



Haxby Road Communication and Interaction

Enhanced Resource Provision

Proud to work, learn and grow together



EBORA ACADEMY TRUST

WHAT PARENTS SAY

“ It’s like a village school feel. Pastoral care is a real strength with caring and understanding staff.

An extension of the family

Equipping our children to succeed

Specialist teaching with good resources and small classes

Calming, safe, trusting, familiar environment

Empowering





Our Enhanced Resource Provision

We are a communication and interaction Enhanced Resource Provision (ERP) based at Haxby Road Primary Academy, developed in partnership with City of York Council.

The ERP provides support for children with speech, language, communication and interaction difficulties from any school in the local authority and beyond.

As part of the Haxby Road Primary Academy, the ERP shares the same Ebor Academy Trust values of respecting and caring for others and ourselves.

We work with the children in the ERP, their home school and parents and carers to develop the children's language and communication skills, confidence and personal and social independence skills to help them return as successful learners to their home school and prepare them for transition to secondary school.

At the ERP, we focus on developing and encouraging children's independence, personal organisation, self-esteem, communication, interaction, sensory and self-regulation.

Haxby Road ERP is a 26-place specialist provision for children

with specific difficulties with their communication and interaction. The provision comprises of three classrooms accommodating children from Year 1 to Year 6.

There is a flexible and personalised approach to the teaching and learning to ensure we meet the children's needs.

We have 11 places for children with a diagnosis of autism and 15 places for children with specific difficulties with their speech, language and communication.

We can provide outreach support to the child's local home school from specialist teachers and teaching assistants on an afternoon for children who attend the ERP and also children across the city where needed.

Most children attend the ERP every morning and transfer to their home school at 11:45am, ready for lunch and afternoon lessons with their peers. All these children are on roll at their home school. Transport is provided by the local authority.

Some of our children, who have an autism placement with us, will attend the ERP for the full day until they are ready to start transitioning back to their home school with support.

Excellence. To be the best we can be.

Every lesson counts

At the ERP, we believe that through expert teaching and support all children can achieve to their highest potential.

We provide a tailored and highly differentiated curriculum which specifically targets the individual needs of every child and focuses on targets set by speech and language therapists and other professionals/agencies.

By close liaison with staff, speech targets and other strategies are focused on during day to day teaching and additional sessions delivered by specialist staff as needed. We work closely with each child's home school to ensure a broad and balanced curriculum is taught and that all children have the opportunity to develop their skills, knowledge and understanding in a full range of subject areas.

High standards for all through specialist teaching

We celebrate success for all. Our expert team have high expectations of themselves as well as our pupils.

We offer:

- De stimulating work environments
- Structured support for developing English and Maths skills which happens every morning
- Support for local schools to develop their expertise
- Highly differentiated teaching and learning with lots of repetition, over learning and consolidation
- Multi-sensory learning
- Tailored work for English and Maths and social skills suited to the needs of each individual
- Personalised curriculums tailored to MSPs/EHCPs
- Small group work and reduced classroom sizes
- High staffing ratio
- In depth liaison between ERP staff, speech and language therapist, the autism specialist teaching team and occupational therapy
- Highly visual and structured environment

- A creative curriculum which is desirable and engaging
- A predictable environment with clear routine
- Speech and language strategies embedded in everyday teaching
- Sensory processing strategies embedded daily
- A combination of specialist methods of teaching including SCERTS and ELKLAN
- Strong links with parents
- Self regulation strategies and technique embedded daily
- Sensory suite
- Strategies and support to reduce anxiety.





Belonging. To work together as a community.

Feeling safe

Our ERP is safe, caring, friendly and welcoming.

We use the Zones of regulation and Emotion coaching to develop our pupils' understanding of their emotions and support their behaviour. Children are praised and rewarded for trying their best, for being kind, hard working and well behaved.

We follow the principles of SCERTS to create a supportive classroom community which increases the opportunities for social communication and emotional regulation.

Every child matters

Each child is taught in the way that suits them.

Our children have personalised support in small groups and one-to-one sessions. We deliver highly differentiated lessons to stretch children and keep them engaged so they may reach their full potential. We work hard to ensure all our practise is predictable and desirable so that children are engaged and comfortable in their surroundings.

Parental engagement

As an ERP, we believe that children, parents and staff belong to a learning community.

We work closely with parents to enable them to understand how best to support their child in their learning journey. We provide opportunities in the year for parents to come into the ERP classrooms to join in and see how their child is taught.

With children being at the ERP on a dual placement and many coming into school by taxi, we also provide opportunities for parents to meet each other through social events, parent focus groups and coffee mornings.

Parents are encouraged to contact us in order to discuss any individual concerns. Staff from both settings will attend at least two reviews each year along with parents where their child's provision, progress and outcomes will be discussed and agreed.

Links with home schools

Strong links with your child's home school are built from when your child starts a dual placement with us. Together, host and home schools have an agreed understanding of their joint responsibilities which include:

- Opportunities to share planning
- Strong liaison and communication between staff. Outreach visits from ERP staff
- In-reach visits to the ERP for home school staff
- Joint reviews following a review cycle
- Pupils may be involved in special events and school trips at both settings
- Support and advice provided by the ERP for teachers and TAs
- Support to transfer back into full-time mainstream when a child is ready.

We offer and provide training to staff at home schools so they understand how to meet the needs of children on our dual placements.

Opportunity. The chance to grow and flourish.



Our ERP provides staff with outstanding professional development opportunities.

We pride ourselves in the training we offer staff on subject knowledge, teaching and leadership skills, as well as our main focus on developing specialist knowledge on speech, language and communication needs and autism.

Outreach to the child's local mainstream school will include a package of support in consultation with the child, parents and school to make sure that the child reaches their potential. Each package of support will look slightly different, but is carefully designed to ensure each child's needs are being met.

Our training opportunities and support extend to other primary schools in York where we offer specialist outreach and in-reach support as well as staff training opportunities within our ERP.

We also have links with other speech and language ERPs across the country to share and develop our knowledge and training programmes.

We work closely with schools at times of transition; when the child is ready to transition back into mainstream school, support will be offered through outreach to ensure this happens successfully.



Respect. Caring for others and ourselves.

The foundation of how children and adults behave is embodied in our CARE code – CARE for ourselves, for each other and for the environment.

CARE means:

Consider

And

Respect

Everyone.

This is the message that we will promote through all aspects of school life.





Haxby Road Primary Academy is part of Ebor Academy Trust. This is a not-for-profit charity which consists of a group of academies working in partnership.

Our alliance develops strong relationships and trust between all academies, a partnership whereby strengths in all settings are shared – a working-with relationship rather than a doing-to relationship.

We work closely together to establish a partnership model that will benefit all children in all academies in our group. This is an exciting venture, in which we aim to build a sustainable, dynamic organisation which will provide developmental opportunities for staff in the group and in the wider community.

Admissions

Haxby Road Enhanced Resource Provision has two points of admission – April and September.

We can, however, be more flexible if spaces are available and it is felt a different start date would benefit your child. The home school setting will make the application to the SEN panel at the local authority with supporting advice from the child's speech and language therapist and educational psychologist.

Admissions to the ERP are

managed by City of York Council in partnership with Haxby Road Primary Academy. The local authority has an overall responsibility for the Enhanced Resource Provision. If a dual placement is given to your child, they will remain on the roll of their mainstream school. Full time autism places will be on the roll of Haxby Road Primary Academy.

Our admissions criteria is on our website: www.haxbyroad.ebor.academy

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