of different ways:*

- Shining as beacons of light – all children are unique and pupils with additional needs are celebrated and supported in our SRP to reach their full potential (in whatever shape/form this looks like for each individual)
- Advocates – supporting all pupils to acquire their 'own voice' and be part of the whole school community and culture, where acceptance and celebration of differences is promoted through all we do.
- Community – Within our school community, there is a shared understanding of how we contribute to the outside world and to the quality of life. This includes enabling children to have a positive impact on society, standing as a beacon of hope and opportunity within the community. .
- Compassion – taking a holistic approach to all pupils to promote a sense of empathy and compassion amongst all.
- Trust – Nurturing relationships and platforms of communication to allow children to grow in confidence and independence, challenging any perceived expectations of individuals.
- Flourish – Delivering a robust package of professional development, providing bespoke and tailored educational experiences approach to all stakeholders to empower all individuals to shine in pathways to learning, growth and self-discovery.

Together we will build a brighter future where every child is seen, valued and given the opportunity to thrive.

3. Admissions Criteria

All children will have a diagnosis of Autistic Spectrum Condition and a final or proposed EHC Plan of special educational needs. Communication and interaction must be the primary area of need. All referrals will be made using the following pathway:

1. All applications/referrals must be made through the LA's SEND Panel following a pupil's annual review taking place.
2. The pupil must have The EHC plan and any supporting reports will be sent to the Local authority who will consult with the school about the suitability of a placement.
3. Priority will be given to children living in the London Borough of Hillingdon. Requests from outside the Borough will be considered by the LA's SEND Panel and Headteacher according to suitability and available places. Once a term, an Admissions Panel will meet to discuss prospective students. At this meeting, placements will be allocated based

on suitability and need.

4. The Admissions Panel will consist of the Head of school and the SENDCO and a representative of the Local Authority.
5. Placement will be agreed if:
 - The Lighthouse can meet the child's needs
 - The child can work towards accessing at least 50% of their time in the mainstream classroom
 - There is a vacancy in the appropriate age group – working on a model of 2 SRP pupils per cohort
 - It is compatible with the interests of other children already in the school
 - It is an efficient use of available resources
6. If the panel agrees a placement would be suitable and space is available, then The Lighthouse will be named on the child's EHC plan within section I.

4. Facilities

The Lighthouse has a suite of two classrooms which provide a calming and nurturing environment. These are used for a combination of small group activities and individual learning, depending on each pupil's bespoke plan.

Additional facilities, specifically designed to enhance the learning experiences for children include:

Sensory Room

A well-resourced space with a range of sensory activities which are used to help children manage their sensory needs. This room is also used to assist with a variety of learning and communication targets, as well as supporting emotional regulation.

Occupational Therapy room

A well-resourced, calm space where pupils can perform occupational therapy exercises or explore and manage their sensory needs.

Playground

At St. Martin's, we pride ourselves on our use of the OPAL (Outdoor Play and Learning) approach, which promotes a more inclusive play environment in which all children can feel comfortable to express themselves. Children from the Lighthouse will generally have their playtimes with their peers in the main playground and if necessary will have support from Lighthouse staff to help facilitate play skills and social skill development.

Facilities for Personal Care

When intimate care is required, the dignity of the child is of paramount importance. Any pupils who require intimate care will have an intimate care plan drawn up with individualised toileting targets. This will be done in collaboration with parents and reviewed termly, or sooner if required. For further information, please see the Intimate Care Policy.

5. Staffing

The Lighthouse is led by Miss Melville (class teacher) and Miss Higgins (Assistant Head/SENDCo/Inclusion Manager). She is responsible for the planning and application of all The Lighthouse and whole school policies. Miss Higgins is also a member of the Senior Leadership Team and reports to the Headteacher.

The SENDCo is supported by class teachers and Learning Support Assistants. The staffing ratio for pupils in The Lighthouse will be determined by the adult support outlined in Section F of the pupil's EHCP with the funding to reflect the support in place. This can be a combination of 1:1, 1:2 and small group sessions but staff structure does not allow for any one pupil to have consistent 1:1 provision throughout entire days. The Lighthouse staff will support students whilst in their mainstream classes. We use a variety of teaching approaches and methods, depending on the needs of the child. These can include aspects of TEACCH, PECS, Zones of Regulation and Social Stories.

All staff in The Lighthouse will receive specialist training in a range of techniques to support children with autism and communication and interaction. This training will be shared with staff in the mainstream classes to ensure continuity for children.

6. Provision

The Lighthouse has a variety of provisions in place to meet a range of areas of need. This includes:

- Legotherapy
- Attention Hillingdon
- Intensive Interaction
- Picture Exchange Communication (PECS)
- Sign Along
- Sensory circuits/ individualised sensory diets
- Pre-teaching/over-teaching
- Cookery
- TEACH baskets
- Turn-taking
- Sensory stories
- See and Learn
- TACPAC

All pupils will also have regular access to provision informed by Speech and Language therapists and Occupational Therapists. Support staff within the SRP are responsible for embedding these strategies into daily routine and provision for pupils within the SRP and liaising with mainstream staff to incorporate this within provision outside of the SRP too. The amount of direct therapy time provided for pupils by a therapist will be determined within their EHCP and outlined within Section F (provision).

St Martin's utilise the Educational Psychology Service through Children's Services within Hillingdon Council. Time is allocated across the school and referrals are submitted before an Educational Psychologist engages with a pupil. As allocated time is limited, there may be a period of time to wait before a child is seen. It is important for any adult living/working with a pupil to raise concerns at the earliest opportunity.

Educational Psychologists time can be utilised in various ways, such as:

- Consultations with families
- Assessment of cognitive ability or other areas of need
- Observations to inform next steps for school
- A full assessment to inform a change in need for an EHCP re-draft or to support pupils seeking alternative

specialist provisions

- CPD sessions for staff working with pupils with additional needs.

7. Curriculum

We believe that every learner is entitled to an enriching, varied and personalised education; delivered through a broad and balanced curriculum that provides challenge, irrespective of need, starting point or background. Our commitment is to maximise the potential of every child, teaching them the skills they need to be successful and nurturing a desire to be a lifelong learner, including preparing them for the next stage in their educational journey.

The curriculum at all levels is designed to engage pupils in exciting and engaging learning opportunities that are based around the interests of the child. Children within the Lighthouse will have opportunities to work alongside their peers in their mainstream classes, with appropriate differentiation dependent on their individual needs.

We also place great value on developing children’s understanding of the world around them and offer enrichment opportunities such as developing life skills, for example cookery.

8. Assessment

Pupils within the Lighthouse have individualised assessment depending on their ability and priority needs.

	Assessment tool
Pupils not able to engage within the National Curriculum at any level.	Engagement Model
Pupils, particularly with ASC, who have key needs in areas such as communication and interaction and require a tool to measure smaller steps of progress.	AET Framework
For pupils in year 2 or year 6 who are unable to access SATs (disapplied) and/or are working within the Key Stage before their own. E.g. a year 6 pupils working at a year 1 level.	Pre-Key Stage Standards for KS1 and KS2
Bespoke needs for a pupil such as Dyslexia may require an assessment tool such as Toe by Toe or Benchmarking.	Bespoke assessments to be used to support provision within Section F that may require an individual approach such as Toe by Toe, See and Learn etc.

All staff supporting Lighthouse pupils are expected to keep multimedia records of pupil’s progress and share these within the annual reviews for each pupil in the form of ‘All About Me’.

Speech and Language Therapy and Occupational Therapy will provide SENDCo, class teachers and families with feedback regarding the programmes/progress of pupils within the SRP on a termly basis. Therapists will also liaise with families and SENDCo to inform outcomes and targets within the EHCP, providing an annual review report per child. Changes to provision will be made following a professional’s advice and will be shared with staff to ensure provision is adapted in daily practice.

As a school we are committed to achieving best practice and will continue to monitor and evaluate assessment strategies to ensure children are making measurable progress towards the targets in Section F of their EHC Plan as well as academically.

9. Communication with Parents

At St. Martin's we value working in partnership and believe that to achieve the best results for pupils we must work closely with parents. The main form of communication will be through face-to-face contact and home/school communication books; these will outline what the child has been involved with during the day and celebrating successes or sharing any concerns.

Parents are welcome to make a meeting with Miss Higgins if they wish to discuss any issues which may arise, in addition to this, regular parent evenings will be held in line with the rest of the school. We also offer half-termly coffee mornings, to provide further support to parents. Some of the sessions will include visits from outside professionals to share ideas and expertise.

The school will hold an Annual Review for all pupils with an EHC plan, in line with the SEND Code of Practice (2014), where their progress will be shared by all professionals that work with the child.

10. Linked Policies

- Behaviour Policy
- Child Protection Policy
- Anti-bullying Policy
- SEND Policy and SEND Information Report
- Attendance Policy
- Physical Intervention Policy
- Intimate Care Policy

