



## **Garrick Garden Specialist Resource** **Provision Aims and Objectives**



### **Introduction**

The SRP, known as Garrick Garden, is a provision at Hampton Hill Junior School. It is a 'Specialist Resource Provision' designed to meet the additional needs of up to 6 children with SEMH as their primary area of need and who, without such provision, would be unable to access a mainstream curriculum.

Children within this provision may have a diagnosis of ADHD, sensory processing difficulties or attachment disorder and may also have mild to moderate learning needs.

Garrick Garden is fully integrated into the whole school and all children attending the provision are allocated a mainstream class, into which they integrate as much as possible.

All of the children attending the provision will have an EHCP in place; although we are willing to consider assessment places, if there is a place available, for children who are in the process of an EHC needs assessment.

The beliefs and vision of the SRP are based on the 6 Principles of Nurture:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

### **The Staff Team**

The SRP Lead, Sarah Parker, is responsible for the management of the provision and runs the SRP. In collaboration with the SENCo, the SRP Lead is responsible for:

- The day to day running of the SRP.
- Assessing children who have been identified by the consultation process to inform the level of support and needs.

- Liaising with parents, Leadership Team and external agencies.
- Teaching children whilst they are in the SRP.
- Coordinating mainstream experiences in the children's allocated classes.
- Leading a team of learning support assistants.
- Offering support to the school

The SRP Lead is supported by up to 6 Learning Support Assistants.

### **Our Aims for the SRP**

- To work holistically with parents and external agencies
- To understand behaviour as a communication of emotional needs and develop consistent strategies to support the child through working in partnership.
- For children to feel happy and safe in a positive nurturing environment.
- To engage children in learning and motivating them to want to learn.
- To enable children to make good progress with their learning.
- To help children reflect on and communicate feelings rather than act them out.
- To build levels of self-esteem and confidence in children.
- To support children to build friendships, develop social skills and function appropriately in a group.
- To help children build healthy and mutually trusting relationships.
- For children to have a sense that they belong.
- To provide an individualised flexible approach that is responsive to need and maximises inclusion.

### **Environment**

Garrick Garden consists of a main learning/play area, a calming room called the 'Safe Space', a disabled friendly bathroom and a small kitchen area. The room is designed to be a physically secure, predictable and caring environment and resources are varied to meet both the educational, social and emotional needs of the children attending.

### **Curriculum**

Pupils have access to a broad and balanced curriculum modified to individual needs. Each pupil has a Personalised Flexible Timetable which incorporates targets linked to the objectives in their EHCP. It also includes targets and information around the child's social communication needs, behaviour, educational interventions, medical needs and integration.

## **Behaviour**

Garrick Garden follows the Hampton Hill Junior School Behaviour Policy, which includes the consideration of pupils with additional educational needs and behavioural difficulties. All students in our SRP will have a personalised Behaviour Support Plan which is shared with parents and signed accordingly.

## **Integration**

Hampton Hill Junior School believes that all pupils should have equal opportunity to access a full and engaging curriculum, delivered by trained and competent staff, that enables them to achieve their full potential. Pupils are placed in Garrick Garden with the aim that, after an initial period of transition, they will be accessing mainstream provision as much as possible.

In order to be considered suitable for integration pupils will be expected to be able to:

- Understand, acknowledge and communicate all their needs.
- Demonstrate enthusiasm for learning and the desire and ability to work alongside or with a peer or group of peers.
- Follow instructions.
- Work unaided for an identified period of time (dependent upon circumstance).

Success criteria for integration will be that:

- There will be good engagement in learning and positive response to support interventions.
- Academic progress will be good over time
- There will be improvement in social communication
- That levels of well-being will be generally high
- Additional resources and aids will be provided as appropriate to ensure the success of integration into the mainstream class. This could include ICT, resources to meet sensory needs, visual supports, communication aids and manipulatives.
- Learning Support Staff will be deployed to support learning and will be focused on developing independence and removing barriers to integration of pupils.

## **Parental Involvement**

Hampton Hill Junior School actively encourages a working partnership between parents, children, staff and governors. This is regarded as essential for the successful development of all children.

In Garrick Garden there is an agreed method for regular communication between home and school: this can either be verbal or by using a Home-School diary to communicate the day's events and future plans.

Events are held where staff and parents/carers have the opportunity to meet informally and celebrate the children's achievements. More formal Parent/Teacher consultations can be arranged as appropriate and every child has an Annual Review attended by parents and other support agencies in accordance with their Education Health and Social Care Plan (EHCP).