

Notes of visit to Review
Lyde Green Access Centre
5th February 2019

Introduction

Lyde Green Access Centre is a specialist provision for pupils with Autistic Spectrum Conditions (ASC). It is the only provision of its kind in South Gloucestershire for pupils in Reception and Key Stage One. The Access Centre is a self – contained provision with no expectation for mainstream inclusion although this is available should it be deemed appropriate.

The Access Centre does not have a signed Service Level of Agreement in place. The discussion was undertaken to get the SLA agreement signed after the full review of Resources Bases/Units within South Gloucestershire has been completed.

There is capacity for 12 pupils at the provision and currently there are 8 pupils in the provision 7 of which are from South Gloucestershire and 1 from Bristol. The Unit will increase to full capacity from September 2019.

The School was visited by OFSTED in July 2018 and was rated as good. The following comments were made about pupils with Special Educational Needs and Disabilities (SEND).

“Teachers support pupils who have SEN and/or disabilities well. They structure learning skilfully, based on a precise understanding of the needs of each pupil”.

1) Funding

All pupils who access the Access Unit are funded from the High Needs Block (HNB). Below is a summary of the element three funding:

Current Banding Level	Element Three Funding £	Number of Pupils	Place Led Funding Element 1- NFF plus Element 2 - £6k*	Total Element Three £	Total £
8	£13,845	1	£9,097	£13,845	£22,942
10	£20,051	5	£45,485	£100,255	£145,740
11	£25,780	1	£9,097	£25,780	£34,877
Total		7	£63,679	£139,880	£203,559

*an additional £9,097 (£3,097 +£6000) is funded through the place led funding as this is an 8 place provision, one of these is an OLA pupil, and the OLA authority fund only the element 3.

The total cost of running the provision is £203,559 plus £9,097 plus £ = **£212,656**.

2) Cost Effectiveness

Average cost per pupil is £212,656 divided by 8 pupils = £26,582.

Currently there are 7 South Gloucestershire pupils accessing the Provision.

The previous table shows that most of the pupils that access the Provision are on Band 10.

3) Staffing

The Access Centre is managed by a fully qualified teacher/Special Educational Needs Co-ordinator (SENCo). The Access Centre Lead also sits on the Senior Leadership team of the Primary school.

Underneath this there is one specialist teacher and there are plans to also recruit a further teacher. The Access Centre Lead is currently spending more time teaching as the specialist teacher has been on long term absence. However, the Centre has been lucky enough to be supported by a teacher from the Primary School.

The Centre has a further 2 higher Level Teaching Assistants (HLTA's) who both support in class as well as providing group intervention for pupils.

There is also a Care Assistant as well as a supply teaching assistant who is being used to support due to the absence of the specialist teacher.

4) The role of the Provision

Below is a Summary of pupil year groups currently in the Resource Base.

Autism is the prime area of need.

All Resource base students have an EHCP.

Year Group	Reception	1	2	Total
ASD	3	3	1	7
Grand Total	3	3	1	7

5) Attendance

Attendance figures for all students were shared and are summarised as follows:

One student has not attended the Provision since last September due to extreme levels of anxiety and associated complex needs. This pupil remains on roll at the Access Centre but alternative provision from September 2019 has been sought.

The next table shows a summary of attendance of all other students at the Access Centre.

2 pupils have an attendance of 90%+

4 students 80-90% and one below 80%.

Pupil	Year	% Attendance 2018-2019	% Attendance 2017-2018
1	R	89.8	
2	1	97.2	95.5
3	1	92.6	90.0
4	1	81.8	89.4
5	R	88.6	
6	R	76.1 missed the 1 st part of the year	
7	R	86.3	

R- Reception class

6) Curriculum/Needs of Pupils

Pupil's needs are highly differentiated and a great deal of effort and resource is used to get the very best out of every pupil. The school day is highly structured from the time they enter the Access Centre to when they leave. Picture Exchange Communication System (PECS) is embedded into both the daily structure and curriculum for all pupils who access the Unit. Different classrooms are used for varying activities and pupils move through these rooms during the day.

There is fantastic outdoor space for pupils to explore and play. Forest schools is also used to enable pupils to develop independence, communication skills, self-esteem and confidence back in the classroom.

B Squared is used as the main driver of the curriculum and all work is centred around the needs of each individual pupil. This is complemented with the Autism Trust Training guidance "Attention Autism".

Every pupil has a folder "All about me" which includes a high level of detail about what works including trigger points and preventative strategies for managing the Autistic needs of learners.

Risk assessments were available for students with possible challenging behaviour including action plans to de-escalate these behaviours.

7) Outcomes

Targets are set for every pupil at the start of the year depending on the B Squared entry score.

The main subject areas for these scores are:

- Communication and Language
- Physical Development
- PSED
- Literacy
- Mathematics

All scores are colour coded and a tracking sheet is used to track pupil's progress every term. Progress is measured as either Outstanding (green), Good (blue), Requires Improvement (yellow) or Inadequate (red).

Every pupil has individual personalised folders where clear areas are measured and annotated on a regular basis to show progress.

Every pupils EHCP outcomes were displayed in every classroom, this made it clear for anybody to see.

8) Leadership and Management.

The leadership of the school are keen for the Access Centre to continue as a provision for Reception and Key Stage 1 pupils only. They are also willing to adapt to the future needs of pupils and the Local Authority if it was decided that a Resource Base was a preferred model of provision.

9) Feedback from Parents and Pupils

Questionnaires were issued to every parent/carer a month prior to the visit. 3 Questionnaires were completed and were passed back to the school.

All questionnaires were extremely complimentary and all gave positive feedback about the Provision.

Strengths

- Strong Leadership of the Access Centre.
- A good understanding of the cost of the Access Centre by the Access Centre Lead.
- Excellent differentiation of pupil needs with a needs driven curriculum.
- Excellent tracking of pupil progress.

Recommendations

- Continue to share best practice throughout the Primary phase and with other schools in the Trust.
- Capacity to take another student due to non-attendance of one currently on roll.

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