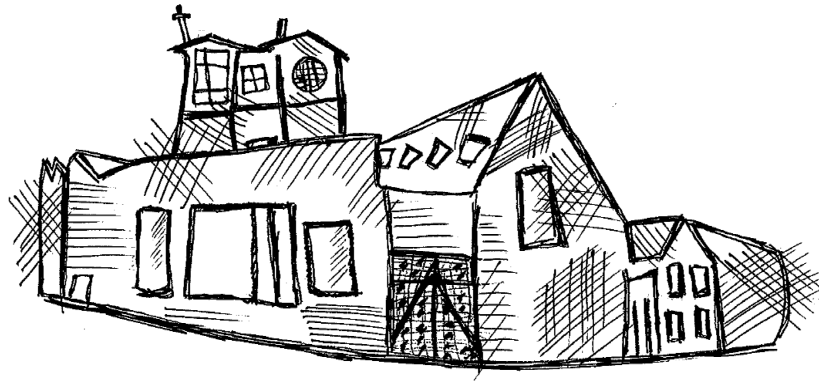


Grange Primary School



Specialist Education Setting Policy

September 2026

Belong

Believe

Achieve

1. Intent

Grange's Specialist Education Setting exists to bridge the gap between potential and participation. Our primary intent is to provide a bespoke, therapeutic, and high-quality learning environment for students who face many barriers to learning within a mainstream classroom.

We aim to equip every student with the emotional regulation, social fluency, and academic stamina required to reintegrate into school life with confidence. At Grange, inclusion is not just about being 'in' the building; it is about ensuring every child has an equitable seat at the table of opportunity.

1.1 Definition of Specialist Education Setting

Grange's Specialist Education Setting is a specialised, onsite provision within a mainstream primary school designed to provide intensive, expert support for children with complex needs—specifically those with an Education, Health and Care Plan (EHCP). Unlike a standard classroom, it offers a higher adult-to-child ratio, a calming sensory environment, and a bespoke curriculum tailored to individual cognitive and communication profiles. It acts as a "bridge," offering the structured, quiet, and predictable atmosphere of a special school while remaining an integral part of the local mainstream community.

The primary function of the base is to remove the barriers that prevent children with complex cognition difficulties and Speech, Language, and Communication Needs (SLCN) from accessing education. By utilising specialist teaching strategies—such as Makaton, visual schedules, and sensory-integrated learning—the base empowers pupils to develop essential life skills and academic foundations at their own pace. Ultimately, Grange's Specialist Education Setting ensures that inclusion is meaningful rather than just physical, providing pupils with a "secure base" from which they can safely transition into mainstream activities when they are emotionally and developmentally ready.

1.2 Aims of the Specialist Education Setting

Grange's Specialist Education Setting aims to remove barriers to learning and ensure equality of opportunity for all pupils where they feel safe, valued and able to access a curriculum tailored to their individual needs. Our aims are:

- To break down the child's learning into manageable steps where children can develop their learning skills, make progress and build confidence in their abilities
- To promote the communication and interaction of all pupils ensuring that they can express their wants and needs in a safe and secure environment whilst develop their communication and interaction skills
- To promote children's emotional well-being by ensuring that they are able to identify their emotions, learn how to manage these and reduce the overall anxieties they face with regards to their learning
- To provide children with an environment where they can explore their senses and build up strategies regulate their sensory needs

- To teach key life skills to our children so they can become more independent in both their learning and everyday life.
- To celebrate successes and identify areas of development for our children with the ultimate aim that they can successfully reintegrate fully within their mainstream classroom.
- To support children's learning journey in the hope to reintegrate them into the mainstream classroom

2. Implementation

2.1 Staff Responsibilities

There are a number of staff responsible for ensuring the Specialist Education Setting meets the needs of the pupils who attend it.

The Headteacher will:

- Oversee the running of the base ensuring that the children are receiving the best support possible. The headteacher will complete regular observations of the learning of these children to ensure it meets Grange's high standards.
- Be the main child protection officer for the children accessing the Specialist Education Setting
- Ensure The Specialist Education Setting is equipped with appropriate resources to meet the needs of the children

SENCo will:

- Working alongside the headteacher in ensuring that the teaching and learning of the pupils in the Inclusions Base are receiving high-quality teaching and accessing interventions relevant to the children's needs
- Deputy Safeguarding lead for children within the Specialist Education Setting
- Alongside the class teacher, meet with parents to discuss the progress of the children accessing the Specialist Education Setting
- Chair Annual Reviews for the children with EHCPs within the Specialist Education Setting
- Arrange for staff to attend relevant CPD in-line with their roles
- Update all stakeholders with any changes in a child's learning or health needs and ensure documentation is kept up-to-date
- Hold regular team meetings to discuss the progress of the children who attend the Specialist Education Setting

Class Teacher will:

- Timetable lessons throughout the week and plan and adapt lessons to provide an accessible curriculum for the children
- Use tailored teaching strategies to help remove any barriers the children face in their learning and promote independence
- Assess children's learning and report back to key stakeholders' children's progress

- Report any safeguarding concerns to the safeguarding leaders
- Ensure the learning environment(s) are accessible, engaging and welcoming to all children
- Keep up-to-date with every child's learning and health needs and adapt where appropriate to meet these needs
- Access any CPD offered
- Work as a team within Specialist Education Setting ensuring that strategies are being used and communication between adults working within the base is effective
- Complete other responsibilities in line with their teaching standards contract
- Liaise with parents on progress formally and informally
- Create resources to aid teaching

Teaching Assistants will

- Support the class teacher in setting up the classroom to ensure it is accessible to all children within the base
- Report any progress or concerns to the class teacher and/or SENCo in relation to the pupils accessing the Specialist Education Setting
- Access CPD offered
- Run targeted interventions for identified pupils and keep records of their progress using the school's assessment portfolio
- Communicate with other adults within base whilst supporting the team ethos throughout the school

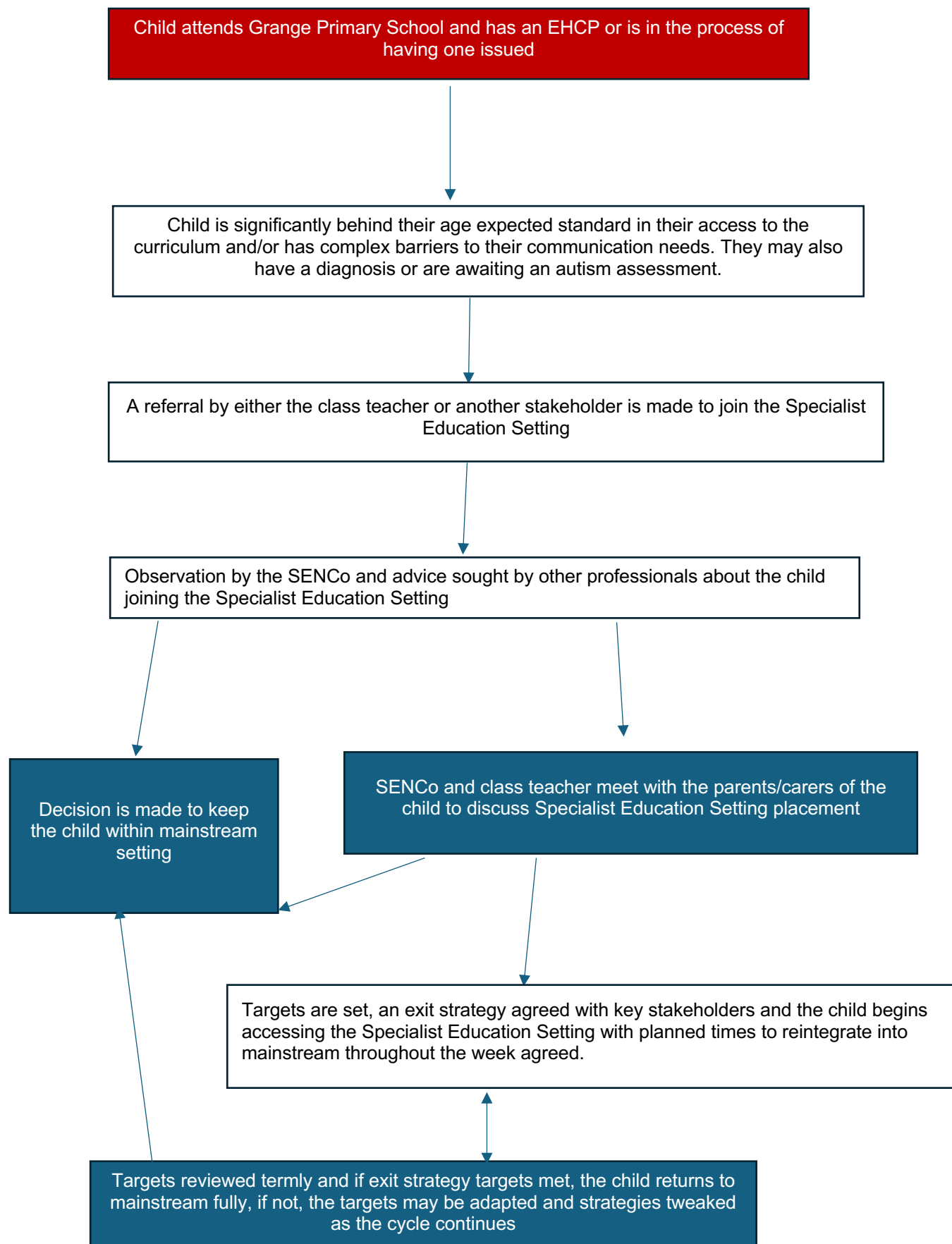
Speech and Language Therapists will

- Assess children's speech, language and communication needs
- Set SMART targets for the next steps of a child's learning
- Write reports to contribute towards a child's EHCP Annual Review
- Provide CPD for our staff to ensure that interventions can be run subtly throughout the week within the Specialist Education Setting
- Report any safeguarding concerns to the safeguarding leads

2.2 Criteria to accessing the Specialist Education Setting

Grange's Specialist Education Setting is a specialist provision designed for pupils with an Education, Health and Care Plan (EHCP) who present with complex learning needs and significant Speech, Language, and Communication Needs (SLCN).

Our identification process is rigorous and transparent, ensuring that the base is the "right fit" for the child's primary needs while maintaining the integrity of our specialist environment. The flow chart below outlines how we identify pupils who should access the Specialist Education Setting:



Every child who accesses Specialist Education Setting will have an exit strategy (**see 2.5**). These will be a set of personalised targets which the child should demonstrate that they can meet in order to return fully to mainstream education. These targets are related to their cognition and learning, communication and interaction, social and emotional needs and their ability to become independent learners.

Children will have their targets recorded on their cycle of support plans (**Appendix A**) which will be shared with relevant stakeholders each term. These targets will be reviewed on a regular basis and used as part of the evidence collected as part of a child's annual review.

2.3 Consultation of Parents/carers

Any child who is/will be accessing the Specialist Education Setting will have their parents/carers consulted first. This will be a meeting held with the SENCo where the reasoning for the move will be discussed. In addition, parents and carers will discuss the learning format and structure of the Specialist Education Setting a review of the exit strategy will be laid out.

2.4 Structure of the Specialist Education Setting and ensuring pupils reintegrate back to mainstream

Grange's Specialist Education Setting is split into two different classrooms. Rocket Class is for children who are working on Cherry Gardens Branch Maps model and are yet to enter learning from the National Curriculum. Comet Class is for children who are mostly, if not fully, accessing the national curriculum for their learning but are significantly behind their age expected standard.

The focus of The Specialist Education Setting is on building independence and social integration, rather than permanent segregation.

Children in Rocket Class spend most of their day within the provision. They will reintegrate with their mainstream classes on certain occasions throughout the week such as whole school assemblies and PE lessons.

Children in Comet Class attend the Specialist Education Setting for the mornings where they will complete learning from the core subjects (Maths, English and Reading) with a more calm, sensory-based environment before reintegrating back to their mainstream year group class for lunch and the afternoon.

2.4 The Curriculum of the Specialist Education Setting

Children accessing their education through the Specialist Education Setting will be taught in a calm, sensory-based environment. Children will be assessed using the national curriculum appropriate for their level of attainment. For those children yet to be working at the national curriculum standard, will be assessed using Cherry Gardens Branch Maps. Copies of the objectives laid out in Branch Maps can be obtained by contacting the school's SENCo.

All children will be encouraged to join their mainstream classes for events like assemblies, PE lessons and some other parts of the day. They will also be encouraged to eat in the main lunch hall and join in with play alongside the whole school community.

The Rocket Specialist Education Setting children access the specialist provision for the full day. They will be taught a bespoke curriculum which will be based around developing their learning attainment whilst building their ability to communicate with others. Children will be taught in shorter formal lessons with more intense adult support throughout. They will be taught the following: Phonics (using the Little Wandle scheme) whilst English and Maths lessons will be taught based on targets set in the children's EHCPs whilst Topic sessions will be building on children's independence and social interactions using objectives from Cherry Gardens Branch Maps.

Comet Specialist Education Setting pupils will receive adapted morning lessons tailored to their specific learning objectives. Children will also spend time developing their social and interaction skills throughout the day by being encouraged to interact with both the learning environment and each other through structured activities.

Both groups of children will have access to life skills sessions teaching children fundamental skills they will need in everyday life such as: cooking, dressing themselves and visiting points of interest within the local community.

2.5 Exit Strategy

Before any child joins the Specialist Education Setting, a meeting will be held with the main stakeholders of the child (parents/carers, school staff any other relevant professional). This will be to discuss the child's attendance within The Specialist Education Setting and the reasoning behind this decision will be explained.

Grange does not view attendance in The Specialist Education Setting as indefinite, but rather will be hoping that children can reintegrate fully back into a mainstream education. In order for this to happen, children will need to fully meet the objectives laid out in an agreed exit strategy. Each child will be given the same 4 targets (as outlined below) as part of their exit strategy and then will be given further targets as laid out in their Cycles of Support which come from their EHCPs. All these targets will be reviewed termly and shared with key stakeholders either termly in meetings with the SENCo and/or class teacher or during the child's EHCP Annual Review.

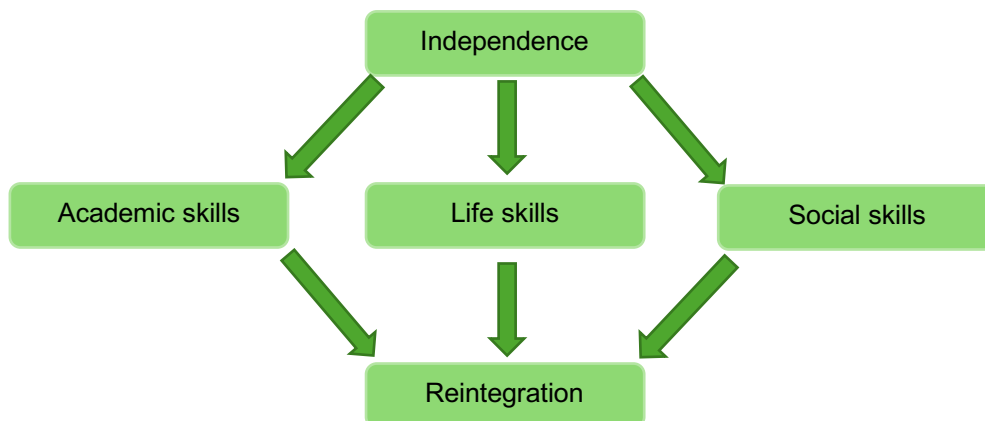
The shared objectives of the exit strategy are:



Grange Primary School
West Sussex, PO19 6AP
Grow with Grange

Grange School Specialised Education Setting Exit Strategy.

Grange School's inclusion base is seen as a temporary measure of support for children and the aim is to see any child who access the provision fully reintegrate with their mainstream class. In order for this to happen, the child must complete the targets laid out below along with their targets laid out in their support plan:



Target	Success Criteria	Review- termly
C&L: To grow in independence and make progress in the curriculum	- To improve attention and focus skills - To grow in independence with their learning so they are not relying on adult support for their learning - To take pride in their work and make progress within the curriculum	
S&L: to use a range of communication methods to have effective interactions to engage with others and express my wants and needs	- To use both verbal and nonverbal communication methods - To be able to express my wants and needs using a method of communication - To be able to join in a to and fro conversation with another person - To be able to turn take and engage in play effectively with others	

SEMH: To regulate their emotions so they can focus on whole class with limited distractions	- To identify how I am feeling - To know what might trigger my emotions - To use techniques and strategies to regulate my emotions	
S&D: To manage their sensory needs using a range of taught strategies and resources	- To identify my sensors and what explore my sensory needs - To use resources to meet my sensory needs	

2.6 Behaviour

Although adaptations will be made to the behaviour system to meet the children's needs, the setting does still follow the school's rules and behaviour system outlined by the behaviour policy.

3. Impact

3.1 Assessment of learning

Children will be assessed using the national curriculum appropriate for their level of attainment. For those children yet to be working at the national curriculum standard, will be assessed using Cherry Gardens Branch Maps.

Children's EHCPs will be used to set targets which will be laid out next to the provision for these targets in the children's Pupil Passports (**Appendix A**). These targets will be assessed by the class team every term. Children's targets will be laid out in a child friendly format and displayed within the learning environment to ensure that children are aware of their targets. This will be using a template called JAM targets (**Appendix B**).

In addition, children's EHCP targets and recommended provision will be reviewed every year in a formal Annual Review Meeting involving all key stakeholders. These will be arranged by the SENCo except for in exceptional circumstances where either the parent or Southwark may call for an Emergency Annual Review to discuss the levels of support provided for the child.

3.2 Speech, Language and Communication Development

Speech, Language, and Communication (SLC) form the cornerstone of our curriculum and the physical structure of the Specialist Education Setting. We provide a communication-rich environment where high-quality visual supports empower students to select their most effective mode of expression—whether verbal, augmented, or non-verbal.

Our Speech and Language Therapists (SaLTs) are integral to our multidisciplinary team, driving our clinical and educational strategy. Beyond direct assessment and reporting, our SLTs model evidence-based interventions, ensuring that specialized communication strategies are woven into the fabric of daily classroom life to maximize student progress in social interaction and functional language

When not working directly with our pupils, the speech and language therapist will be training our support staff in delivering key interventions to help promote and develop children's communication and interactions with others. The support staff will then deliver these interventions throughout the week.

3.3 Pupil and Parent Voice

Pupil voice is a key aspect to the whole school. The pupils and their families in the Specialist Education Setting are pivotal to this. Their opinions will be collected on a termly basis and will contribute greatly towards decisions made about the Specialist Education Setting.

4. Links to other policies

Other policies linked to, but no exclusive, to this policy include:

- Grange's SEN policy
- Grange's SEN Information report
- Accessibility Plan
- Grange' Equality Policy
- Admission Policy
- Behaviour Policy
- Safeguarding Policy

Appendix A: Individual Provision Map for children with an EHCP template

 Grange Primary School Wicks Street, London SE1 1AP Grow with Grange.		Individual Support Plan - EHCP		 Southwark Council
Child's Name and year group: Click or tap here to enter text.	Date of Birth: Click or tap here to enter text.	Date of EHCP/last review: Click or tap here to enter text.		

What's important to me...

-

What people like and admire about me...

Likes and dislikes...

I like:

-

I dislike:

-

How best to support me...

-

• **My parents/Carers say:**

Cycles of Support			
Cycle Choose an item.		From: Date	To: Date
Attainment	English/Writing:	Reading:	Maths:
Long Term Target from EHCP	SMART target	How will this be achieved?	Outcome
<i>Example: X will make progress in her literacy in both her actual ability and in developing strategies to access the curriculum despite her literacy needs.</i>	<i>X will be able to use accurate punctuation in her writing, including direct speech, with less than 4 errors per A4 page.</i>	<i>TA support in all English lessons, daily, 1 hour, 1:3 Precision teaching with TA, daily, 10 minutes, 1:1</i>	Choose an item.
C&L:	SMART target	Name of intervention, frequency, length, run by whom	Choose an item.
S&L:	SMART target	Name of intervention, frequency, length, run by whom	Choose an item.
SEMH:	SMART target	Name of intervention, frequency, length, run by whom	Choose an item.
S&D:	SMART target	Name of intervention, frequency, length, run by whom	Choose an item.
Click or tap here to enter text.	SMART target	Name of intervention, frequency, length, run by whom	Choose an item.

Any diagnoses Choose an item. Choose an item. Choose an item.			
Cognition and Learning		Communication and Interaction	
Strengths Click or tap here to enter text.	Needs Click or tap here to enter text.	Strengths Click or tap here to enter text.	Needs Click or tap here to enter text.
Social, Emotional and Mental Health		Physical and Sensory Needs	
Strengths Click or tap here to enter text.	Needs Click or tap here to enter text.	Strengths Click or tap here to enter text.	Needs Click or tap here to enter text.

TAC meeting	Date Click or tap here to enter text.	Attendees: Click or tap here to enter text.
Progress		
Areas for development (including any new specialist advice)		

Appendix B: JAM Targets



Term:		
My Communication – listening and understanding		
My Communication – expressing myself		
My Literacy		
My Creativity		
My Thinking		
My World		
My Body – fine / gross motor skills		
My Self – personal, emotional and social		
Progress to be recorded on Tapestry.	Mid-point review recorded on Tapestry	Done? (date)
	Goals adjusted?	Yes/no

PTO for additional notes and guidance.