

Part 1a – Request for Support Guidance Notes **(Behaviour/ ASD/ Learning/ Language Specialism)**

These guidelines have been drawn up to assist schools when considering and making requests for support to specialist resource bases.

To make a request for support to a specialist resource base, the Specialist Resource Base Request for Support Form (at the end of these notes) should be completed and sent to the local Single Area Panel. The Single Area Panel is the admissions authority for specialist resource base placements.

What does the specialist resource base provide?

Specialist resource bases provide short-term teaching and support to meet the needs of individual pupils and offer opportunity for assessment and planning around individual needs, whilst promoting positive behaviour.

Each specialist resource base specialises in one of the following:

- ASD (Autistic Spectrum Disorders) / Social communication difficulties
- Behaviour difficulties
- Learning difficulties
- Speech and language difficulties

In order to assist the SRB request for support process, the person making the request is asked to gather as much relevant information as possible and complete the Request for Support form. This form includes a request for background or baseline information, the perceived purpose of the placement and the learning 'hopes' as described by the pupil, parent/carers and school staff.

Below is a list of possible evidence that you may wish to include with your request. This is not a definitive list and you are encouraged to use other relevant sources of information to illustrate the intended purpose of this request for support.

Please note - An evaluated and reviewed Individual Education Plan (IEP) must be included with the Request for Support form.

A CAF may be attached should the multi-agency meeting have been carried out.

If stating a diagnosis this must be accompanied by a professional report indicating the diagnosis

Attainment information

- National Curriculum and P-scale Levels.
- Test results – Reading, Spelling, Writing, Comprehension, Numeracy, Listening Skills, Attention, Language.
- Reports from School Support Team or other advisory services/ A consultation record from the School Support Team (SST) or Speech and Language Therapist (SLT)
- Information that indicates whether the pupil has acquired early skills, developed them to fluency, is able to generalise and adapt these skills. (As described by the Learning Hierarchy.)

Adjustment information – i.e. what interventions have already been tried and what were the outcomes? The SAP needs to see evidence that professional advice has been sought and applied (reports ideally within the past 12 months)

- Learning Support Assistant timetable.
- Level of differentiation, examples of teacher planning.
- Strategies used to support access to learning.
- Programmes or schemes currently used to support learning.
- Class timetable and information on how school-specific resources have been used to support the pupil in the classroom.

Cognitive Functions

- A cognitive functions checklist is available from the school support team, which looks at the three stages of cognition or thinking, defined by Feuerstein as input, elaboration and output.
- An indication of how the pupil manages to 'take in' information, process and retrieve this and then later access that information.

- Describe if the pupil is able to identify similarities or differences, use concepts to explain differences and make connections between information in order to generalise.

Confidence as a Learner

- Describe the pupil's approach to learning and resilience or willingness to approach new challenges.
- Self esteem test results.
- Describe level of engagement, passivity, avoidance and view of themselves as a learner.

Learning Priorities

Ask the pupil, parent/carer and school staff to identify the perceived next learning step both in school, at home and in their social life. This may include progress on a computer game, a sport skill, independent skill as well as an academic learning target. The pupil's view of the purpose of the placement is going to be critical.

Type of Placement Request

Please indicate the specialism you consider to be appropriate and whether you are requesting an attainment, cognition or confidence placement. Placements may require the attendance by currently employed mainstream Learning Support Assistants who will learn alongside the pupil.

Part 1b - Summary Profiles **(Behaviour/ ASD/ Learning/ Language Specialism)**

Autistic spectrum disorders/ social communication difficulties

It would be expected that school-based interventions have not been effective in enabling the child/ young person to respond appropriately to interventions from external professional(s) and that the request for support to a specialist resource base is supported by the professional involved.

The child or young person would have experienced:

- Significant difficulties in the triad of Communication, Socialisation and Flexibility of thinking which prevent the child/ young person from actively engaging in mainstream education, even with a high level of additional support.
- High levels of anxiety related to confusion and/ or fear of what is happening in the immediate environment such that the ability to learn is severely compromised.
- Extreme difficulties in the understanding and acceptance of age-appropriate social rules governing, for example, turn-taking, collaborative activities and the sharing of adult attention.
- Lack of awareness, to a greater or lesser extent, or even apparent disregard of personal safety and that of others.
- A strong and obtrusive adherence to routines and rituals which makes any change of routine very challenging and may even provoke defiance or other negative reactions.
- Considerable, persistent and pervasive problems in establishing and sustaining relationships with peers.
- Ego-centric behaviour that fails to take into account consideration for others in relation to what would be viewed as age-appropriate behaviour in any particular situation.

- The absence of other primary reasons or causes for these difficulties.

The child or young person should be known to the Consultant Community Paediatrician and the School Support Team.

The placement request should identify an explicit 'learning outcome' for the child or young person, which may relate to:

1. Progress in developing social and communication skills and flexible thinking
2. Decrease in levels of anxiety
3. Ability to follow an individualised curriculum

Behaviour, emotional and social development difficulties

It would be expected that school-based interventions have not been effective in enabling the child/ young person to respond appropriately to interventions from external professional(s) and that the request for support to the specialist resource base is supported by the professional involved.

The child or young person would demonstrate a combination of these traits on a daily basis:

- Significant difficulty in interacting positively with peers and/ or adults.
- Use of inappropriate language and/or demonstrates inappropriate attitudes towards others.
- Behaviour, which impedes the achievement of self and others.
- Extremes of behaviour including aggression when challenged or corrected by an adult.

- Inappropriate behaviour at a level, which meets the criteria for fixed term exclusion from mainstream school.

The placement request should identify an explicit 'learning outcome' for the child or young person, which may relate to:

1. Ability to respond assertively rather than aggressively in a range of situations
2. Ability to accept direction from adults in a positive manner, including on-task behaviour in relation to learning activities
3. Ability to relate positively to peers in both structured and unstructured situations.

Learning difficulties

It would be expected that school-based interventions have not been effective in enabling the child/ young person to respond appropriately to interventions from external professional(s) and that the request for support to the specialist resource base is supported by the professional involved.

The child or young person would have experienced:

- Persistent difficulty with the acquisition of a specific skill, necessary to access the curriculum, despite ongoing support and targeted intervention at school action plus.
- An identifiable barrier to learning which has contributed to their lack of 'adequate progress' as defined in the Code of Practice (2001) page 52.
- Difficulties with independent learning skills, (including fluency, generalisation and organisation) or present with low self-confidence as a learner.

- Opportunities to work in a small group or one to one context and not having responded positively to this method of teaching.

The placement request should identify an explicit 'learning outcome' for the child or young person, which may relate to:

1. The acquisition of a specific curriculum based skill eg: letter sounds, number bonds.
2. The development of confidence or independent learning skills eg; organisation, efficacy or self-esteem.
3. Targeted opportunity for support staff to develop specific strategies or adjustments that will enable the pupil to have greater access to learning in their own class room

Speech and Language communication difficulties

The child or young person would have experienced:

- Significant expressive language disorder: more than one standard deviation below norm for age (eg telegraphic language, word-finding difficulties)
- A severe speech disorder (ie. unintelligible out of context to most listeners).
- Proven ability to benefit from intensive, daily SLT
- Verbal comprehension within age-appropriate range; NB. If outside age-appropriate range, there must be potential for the child/ young person to make accelerated progress in comprehension due to intensive SLT, such that s/he will achieve comprehension within age-appropriate limits
- Child's difficulties must be primarily speech/language based, rather than secondary to general learning delay, emotional or behaviour difficulty

The placement request should identify an explicit 'learning outcome' for the child or young person, which may relate to:

- 1 To maximise the potential for the development of the child's receptive and expressive language skills.
 - 2 Facilitate the development of the child's speech sound skills so as to increase the child's level of intelligibility.
 - 3 To develop linguistic skills to a level where the child no longer requires or would benefit from intensive speech and language therapy and can access a full curriculum in a mainstream setting.
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Part 2 - Specialist Resource Base (SRB) Request for Support Form

Name of pupil:

Date of Birth:

Age:

Year Group:

Is pupil placed out of their chronological year group? Yes / No

Pupil Number:

Attendance Rate:

Has the pupil had involvement from a Specialist Resource Base previously?

Baseline Information

Attainment

Indication of P-Scale and National Curriculum Levels:

	P1	P2	P3	P4	P5	P6	P7	P8	1	2	3	4	5	6	7	Other Strengths
English - Reading																
English - Writing																
English - Listening (receptive)																
English - Speaking																
Maths - Shape, space and measures																
Maths - Number																
Maths - Using and applying mathematics																
Science																
ICT																

Adjustments

Thinking Skills

Confidence as a Learner

All SRB placements will explore the necessary adjustments required to teach to the pupil's learning needs.
In addition to this **Please circle the main reason for a SRB placement:**

1. To raise the **attainment** of a particular skill
2. To target a particular aspect of **thinking skills** as defined by the input, elaboration and output stages of cognitive functioning.
3. To increase the **confidence** of the pupil as a learner by targeting opportunities for success, reflection and praise.
4. Other reasons for placement (please provide details)

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Learning Priorities

Context for Learning	Next Step according to Pupil	Next Step according to Parent/ Carer	Next Step according to School
At School			
At Home			
In Social Life			

Name of person making request for support:

Pupil's home school/ setting:

Name of Learning Support Assistant to attend SRB with pupil (if appropriate):

Name of SEN Caseworker (if applicable):

Anticipated type and duration of placement:

SRB Specialism in

ASD

☐

Learning

☐

Behaviour

☐

Language

☐

Duration

Sessional (please specify)	<input type="checkbox"/>	Days.....	Morning	Afternoon
Short-term (minimum of 6 weeks)	<input type="checkbox"/>			
Long-term (> 2 terms)	<input type="checkbox"/>			

Signed	(person making request)	Date
Signed	(parent/ carer)	Date

Documents attached (select those that apply):	Other (please specify):	<input type="checkbox"/>
Individual Education Plan <input type="checkbox"/>	
Individual timetable <input type="checkbox"/>	
Report from Educational Psychologist <input type="checkbox"/>	
Report from Speech and Language Therapist <input type="checkbox"/>	
(Behaviour request for supports only) Information from Cluster Forum request for support <input type="checkbox"/>	