"Our vision is to work together to provide the best schools and outcomes for our children"

Overarching Statement on Resource Bases in the Trust

This Overarching Statement on Resource Bases applies to all schools in the Trust.

Aims:

The aim of this statement is to enable a clear rationale for the expectations of all Resource Bases in the Trust, currently two (Greentrees Primary and Gillingham Primary).

Purpose:

The purpose of the Resource Bases in the Trust is to provide a specialist provision for those pupils with EHCPs who currently would not be appropriately placed in a mainstream classroom but have the potential in the future to be partially or fully integrated into a mainstream setting.

Rationale and Guidance:

All schools with a Resource Base will have an up to date Service Level Agreement (SLA) reviewed by the school and the Local Authority (LA) annually.

Pupils needs to match the Resource Base status as stated in the SLA. Number of pupils and age range should also match the SLA.

The SLA should clearly identify the purpose of each Resource Base provision.

Admissions will follow the LA guidance on admissions to Resource Bases.

The curriculum offer at each Resource Base should match where possible the curriculum offer for the mainstream school. For example, the Phonics scheme should be the same for the Resource Base as it is for the mainstream school. How the curriculum will be delivered will be different based on the individual needs of the pupils in the Resource Base but should be aligned to the overall school curriculum where possible.

Pupils at a Resource Base should have opportunities to integrate with the mainstream school. Full integration will be the goal for some but not all Resource Base pupils.

Extra provision such as horse riding, Forest Schools and swimming should be provided where possible to develop the social skills curriculum.

Attainment and progress will be measured using systems such as GLOD, Phonics screening and KS2 SATS. White Rose and systems for measuring attainment in Reading will also be used. There may be additional tools to measure attainment and progress such as B Squared.

Attendance will be monitored in the same way as in the mainstream school. There is a recognition that adapted timetables maybe more common in a Resource Base.

The Resource Base will follow the school's behaviour policy whilst recognising any adaptations as outlined in the Educational Health Care Plan for each pupil reviewed annually.

The Resource Base will be committed to ensuring strong partnerships with parents and will ensure good communication pathways are established alongside two parents' evenings a year, an annual report and an annual review.

The Resource Base will communicate with all the agencies outlined in the SLA such as Speech And Language Therapy and Occupational Therapy and Educational Psychology.

All staff in the Resource Base should be suitably qualified to meet the specific needs of the pupils in the Bases.

The school will endeavour to recruit staff with appropriate knowledge and understanding of SEN provision and in particular experience of working in Resource Bases. Furthermore, staff will receive training appropriate to the needs of the pupils in the Resource Base as stated in the Service Level Agreement.

The inclusion manager responsible for overseeing the Resource Base should be part of the Senior Leadership Team (SLT) and should be a Deputy Designated Safeguarding Lead.

The Resource Base should be a standing item on SLT agendas.

The Resource Base should be part of the School Development Plan.

The Local Governance Committee should review the provision in the Resource Base at least annually.

The Resource Base should have site specific risk assessments and accessibility audits.

Safeguarding is crucial to the smooth running of a Resource Base. All staff should receive the appropriate safeguarding training. All staff should be Team Teach trained.

The funding of the Resource Base should be recorded in a spreadsheet dedicated to the Resource Base. The Resource Base should not be subsidised by the mainstream budget and should be appropriately and sufficiently funded by the LA as identified in the SLA.

The Trust will monitor the provision in the Resource Base through Director of Education visits and Executive summary reports. Resource Base provision will be reviewed twice a year by the Trust Board School Improvement Committee and annually by the full Trust Board.

Date of next review: September 2026