Hillside Primary School

SRB Policy

(Learning and Cognition)



Hillside Primary School SRB Policy

What are SRBs?

SRBs are special educational needs provision hosted by mainstream schools in Norfolk.

There are two broad types of SRB:

- Those offering short term support and / or outreach to home through a school-to-school service for short term support and intervention, outreach support and advice, or a combination of the two.
  - Learning and Cognition Bases (including the Dyslexia Outreach Service)
  - Speech Language and Communication Bases
  - SEMH Bases
- Those offering long term, specialist provision.
  - Autistic Spectrum Disorder Bases
  - Deaf Resource Bases
  - The Compass Centre (NHS referral)

Hillside Primary School SRB
The SRB at Hillside is for Cognition and Learning. It is for KS 1 and 2 pupils and for a period of 2 terms. Pupils may be granted an extension of 1 or 2 terms although this has to be agreed at panel. Pupils attend the base for 4 days (Mon-Thur) and then have Friday in their home school. The SRB has a capacity of 20 places**.**

What service is provided?
• Small group and individual work

• Intensive literacy and numeracy skills

• A curriculum differentiated to meet the needs of each pupil

• Engaging and varied activities to stimulate good learning

• Identification of learning needs and ongoing assessment of progress

• A curriculum differentiated to meet individual language and learning needs

• Inclusion activities in the mainstream school of the base.

• Transport may be provided by the Local Authority

• Staff from the base visits the home school to offer advice and support

• Staff from the base meets with the staff from the home school to discuss and share targets, progress and transition

• Home school staff is expected to visit the Base for in-reach support

• A shared contact book / home-school diary is kept to communicate with families

• Parents are invited regularly to the Base to discuss progress and for school events

• Other opportunities are provided for parents to be involved. This can vary across the Bases

• Advice and support is provided through the professional partnership with Parkside Complex Needs School

The team

• The SRB has a specialist teacher/SENCO who leads the work of the base, and who is supported by another Teacher, one HLTA and three Teaching Assistants (TA).

• The SRB also has access to specialists who can advise about pupils learning needs (eg specialist SRB Outreach teacher and/or an educational psychologist)

• Specialist Partners (Parkside Complex Needs School) commissioned by the LA to support and train the SRB L&C staff

How to get a place in the SRB

• Referrals are made by the pupil's home school to the SRB triage team. Once agreed via triage, pupils are visited by SRB staff

• The SRB staff will visit the pupil at school to collect information about their learning needs and meet with each pupil

• An admission panel meets every half term to match pupil's needs to places available in the SRBs

• The admission panel considers the submitted pupil referrals for a place at an L&C SRB

• If the pupil is considered suitable for placement and the closet SRB to home school is oversubscribed, then the pupil may be offered an alternative location SRB or outreach support until a suitable placement becomes available

• New pupils are given time to adjust to the SRB setting with visits and an induction timetable

SRB Support Network

The SRB Lead Teacher regularly attends SRB Learning & Cognition Support Team Meetings at Parkside Complex Needs School with the Lead Teachers from the other L&C SRBs. The group have an ongoing Development and Improvement Plan and the Lead Teachers also meet regularly at each other's schools to share good practice.

Links with other school policies

- SEND Policy.

Monitoring

- The Head teacher monitors the effectiveness of the SRB on a regular basis. He also reports to the governing body on the effectiveness of the SRB.
- Parkside Complex Needs school lead teacher visits the base termly to monitor practice and provision
- The SRB Lead Teacher submits an annual report to the local authority and a QA document is reviewed.
- A member of the Governing Body also has a responsibility to monitor and report on the SRB.

Designated Governor: SEND Link Governor

Name/Signature of SRB Lead Teacher: Katie Foster

Date: July 25

Review date: July 26