

## Rationale for Whitegate's Enhanced Provision.

### Terminology:

Enhanced Provision: bespoke groups set up to support children and young people in accessing teaching and learning as well as specific social and/or sensory experiences in response to their individual needs.

### An effective rationale should:

- Provide robust justification for why the Enhanced Provision was established
- Be written in collaboration with stakeholders
- Outline the provision's intended purpose and the needs of the pupils accessing it
- Outline the intended positive outcomes for pupils and families
- Inform the school's Graduated Approach of assess, plan, do, review
- Be reviewed annually (in line with SEN Policy and SEN Information Report) to reflect the changing profile of the school and its pupils.

### Overview

An overview which summarises your rationale can serve as an effective quick-glance tool. Example:

<b>School Name</b>	Whitegate Primary and Nursery School
<b>Name of Enhanced Provision</b>	Class 15 and Class 16
<b>1. Intended purpose of the provision</b>	To meet the needs of those pupils who are not able to fully access mainstream provision despite additional support and reasonable adjustments.
<b>2. What does the provision offer?</b>	<p>Class 15 and Class 16 provide:</p> <ul style="list-style-type: none"> <li>• A high staff: pupil ratio</li> <li>• Staff with pupil-specific training, e.g. Moving and Handling, Intensive Interaction, physiotherapy interventions</li> <li>• A curriculum focused on the development of communication and interaction skills, relating to the AET framework</li> <li>• A progressive academic curriculum appropriate to the stage of its pupils, based on the EYFS Framework and the National Curriculum.</li> <li>• Dedicated time for the teaching of life skills</li> <li>• 1:1 teaching time for each pupil for subject specific learning</li> <li>• A continuous provision / free flow model for learning through play</li> <li>• Off-site visits selected and adapted to meet the needs of the pupils</li> </ul>
<b>3. Which pupils access the provision?</b>	<p>Entry Criteria:</p> <p>Children may be moved into Class 15 or Class 16 part way through an academic year, they may join at the start of a new academic year having previously been in the mainstream classroom, or they may start Whitegate and go into the EP immediately.</p> <ul style="list-style-type: none"> <li>• All children have an identified communication and interaction need</li> <li>• All children have been granted, or be in the process of, applying for HLN funding</li> <li>• All children are working Below Age Related Expectations in at least one core subject</li> <li>• All children will have an EHCP, or will be in the process of gathering evidence to make an application</li> <li>• Parents will have been consulted on the appropriateness of the EP for their child, and will have consented to their place</li> <li>• There is a cap on the number of children able to access the EP, based on the number of staff available and the space available.</li> </ul> <p>Exit Criteria:</p> <ul style="list-style-type: none"> <li>• The child is able to access parts of the school day without adult support.</li> </ul>

	<ul style="list-style-type: none"> <li>• The child is able to engage in an adult-led activity not of their choosing for at least 10 minutes.</li> <li>• The child is able to access an adapted curriculum, based on what the whole class are learning.</li> <li>• The child has made accelerated progress in terms of communication and interaction.</li> </ul> <p>When the staff in the EP and parents feel that a child is ready, a staggered re-integration into the mainstream classroom will be trialed. It will start with them accessing appropriate parts of the school day, with support from an adult. This support will then be gradually withdrawn, and then additional parts of the day will be added to the routine. Each additional step will be reviewed for a period of time and parents will be consulted before a change is made. Where possible, pupil voice will be sought also.</p>
<p><b>4. Inclusion</b></p>	<p>How the Enhanced Provision pupils are integrated with the wider school community:</p> <ul style="list-style-type: none"> <li>• At lunchtime pupils are on the playground and in the dinner hall with peers</li> <li>• Pupils are included in the weekly Star of The Week assembly</li> <li>• A child from each class is always part of the WAC Donalds reward</li> <li>• Pupils go swimming with their year group when appropriate</li> <li>• Pupils are included in the residential trips with their year groups</li> <li>• Pupils are involved in the Christmas productions for their year group</li> <li>• Pupils are welcome to take part in Whitegate's Got Talent</li> </ul>
<p><b>5. Staffing</b> Who oversees the provision?  Who is responsible for planning/teaching and learning?  What is the involvement of class teachers?</p>	<p>The EPs are overseen by Miss Fisher, SENDCo. She is responsible for the long, medium and short term planning, as well as the resourcing for learning. Most of the 1:1 teaching is led by a Level 2 Teaching Assistant with modelling and team teaching taking place with Miss Fisher where necessary and beneficial.</p> <p>Miss Fisher is responsible for overseeing the assessment of pupils; this is carried out in conjunction with the level 2 TA. Miss Fisher is then responsible for personalised target setting and the updating of provision maps.</p> <p>Parents evenings are run by Miss Fisher and the Level 2 TAs in Class 15 and Class 16. Reports are written by Miss Fisher.</p>
<p><b>6. Curriculum</b></p>	<p>Miss Fisher is responsible for all curriculum planning for Class 15 and 16. Long, medium and short terms plans are based on the EYFS Statutory Framework and the National Curriculum. Objectives are set for children that are stage appropriate rather than age related. Each half term has an overarching topic where links can be made to all areas of the wider curriculum.</p> <p>In English and Maths B Squared assessments are made of the children each term, in line with whole school assessment requirements. Sequences of lessons are planned based on individual pupils' level of development.</p> <p>In English, sensory sacks are predominantly used to engage children in books related to that half term's topic.</p> <p>In Maths, coverage of the 4 strands (number, measurement, geometry and statistics) is ensured within each half term period. Where appropriate, children will use the Power Maths scheme of work in line with the rest of the school, at a stage appropriate to their current learning level.</p> <p>In addition, skills are measured using the AET (Autism Education Trust) Framework each term. A rag rating is given against each descriptor in each of the 6 areas (Healthy Living; Learning and Engagement; Emotional Understanding and Self-Awareness; Interests, routines and processing; Social understanding and Relationships; and</p>

	<p>Communication and Interaction). Outcomes in this assessment inform the Continuous Provision planning, which includes personalised target activities.</p> <p>A Friday morning is timetabled to focus on life skills. This can be linked to the Healthy Living aspect of AET, it can come from EHCP outcomes, or will be based on what staff know the children need to develop.</p>
<p><b>7. Assessment</b></p>	<p>Termly assessments are made of the children in Reading, Writing, Maths and Communication and Interaction. These assessments are made collaboratively between the Level 2 TAs and Miss Fisher. These are shared with parents each term, and discussed during parents' evenings. Pupils are provided with individual targets based on their assessments. Staff evidence when pupils have securely achieved them on 5 occasions, and then a replacement target in that area is set. EHCP Reviews are organised and chaired by Miss Fisher, ensuring all relevant professionals are involved.</p>
<p><b>8. Involvement of Stakeholders</b> Parents, Staff, Governors, Professionals/Specialist Support Services:</p>	<p>The planning for the inception of the Enhanced Provision was a collaborative process. Parents of pupils likely to join the EP were consulted on what they felt would best meet the needs of their child. Whitegate's Autism Support Teacher from the IES Service provided a wealth of expert knowledge to guide the process. Since it has been up and running the AST has visited to quality assure the provision. Parents' opinions have been sought and all responses were very positive; all parents felt their child had made great progress since joining the EP. Miss Fisher attends all of the Local Authority Enhanced Provision networks to update her CPD. This is then disseminated with EP staff. Miss Fisher and a Level 3 TA attended the Transform Trust Enhanced Provision training. The AST has developed an Enhanced Provision network for TAs working in EPs in Clifton to meet regularly to share best practice.</p>
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<p><b>Date updated:</b></p>	<p>17.5.25, 28.9.25, 10.2.26</p>
<p><b>Date to be reviewed:</b></p>	<p>30.9.26 or sooner if changes are made</p>