



## **Middlewich High School**

### **One-minute guide to 'Enhanced Mainstream Provision'**

#### **What is EMP?**

Schools allocated with EMP provisions are identified by the Local Authority as having a profile of learners with higher levels of SEN needs and it has been necessary to provide some additional funding to better meet the needs of learners and avoid an escalation of SEN assessments and /or a change of placement.

The overarching aim of EMP provision is to create a safe, secure environment which allows identified students to access appropriate education provision. This is achieved through a suitably nurturing environment which reflects the learner's needs and enables them to progress academically and become more confident, sociable and independent learners.

#### **Staffing**

<b><u>Lead Teacher</u></b>	<b><u>Lead Learning Practitioner</u></b>
Miss Leanne Collins	Miss <a href="#">Nikki Bristow</a>

#### **Identifying students for EMP**

**EMP is a 6 place Provision - Students should have a diagnosis of ASC or should be showing traits of ASC necessitating referral to ASC Pathway**

- Lead Practitioner for year 6 transition initially identifies potential students using information collected from Primary Setting
- Learning Practitioner for EMP completes 2 weeks of timetabled observations with identified students - information to be shared with EP Team
- Students allocated Enhanced Provision are likely to present with observed persistent and significant difficulties in areas relating to a diagnosis of ASC
- The gap in the students communication skills is evident when compared to students of the same age
- The students presents with impaired social development, communication, language and speech difficulties, and rigidity of thought and behaviour that consistently impedes learning and leads to significant and complex difficulties in functioning - evidence from Primary setting and observation

- Differentiation via high quality teaching as advised in the SEND toolkit has not resulted in students achieving expected levels of academic progress and pastoral and social interaction targets
- There is evidence of receptive and expressive communication difficulties necessitating implementation of systematic programme to develop understanding of verbal and non-verbal communication

## **Baseline assessment of students - in addition to data tracking and observation**

<b>Autism Education Trust Progression Framework</b>	This is an interactive assessment tool that helps practitioners identify learning priorities, set key learning intentions, and track progress for autistic pupils and young people in both mainstream and specialist educational provisions. The framework allows for the assessment of 5 key areas of development as specified in the SEND Toolkit <a href="https://www.autismeducationtrust.org.uk/framework-documents#:~:text=Image-.The%20Progression%20Framework,mainstream%20and%20specialist%20educational%20provisions">https://www.autismeducationtrust.org.uk/framework-documents#:~:text=Image-.The%20Progression%20Framework,mainstream%20and%20specialist%20educational%20provisions</a>
<b>Boxall Profile</b>	The Boxall Profile is a psychosocial assessment tool used to determine children and young people's social and emotional functioning and wellbeing <a href="https://www.nurtureuk.org/wp-content/uploads/2021/11/Boxall-Profile-Leaflet-2019.pdf">https://www.nurtureuk.org/wp-content/uploads/2021/11/Boxall-Profile-Leaflet-2019.pdf</a>
<b>Sensory Assessment checklists</b>	This checklist has been developed to help record possible areas of sensory difficulties for students who may show behaviours which could be related to sensory needs.

## **Referrals can be made to...**

<b>Educational Psychology</b>	A referral is the result of persistent concerns about the learning, development, or behaviour of a child
<b>Cheshire East Autism Team</b>	Advice and guidance through a group consultation model, where schools can share good practice as well as accessing specialist

	advice of the team. For more complex cases, CEAT conduct visits to schools to provide support through observation/informal assessment/1:1 work.
<b>Sensory Occupational Therapy</b>	The Sensory assessment is a collaborative assessment that can take place in clinic, at home or in school. It will be completed by a specialist occupational therapist through an observation of the behaviours and movements the child shows in relation to the sensory input they are receiving.
<b>Speech and Language Therapy</b>	Referrals are made based on students presenting with difficulties understanding or using spoken language, and Social Communication Impairments relating to a complex condition

<b><u>Intervention</u></b>	
<b>Mentoring</b>	Students engage with scheduled discussions each week relating to the targets identified through assessments.
<b>Zones of Regulation</b>	A programme that specifically teaches students scaffolded skills toward developing a metacognitive awareness of their feelings and a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. <a href="https://www.zonesofregulation.com/learn-more-about-the-zones.html">https://www.zonesofregulation.com/learn-more-about-the-zones.html</a>
<b>Homunculi</b>	The Homunculi Approach is a Cognitive behavioural therapy (CBT) programme for students with ASC. The approach aims to build social and emotional resilience, especially for those with high functioning autism or who often have difficulty identifying troubling feelings such as anger, fear and anxiety. <a href="http://www.tommymackay.com/books/the-homunculi/">http://www.tommymackay.com/books/the-homunculi/</a>
<b>Precision Teaching</b>	Precision teaching is a structured teaching method that is designed to improve the accuracy and fluency of reading, spelling and

	<p>maths. The main goal of precision teaching is to target and improve specific skills within an intervention.</p> <p><a href="https://www.twinkl.co.uk/teaching-wiki/precision-teaching">https://www.twinkl.co.uk/teaching-wiki/precision-teaching</a></p>
<b>Forest School</b>	<p>Forest School is a learning process that offers opportunities for holistic growth through regular sessions. It is a long-term programme that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.</p> <p><a href="https://forestschoollassociation.org/">https://forestschoollassociation.org/</a></p>
<b>In-class intervention</b>	<p>Access to support from a Learning Practitioner in the classroom. Support is provided to differentiate classroom tasks, differentiate language, provide structure and scaffolding, withdrawal for direct 1:1 intervention if required, facilitation of sensory break.</p>

## **Monitoring students**

<b>Implementation Plans</b>	<p>All students have a detailed implementation plan that details a chronology of the students educational history, involvement of external professionals, tracks academic and holistic data and records student voice. This document of reviewed alongside parents termly as a minimum</p>
<b>Person-centered plans</b>	<p>This is a tracking document that details the students' individual targets. This is reviewed in conjunction with the Implementation plan.</p>