

Entry criteria for Additional Resource Provisions (ARPs) and Special Schools

2024 -2025



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[Children with SEN - Together for Children](#) Link to access SEND Ranges 2020

Additionally Resourced Provisions

- **Academy 360 – Curriculum Access Provision (CAP)**
- **Washington Academy - Curriculum Access Provision (CAP)**
- **Biddick Academy - ASD (autism spectrum disorder) provision**
- **Farringdon Community Academy - ASD provision**
- **Usworth Colliery Primary - ASD provision**
- **John F Kennedy Primary - ASD provision**
- **Mill Hill Primary School – ASD Provision**
- **Oxclose Community Academy—Physical & Medical Provision**
- **Oxclose Primary Academy – Physical & Medical Provision**
- **Oxclose Nursery School – Physical & Medical Provision**
- **Hudson Road – Social, Emotional and Mental Health Provision**
- **Thorney Close Primary – Hearing Impairment provision**
- **Secondary Hearing Impairment Unit Sandhill View (specialist support delivered by TfC’s Children’s Sensory Impairment Team)**
- **Northern Saints Primary - Language Unit provision**
- **Valley Road Primary Academy – Language Unit provision**
- **New Penshaw Academy – Communication Hub**
- **Hetton School – Language Unit provision**

Academy 360 (age range 5 – 16 years) - Curriculum Access Provision (CAP)

Additionally Resourced Mainstream Provision (ARP) for children and young people with significant and persistent difficulties with Cognition and Learning.

Core purpose of the Services

To provide an appropriate adapted curriculum offer to children or young people from Year 1 to year 11 who have an Education Health Care Plan (EHCP), who have not made expected progress over a period of time. Children will have significant difficulties in the acquisition of language, literacy, and numeracy skills due to a lifelong learning difficulty or disability (LD) at the lower end of moderate/borderline severe learning difficulties range. Children will need to be supported in small classes with access to mainstream classes where appropriate.

Entry Criteria

The placing authority is Together for Children on behalf of Sunderland City Council. The child / young person will have significant and persistent difficulties with language, literacy, numeracy and /or motor co-ordination despite regular attendance. In addition, the following evidence needs to be provided:

- Evaluated support plans and provision map, which demonstrate that strategies have been used across SEND ranges 1 – 4b.
- The child will have an Education, Health and Care Plan with cognition and learning as the primary need.
- The pupil will typically have an IQ between 50 - 65
- Key language, literacy and/or numeracy skills are well below functional levels for their age, usually presenting at least one key stage below. The child / young person will have difficulties accessing text and / or recording work independently.
- The child / young person has significant levels of difficulty in cognitive processing and transferring of skills across the curriculum, requiring significant alteration to the pace and delivery of the curriculum.
- The level of adjustment and specialist teaching across the curriculum is significantly greater than normally provided in a mainstream setting, including the need for an adapted qualification offer and alternative means of assessment as appropriate to the individual needs of the children and young people.
- The child / young person is socially immature and vulnerable because of limited social awareness, difficulties with reasoning, understanding, or expressing thought, impacting on social development and independence.

- The child / young person requires some aspects of the curriculum to be taught in a small group within the resource class area.

Interventions recommended by external specialists will have been used and despite these the child / young person shows little, or no progress or intensive support is required to ensure progress.

An Educational Psychologist will have been involved with the child and will have identified that the child is functioning within the lower end of the moderate learning range/borderline severe learning difficulties range. This recommendation will have been discussed at an EHCP Review meeting or as an outcome to an EHC (Education, Health, and Care) Needs Assessment.



Washington Academy – Age range 11 – 16 years – Curriculum Access Provision (CAP)

Additionally Resourced Mainstream Provision (ARP) for Secondary age children and young people with significant and persistent difficulties with Cognition and Learning.

Core purpose of the Services

To provide an appropriate adapted curriculum offer to children from Year 7 to 11 who have an Education Health Care Plan (EHCP), who have not made expected progress over a period of time. Children will have significant difficulties in the acquisition of language, literacy, and numeracy skills due to a lifelong learning difficulty or disability (LD) at the lower end of moderate/borderline severe learning difficulties. Children will need to be supported in small classes with access to mainstream classes, where appropriate.

Entry Criteria

The placing authority is Together for Children on behalf of Sunderland City Council. The child will have significant and persistent difficulties with language, literacy, numeracy and / or motor co-ordination despite regular attendance. In addition, the following evidence needs to be provided:

- Evaluated support plans and provision map have demonstrated that strategies have been used across SEND ranges 1 – 4b.
- The child will have an Education, Health and Care Plan with cognition and learning as the primary need.
- The child will typically have an IQ between 50 – 65.
- Key language, literacy and/or numeracy skills are well below functional levels for their age, usually presenting at least one key stage below. The child will have difficulties accessing text and / or recording work independently.
- The child has significant levels of difficulty in cognitive processing and transferring of skills across the curriculum, requiring significant alteration to the pace and delivery of the curriculum.
- The level of adjustment and specialist teaching across the curriculum is significantly greater than normally provided in a mainstream setting, including the potential need for an adapted qualification offer at Key Stage 4 and alternative means of assessment as appropriate to the individual needs of the children and young people.
- The child is socially immature and vulnerable because of limited social awareness, difficulties with reasoning, understanding, or expressing thought, impacting on social development and independence.
- The child requires some aspects of the curriculum to be taught in a small group within the resource class area.

Interventions recommended by external specialists will have been used and despite these the pupil shows little, or no progress or intensive support is required to ensure progress.

An Educational Psychologist will have been involved with the child and will have identified that the child is functioning within the lower end of the moderate learning range/borderline severe learning difficulties. This recommendation will have been discussed at an EHCP review meeting or as an outcome to an EHC Needs Assessment.



Biddick Academy – ASD provision (11 – 16 years)

Additionally, Resourced Mainstream Provision (ARP) for Secondary aged children / young People (CYP) with Autism, severely affecting their progress and engagement with the National Curriculum, including social and emotional aspects of the curriculum and all aspects of school life.

Core purpose

The purpose of the provision is to meet the needs of children or young persons with the triad of difficulties linked with communication, social understanding, and the rigidity of thought associated with Autism that require:

- Daily access to a teacher with specialist understanding of the nature and implications of Autism.
- Small group or individual work around a social skills curriculum to support child or young person's social awareness and peer friendships.
- Access to the national curriculum and appropriate qualifications.
- Supported social time within the ARP to facilitate peer interaction and develop social skills.
- Inclusion into mainstream with a flexible approach to support that can adapt to the needs of the individual child or young person and support transitions during the school day.

Entry Criteria

The placing authority is Together for Children on behalf of Sunderland City Council.

The child or young person will have a verified diagnosis of Autism made by an appropriately qualified specialist as detailed under NICE (National Institute for health and Care Excellence) guidelines. In addition, the following evidence needs to be provided:

- Evaluated SEND support plans and provision map that demonstrate the impact of strategies already implemented in the current setting, mapped against the SEND ranges 1-4b.
- The young person will have an Education, Health and Care Plan with Communication & Interaction difficulties, associated with Autism, identified as their primary need.

- The child or young person will have communication and interaction needs that severely affect their access to aspects of the national curriculum.
- The pervasive nature of the Autism/communication & interaction needs has a detrimental effect on the acquisition, retention, and generalisation of skills.
- The child or young person may have some sensory needs and require substantial adult support and environmental adaptations to manage the social, environmental, and sensory demands of a busy mainstream setting.
- The child or young person will have an uneven learning profile but can access a differentiated mainstream curriculum and function with the peer group available. The expectation is that the provision will provide flexibility in the curriculum allowing the individual to access specialist and mainstream provision in line with their needs.
- The child or young person requires some aspects of the curriculum to be taught in a small group within the resource base area and to have access to specialist Autism interventions, such as social skills programmes, focussing on Preparation for Adulthood outcomes.
- All possible school-based Autism interventions will have been explored, under the direction of the Autism Outreach Team, and there is evidence to support this with clear outcomes linked to the SEN (Special Educational Needs) Ranges document.

Interventions recommended by external specialists in Autism will have been used and, despite these the child or young person shows little, or no progress or intensive support is required to ensure progress.

An Autism Specialist and/or Educational Psychologist will have been involved with the child and will have identified the need for this type of provision. This recommendation will have been discussed at an EHCP Review meeting or evidenced as the outcome of an EHC Needs Assessment.



Farringdon Community Academy - ASD provision (11 – 16 years)

Additionally, Resourced Mainstream Provision (ARP) for Secondary aged children / young People (CYP) with Autism, severely affecting their progress and engagement with the National Curriculum, including social and emotional aspects of the curriculum and all aspects of school life.

Core purpose

The purpose of the provision is to meet the needs of child or young persons with the triad of difficulties linked with communication, social understanding, and the rigidity of thought associated with Autism that require:

- Daily access to a teacher with specialist understanding of the nature and implications of Autism.
- Small group or individual work around a social skills curriculum to support child or young person's social awareness and peer friendships.
- Access to the national curriculum and appropriate qualifications.
- Supported social time within the ARP to facilitate peer interaction and develop social skills.
- Inclusion into mainstream with a flexible approach to support that can adapt to the needs of the individual child or young person and support transitions during the school day.

Entry Criteria

The placing authority is Together for Children on behalf of Sunderland City Council.

The child or young person will have a verified diagnosis of Autism made by an appropriately qualified specialist as detailed under NICE (National Institute for Health and Care Excellence) guidelines. In addition, the following evidence needs to be provided:

- Evaluated SEND support plans and provision map that demonstrate the impact of strategies already implemented in the current setting mapped against the SEND ranges 1-4b.
- The child or young person will have an Education, Health and Care Plan with Communication & Interaction difficulties associated with Autism identified as their primary need.

- The young person will have communication and interaction needs that severely affect their access to aspects of the national curriculum.
- The pervasive nature of the Autism/communication & interaction needs has a detrimental effect on the acquisition, retention, and generalisation of skills.
- The child or young person may have some sensory needs and require substantial adult support and environmental adaptations to manage the social, environmental, and sensory demands of a busy mainstream setting.
- The child or young person will have an uneven learning profile but can access a differentiated mainstream curriculum and function with the peer group available. The expectation is that the provision will provide flexibility in the curriculum allowing the individual to access specialist and mainstream provision in line with their needs.
- The young person requires some aspects of the curriculum to be taught in a small group within the resource base area and to have access to specialist Autism interventions, such as social skills programmes focussing on Preparation for Adulthood outcomes.
- All possible school-based Autism interventions will have been explored, under the direction of the Autism Outreach Team, and there is evidence to support this with clear outcomes linked to the SEND ranges document.

Interventions recommended by external specialists in Autism will have been used and, despite these the child or young person shows little, or no progress or intensive support is required to ensure progress.

An Autism Specialist and/or Educational Psychologist will have been involved with the child and will have identified the need for this type of provision. This recommendation will have been discussed at an EHCP Review meeting or evidenced as the outcome of an EHC Needs Assessment.



Usworth Colliery Primary School – Age range 5 - 11 years

Additionally, Resourced Mainstream Provision (ARP) for primary aged children with Autism

Core purpose

The purpose of the provision is to meet the needs of children with the triad of difficulties with communication, social understanding, and the rigidity of thought associated with Autism that require:

- *Daily access to a teacher with specialist understanding of the nature and implications of Autism.*
- *Small group or individual work around a social skills curriculum to support children's social awareness and peer friendships.*
- *Access to the national curriculum and appropriate qualifications.*
- *Supported social time within the ARP to facilitate peer interaction and develop social skills.*
- *Inclusion into mainstream with support as required.*
- *A flexible approach that can adapt to the needs of the individual child.*

Entry Criteria

The placing authority is Together for Children on behalf of Sunderland City Council. The child will have a verified diagnosis of Autism made by appropriately qualified specialists as detailed under NICE guidelines. In addition, the following evidence needs to be provided:

- Evaluated support plans and provision maps to demonstrate the strategies that have been used across SEND ranges 1 – 4b.
- The child will have an Education, Health and Care Plan with Communication & Interaction resulting from Autism as the primary need.
- The child needs substantial adult and environmental support to manage the social, environmental, and sensory demands of a busy mainstream setting.
- The child has potential to benefit from access to a differentiated mainstream curriculum and function within the peer group available. The expectation is that the provision will provide flexibility in the curriculum allowing the individual to access specialist and mainstream provision in line with their needs.

- The child requires some aspects of the curriculum to be taught in a small group within the resource base area and to have access to specialist Autism programmes, such as social skills programmes.
- Children may require access to specialist interventions such as PECS and Makaton to support learning and understanding of language.
- All possible school-based autism interventions will have been explored, under the direction of the Autism Outreach Team, and there is evidence to support this with clear outcomes linked to the SEN Ranges document.

Interventions recommended by external specialists in autism will have been used and despite these the child shows little, or no progress or intensive support is required to ensure progress.

An Autism Specialist and/or Educational Psychologist will have been involved with the child and will have identified the need for this type of provision. This recommendation will have been discussed at an EHCP Review meeting or evidenced through the outcome of an EHC Needs Assessment



John F Kennedy Primary Academy- Age range 5 - 11 years

Additionally, Resourced Mainstream Provision (ARP) for primary aged children with Autism

Core purpose

The purpose of the provision is to meet the needs of children with the triad of difficulties with communication, social understanding, and the rigidity of thought associated with Autism that require:

- *Daily access to a teacher with specialist understanding of the nature and implications of Autism.*
- *Small group or individual work around a social skills curriculum to support children's social awareness and peer friendships.*
- *Access to the national curriculum and appropriate qualifications.*
- *Supported social time within the ARP to facilitate peer interaction and develop social skills.*
- *Inclusion into mainstream with support as required.*
- *A flexible approach that can adapt to the needs of the individual child.*

Entry Criteria

The placing authority is Together for Children on behalf of Sunderland City Council. The young person will have a verified diagnosis of Autism made by appropriately qualified specialists as detailed under NICE guidelines. In addition, the following evidence needs to be provided:

- Evaluated support plans and provision maps to demonstrate the strategies that have been used across SEND ranges 1 – 4b.
- The child will have an Education, Health and Care Plan with Communication & Interaction resulting from Autism as the primary need.
- The child needs substantial adult and environmental support to manage the social, environmental, and sensory demands of a busy mainstream setting.
- The child has potential to benefit from access to a differentiated mainstream curriculum and function within the peer group available. The expectation is that the provision will provide flexibility in the curriculum allowing the individual to access specialist and mainstream provision in line with their needs.
- The child requires some aspects of the curriculum to be taught in a small group within the resource base area and to have access to specialist Autism programmes, such as social skills programmes.

- The child may require access to specialist interventions such as PECS and Makaton to support learning and understanding of language.
- All possible school-based autism interventions will have been explored, under the direction of the Autism Outreach Team, and there is evidence to support this with clear outcomes linked to the SEN ranges document.

Interventions recommended by external specialists in Autism will have been used and despite these the child shows little, or no progress or intensive support is required to ensure progress.

An Autism Specialist and/or Educational Psychologist will have been involved with the child and will have identified the need for this type of provision. This recommendation will have been discussed at an EHCP Review meeting or evidenced through the outcome of an EHC Needs Assessment.



Mill Hill Primary School – Age Range 5 – 11 years

Additionally, Resourced Mainstream Provision (ARP) for primary aged children with Autism

Core purpose

The purpose of the provision is to meet the needs of children with the triad of difficulties with communication, social understanding, and the rigidity of thought associated with Autism that require:

- *Daily access to a teacher with specialist understanding of the nature and implications of Autism.*
- *Small group or individual work around a social skills curriculum to support children's social awareness and peer friendships.*
- *Access to the national curriculum and appropriate qualifications.*
- *Supported social time within the ARP to facilitate peer interaction and develop social skills.*
- *Inclusion into mainstream with support as required.*
- *A flexible approach that can adapt to the needs of the individual child.*

Entry Criteria

The placing authority is Together for Children on behalf of Sunderland City Council. The young person will have a verified diagnosis of Autism made by appropriately qualified specialists as detailed under NICE guidelines. In addition, the following evidence needs to be provided:

- Evaluated support plans and provision maps to demonstrate the strategies that have been used across SEND ranges 1 – 4b.
- The child will have an Education, Health and Care Plan with Communication & Interaction resulting from Autism as the primary need.
- The child needs substantial adult and environmental support to manage the social, environmental, and sensory demands of a busy mainstream setting.
- The child has potential to benefit from access to a differentiated mainstream curriculum and function within the peer group available. The expectation is that the provision will provide flexibility in the curriculum allowing the individual to access specialist and mainstream provision in line with their needs.
- The child requires some aspects of the curriculum to be taught in a small group within the resource base area and to have access to specialist Autism programmes, such as social skills programmes.

- The child may require access to specialist interventions such as PECS and Makaton to support learning and understanding of language.
- All possible school-based autism interventions will have been explored, under the direction of the Autism Outreach Team, and there is evidence to support this with clear outcomes linked to the SEN ranges document.

Interventions recommended by external specialists in autism will have been used and despite these the child shows little, or no progress or intensive support is required to ensure progress.

An Autism Specialist and/or Educational Psychologist will have been involved with the child and will have identified the need for this type of provision. This recommendation will have been discussed at an EHCP Review meeting or evidenced through the outcome of an EHC Needs Assessment.

Oxclose Community Academy – Age range 11 – 16 years

Additionally Resourced Mainstream Provision (ARP) for Secondary aged children with severe physical and/or medical conditions affecting access to most areas of the curriculum.

Core purpose

The resourced provision is for children and young people with severe physical and/or medical conditions with or without associated learning difficulties. Physical and/or medical must be the primary need on the child or young person's EHCP (Education Health Care Plan). Due to the nature of the physical/medical difficulties, it is likely there will be secondary needs which are usually based around Cognition and Learning and / or SEMH (Social Emotional and Mental Health). With regards to their secondary needs, the children or young people should be able to access an appropriately differentiated curriculum.

Entry Criteria

The placing authority is Together for Children on behalf of Sunderland City Council. The child or young person (CYP) will have severe physical and/or medical difficulties with or without associated learning difficulties. In addition, the following evidence needs to be provided:

- Evaluated support plans and provision map to demonstrate the strategies that have been used across SEND (Special Educational Needs and Disabilities) ranges 1 – 4b.
- Occupational Therapy intervention and / or Physiotherapy involvement based on assessed needs and specialist equipment.
- Evidence that the CYP's physical and/or medical condition will have a severe impact on their ability to access the curriculum.
- Persistent difficulties in mobility around the building and in the classroom.
- The CYP will have an Education, Health and Care Plan with physical/medical needs identified as the primary area of need.
- Interventions recommended by external specialists in working with CYP with physical/medical needs will have been used and, despite these, the CYP shows little, or no progress or intensive support is required to ensure progress.
- The CYP may require access to augmentative and alternative communication (ACC).
- The CYP's physical needs require daily medical/therapy intervention and support.
- The CYP will have a differentiated/adapted mainstream curriculum and function with the peer group available. The expectation is that the CYP will work towards achieving the majority of their timetable working within a mainstream classroom with appropriate support.
- The CYP may require some aspects of the curriculum to be taught in a small group within the resource class area and to have access to specialist medical/health programmes as recommended by relevant external practitioners.

Interventions recommended by external specialists will have been used and despite these, the child shows little, or no progress or intensive support is required to ensure progress.

An Educational Psychologist and /or relevant health practitioners will have been involved with the CYP and will have identified this level of assessed need. This recommendation will have been discussed in an EHCP Annual Review meeting or be the evidenced outcome of an EHC (Education, Health, and Care) Needs Assessment.

Oxclose Primary Academy - age range 5 – 11 years

Additionally Resourced Mainstream Provision (ARP) for Primary aged children with physical and /or medical needs.

Core purpose

The resourced provision is for children with physical and/or medical needs. Physical and/or medical must be the primary need on the child's EHCP. Due to the nature of the physical/medical difficulties, it is likely there will be secondary needs which are usually based around Cognition and Learning and / or SEMH needs. With regards to their secondary needs, the children should be able to access an appropriately differentiated curriculum based on their year group.

Entry Criteria

The placing authority is Together for Children on behalf of Sunderland City Council. The child will have severe physical and/or medical difficulties with or without associated learning difficulties. In addition, the following evidence needs to be provided:

- Evaluated support plans and provision map to demonstrate the strategies that have been used across SEND ranges 1 – 4b.
- Occupational therapy intervention and / or Physiotherapy involvement based on assessed needs and specialist equipment.
- Evidence that the child's physical and/or medical condition will have a severe impact on the ability to access the curriculum.
- Persistent difficulties in mobility around the building and in the classroom.
- The child will have an Education, Health and Care Plan with physical/medical needs identified as the primary need.
- Interventions recommended by external specialists in working with child with physical/medical needs will have been used and despite these the pupil shows little, or no progress or intensive support is required to ensure progress.
- The CYP may require access to augmentative and alternative communication (ACC).
- The child physical needs require daily medical/therapy intervention and support.
- The child will have a differentiated/adapted mainstream curriculum and function within the peer group available. The expectation is that the child will work towards spending the majority of their timetable working within a mainstream classroom.

The child may require some aspects of the curriculum to be taught in a small group within the resource class area and to have access to specialist medical/health programmes as recommended by relevant external practitioner.

An Educational Psychologist and / or relevant health practitioners will have been involved with the child and will have identified this level of assessed need. This recommendation will have been discussed an EHCP Annual Review meeting or be the evidenced outcome of an EHC Needs Assessment.



Oxclose Nursery Age range 2 – 4 years (pre-statutory school age)

Additionally Resourced Mainstream Provision (ARP) for Nursery aged children with physical and /or medical needs.

Core purpose

*The resourced provision is for children of nursery age with physical and/or medical needs. Physical and/or medical must be their primary need. Due to the nature of the physical/medical difficulties, it is likely there will be secondary needs which are usually based around Cognition and Learning and / or SEMH needs. Children **do not** need to have an Education Health Care Plan (EHCP) at the point of entry to the nursery, but their needs will mean a Statutory Assessment of Need will be likely to be required before they become statutory school age.*

Entry Criteria

- The placing authority is Together for Children on behalf of Sunderland City Council. The child will have severe physical and/or medical difficulties with or without associated learning difficulties.
- Evaluated support plans and provision maps to demonstrate the strategies that have been used across SEND ranges 1 – 4b (if the child is currently in another Early Year's setting).
- Where children are not currently accessing another setting, they will have been identified through the Health Notification process as having significant needs and multi-agency involvement, including Portage and a clear recommendation from practitioners, in consultation with the SEND team that this type of provision will be appropriate.
- Occupational Therapy intervention and / or Physiotherapy involvement based on assessed needs and specialist equipment.
- Evidence that the child's physical and/or medical condition will have a severe impact on the ability to access the curriculum.
- Persistent difficulties in mobility around the building and in the classroom.
- Interventions recommended by external specialists in working with child with physical/medical needs will have been used and despite these the child shows little, or no progress or intensive support is required to ensure progress.
- The child's physical needs require daily medical/therapy intervention and support.

- The child will have a differentiated/adapted curriculum and function with the peer group available.
- The child may require some or all aspects of the curriculum to be taught with enhanced staffing ratios and to have access to specialist medical/health programmes recommended by relevant external practitioners.

Hudson Road Primary School – Age range 5 -11 years

Additionally, Resourced Mainstream Provision (ARP) for primary aged children with Social, Emotional and Mental Health needs (SEMH).

Core purpose

The purpose of the provision is to meet the needs of children with severe and persistent levels of behaviour, emotional and social difficulties, which have a significant impact on their ability to access successfully access the curriculum.

- Daily access to a teacher with specialist understanding of the nature and implications of complex social and emotional difficulties, including the impact of Adverse Childhood Experiences (ACEs) and application of trauma informed approaches.
- Small group or individual work around a social skills curriculum and emotional literacy curriculum to support children’s social awareness and support effective peer relationships.
- Supported time within the ARP to facilitate peer interaction and develop social skills and emotional regulation strategies.
- Tailored Inclusion into mainstream with support as required to meet children’s individual needs.
- A flexible approach that can adapt to the needs of the individual child.

Entry Criteria

The placing authority is Together for Children on behalf of Sunderland City Council. The child will have an Education Health Care Plan, with a Primary Need of SEMH, although the child may have additional diagnoses or secondary areas of need. In addition, the following evidence needs to be provided:

The young person’s needs should in line with those identified at range 4b. The child will:

- Lack the social, emotional skills needed to cope in a mainstream environment without adult support for a significant proportion of the day.
- Present with significant and increasing difficulties with social interaction, emotional regulation and social understanding, which regularly impact on classroom performance and relationships with others.
- Display challenging behaviour presenting largely as verbal aggression, non-compliance or withdrawal from engagement in learning.

- Experience difficulties expressing empathy, be emotionally detached, and likely to struggle to maintain successful relationships with peers leading to potential isolation.
- Potentially may demonstrate some intimidating behaviours or engage in risk taking behaviours.
- Require a range of therapeutic interventions or referrals to specialist support services such as CYPS (Children and Young People's services).
- May require a trauma informed approach due to previous adverse childhood experiences.
- Potentially have poor attendance and requires high level of adult intervention to bring into school.
- Demonstrate significant sensory needs and / or the need for regular movement breaks.
- Present with disengagement from learning and significant under performance as compared to cognitive potential.
- Interventions recommended by multi-agency practitioners, such as CAMHS and / or CYPS will have been used and despite these the child shows little, or no progress or intensive support is required to ensure progress.

Interventions recommended by external specialists will have been used and despite these, the child shows little, or no progress or intensive support is required to ensure progress.

Educational Psychologist / Mental health specialists will have been involved with the child and will have identified the need for this type of provision. This recommendation will have been discussed at an EHCP review meeting or evidenced through the outcome of an EHC Needs Assessment.

Thorney Close Primary School Age 5 - 11

Additionally Resourced Mainstream Provision (ARP) for Primary aged children with a moderate to severe Hearing Impairment

Core purpose

To develop the child's age-appropriate language skills in their preferred mode of communication within a Hearing Impairment Provision for D/deaf and / or Hearing Impaired children. The child will have access to a broad and balanced curriculum with differentiation and modifications made to ensure that their hearing impairment is not a barrier to their learning. The child will have access to classrooms that meet acoustic standards. The child will have greater access to Specialist Support Staff (Teachers of the Deaf, CSWs and Specialist TAs/HLTA's). A curriculum, which covers appropriate Preparation for Adulthood targets e.g. The independent management of the hearing technology, understanding of their hearing loss and what medical assessments mean for them (Personal Understanding of Deafness).

Entry Criteria

The placing authority is Together for Children on behalf of Sunderland City Council.

- Hearing Impairment is the child's primary special need.
- The child has a moderate, severe, or profound bilateral permanent loss.
- Assessment against NatSIP (National Sensory Impairment Partnership) criteria indicates the child needs specialist support from a Teacher of the Deaf (ToD) two or more times a week. They will have been identified as needing support (in relation to their hearing impairment) within Range 4b/5 as evidenced by the SEND Ranges document.
- Child shows severe delays in spoken language development language and shows a preference for, or is likely to benefit from, use of sign (either Sign Supported English or BSL (British Sign Language), either to support the development of spoken language or as their primary mode of communication.
- Assessment of listening skills shows child is not meeting age related targets.
- Where a child is implanted, assessment shows they are delayed in respect to expectations, or at risk of not reaching optimal outcomes e.g., late implantation.
- Difficulties accessing the full range of sounds of spoken language means that the child will need a modified curriculum e.g., a visual approach to reading and spelling.
- The child has difficulties with spoken language related to their hearing impairment and would benefit from continuing high-level input from a speech and language therapist who has specialised in working with D/deaf children.

- The child is not using technology optimally and as a result is not accessing spoken language and therefore learning to their full potential.
- The child may be showing significant difficulties with their SEMH related to their hearing impairment.

Interventions recommended by external specialists will have been used and despite these, the child shows little, or no progress or intensive support is required to ensure progress.

A Specialist ToD and/or Educational Psychologist will have been involved with the child and will have identified the need for this type of provision. This recommendation will have been discussed at an EHCP Review meeting or evidenced as the outcome of an EHC Needs Assessment.



Sandhill View Hearing Impairment Additional Resource Base

Hearing Impairment Resource Provision for D/deaf and / or hearing-impaired children with an Education Health Care Plan (EHCP). This provision is an Additional Resourced Provision (ARP) with all specialist support provided by Together for Children Sensory Impairment Team, operating within a base at Sandhill View School.

The provision includes specialist Communication Support Workers and a Teacher of the Deaf with a specialism in Secondary Education. Although all the specialist aspects of the provision are delivered by staff from Together for Children, children and staff are integrated into the school community and children will be on the roll of Sandhill View Academy and fully included within the school community. The school ensures whole school training is provided to teaching and The Children Sensory Impairment Team provides specialist teaching and support staff to meet the specific learning and hearing needs of each child within the resource base to enable them to access the wider school curriculum as appropriate.

Core purpose

To develop the child's age-appropriate language skills in their preferred mode of communication. The child will have access to a broad and balanced curriculum with differentiation and modifications made to ensure that their hearing impairment is not a barrier to their learning. The child will have access to classrooms that meet acoustic standards. The child will have greater access to Specialist Support Staff: Teachers of the Deaf, working to a ratio not exceeding 1:6, Communication Support Workers and / or Specialist TAs/HLTA's. All specialist support staff are provided by Together for Children's Sensory Impairment Team and based within Sandhill View School. The ARP offers a curriculum which covers appropriate Preparation for Adulthood targets e.g. The independent management of the hearing technology, understanding of their hearing loss and what medical assessments mean for them (Personal Understanding of Deafness). Children will access mainstream subjects within the school as appropriate to their individual levels of need.

Entry Criteria

The placing authority is Together for Children on behalf of Sunderland City Council.

- Hearing Impairment is the child's primary special need as identified within Education, Health and Care Plan.
- The child has a moderate, severe, or profound bilateral permanent loss.
- The child may have experienced late diagnosis of a congenital permanent hearing loss of over 2 years, which continues to impact on language development.
- The child may use lip pattern to support understanding.

- The child requires high level of support needed to check and support the independent use of equipment and for combining technologies.
- The child may not be using technology optimally and as a result is not accessing spoken language and therefore learning to their full potential.
- Assessment against NatSIP (National Sensory Impairment Partnership) criteria indicates the child needs specialist support from a Teacher of the Deaf (ToD) at least twice weekly. They will have been identified as needing support (in relation to their hearing impairment) within Range 4b/5.
- Child shows severe delays in spoken language development and shows a preference for, or is likely to benefit from use of sign, (either Sign Supported English or BSL (British Sign Language)) either to support the development of spoken language or as their primary mode of communication.
- Assessment of listening skills shows child is not meeting targets.
- Where a child is implanted, assessment shows they are delayed in respect to expectations, or at risk of not reaching optimal outcomes e.g., late implantation.
- Difficulties accessing the full range of sounds of spoken language means that the child will need a modified curriculum e.g., a visual approach to reading and spelling.
- The child has difficulties with spoken language related to their hearing impairment and would benefit from continuing high-level input from a speech and language therapist who has specialised in working with D/deaf children.
- The child may be showing significant difficulties with their SEMH related to their hearing impairment.

Interventions recommended by external specialists will have been used and despite these, the child shows little, or no progress or intensive support is required to ensure progress.

A Specialist ToD and/or Educational Psychologist will have been involved with the child and will have identified the need for this type of provision. This recommendation will have been discussed at an EHCP Review meeting or evidenced as the outcome of an EHC Needs Assessment.

Northern Saints Primary School – Language unit – Age Range 5 – 11 years

Additionally Resourced Mainstream Provision (ARP) for Primary aged children with Developmental Language Delay (DLD).

Core Purpose

Access to the Language Unit provision is intended to bring about an improvement in the child's ability to access and generalise skills across the curriculum and general school activities. A Language Provision place will provide direct therapy and other specific applied interventions for the child. It is also to support the child and the family in developing strategies that aid communication. The aim of Language Provision is for progress seen within Speech Therapy and other applied interventions to generalise sufficiently for the child to access the mainstream curriculum.

Entry Criteria

The placing authority is Together for Children on behalf of Sunderland City Council. To access a Language Provision within Sunderland LA (Local Authority), a child must have an identified speech and/or language disorder confirmed by SaLT (Speech and Language therapy) Intensive Intervention Team (IIT). Language disorder addressed by the SaLT (IIT) is most likely to be a Developmental Language Disorder but other speech and/or language disorders are addressed by intervention from this team where good response to intensive therapy is indicated.

- Speech and/or language disorder will be the child's identified area of primary need, but children *do not* require an Education Health care Plan (EHCP) to access the provision.
- A child considered for Language Provision placement will previously have met criteria for access to Speech and Language Therapy's IIT Service and received input from that service for at least two terms.
- Discussion between parents, SaLT (IIT), and teaching staff will have taken place through SEN support meetings.
- The child will be considered to have the potential to take advantage of an intensive level of speech and/or language therapy intervention. Factors affecting this potential, such as medical diagnosis and learning profile, will be considered.
- The child will also be considered to need more intensive speech and language therapy than home/ school-based SaLT (IIT) service offer can provide to access the curriculum.
- Where children are exposed to more than one language, their impairment will be significant in all languages to which they are exposed.
- The impact of child's speech and/or language disorder on his/her social and emotional functioning will be considered.

- Children are likely to have some difficulties with social interaction associated with their speech and language disorder. However, social communication skills should *not* be their main area of need.



Valley Road Primary Academy – Language unit – Age Range 5 – 11 years

Additionally Resourced Mainstream Provision (ARP) for Primary aged children with Developmental Language Delay (DLD).

Core Purpose

Access to the Language Unit provision is intended to bring about an improvement in the child's ability to access and generalise skills across the curriculum and general school activities. A Language Provision place will provide direct therapy and other specific applied interventions for the child. It is also to support the child and the family in developing strategies that aid communication.

The aim of Language Provision is for progress seen within Speech Therapy and other applied interventions to generalise sufficiently for the child to access the mainstream curriculum.

Entry Criteria

The placing authority is Together for Children on behalf of Sunderland City Council. To access a Language Provision within Sunderland LA, a child must have an identified speech and/or language disorder confirmed by SaLT Intensive Intervention Team (IIT). Language disorder addressed by the SaLT (IIT) is most likely to be a Developmental Language Disorder but other speech and/or language disorders are addressed by intervention from this team where good response to intensive therapy is indicated.

- Speech and/or language disorder will be the child's identified area of primary need, but children *do not* require an Education Health care Plan (EHCP) to access the provision.
- A child considered for Language Provision placement will previously have met criteria for access to Speech and Language Therapy's IIT Service and received input from that team for at least two terms.
- Discussion between parents, SaLT (IIT), and teaching staff will have taken place through SEN support meetings.
- The child will be considered to have the potential to take advantage of an intensive level of speech and/or language therapy intervention. Factors affecting this potential, such as medical diagnosis and learning profile, will be considered.
- The child will also be considered to need more intensive speech and language therapy than home/ school-based SaLT (IIT) service offer can provide to access the curriculum.
- Where children are exposed to more than one language, their impairment will be significant in all languages to which they are exposed.

- The impact of child's speech and/or language disorder on his/her social and emotional functioning will be considered.
- Children are likely to have some difficulties with social interaction associated with their speech and language disorder. However, social communication skills should *not* be their main area of need.



Communication Hub at New Penshaw Primary School age range 4-9 (Reception, Key Stage 1 and lower Key Stage 2).

Short term intensive intervention placement for Key Stage 1 and Lower Key Stage 2 children with significant Communication and Interaction difficulties, which are moderately impacting their ability access to the curriculum.

Core Purpose

Access to the Communication Hub is intended to bring about an improvement in the child's ability to access and generalise skills across the curriculum and general school activities through the development of effective child centred strategies that will enable them to communicate more effectively and display increased confidence in communicating their wants and needs. It also aims to support the child and the family in developing strategies that aid functional communication.

The aim of Communication Hub is for progress, seen through a range of applied interventions, to support the child to access the mainstream curriculum more effectively. A further aim is to provide the home school with a robust set of effective strategies and approaches to enable them to continue to support the child's progression in language and literacy outcomes post placement.

Funding arrangements

Places at the Communication Hub are subject to a daily charge payable by the child's home school. Current daily charge is £65 per day. TFC (Together for Children) reserve the right to review daily rates on a termly basis.

The offer and role and responsibilities of partners

- The child will remain on the roll of the home school.
- The home school retains responsibility for seeking involvement from relevant external agencies, e.g., Educational Psychology, and they will retain all normal statutory duties, including responsibility for making requests for Statutory Assessment, should this be appropriate.
- The Communication Hub placement period will be for a maximum of 12 weeks, with the first 2 weeks being an assessment period. A new intake of children will begin their placements at the start of each term with entry points in September, January and April.
- The placement will be a full time five day offer at New Penshaw Primary School. However, by agreement the child may return to their home school for a special school event e.g., School Sports day.

- A review will take place involving parents and home school at the midway point (6 weeks) and prior to exiting the provision (12 weeks). A representative of each school, SaLT and parents must attend the meeting. The Communication Hub will host and chair the meeting. A revised support plan will be co-produced between Communication Hub, home school and parent to ensure consistent support is in place on the child's return to home school.
- Staff from the home school are strongly encouraged to visit the Communication Hub during the placement to observe the interventions being delivered so they can support the child more effectively on return to school.
- The home school will be provided with a list of suggested resources that have been demonstrated to be effective in meeting the child's needs during the placement.
- A follow up visit to the child will be carried out by the Communication Hub staff 4 weeks after the child has returned to their home school to support the school in maintaining progress against the agreed support plan targets.
- Consideration will be given to transport being provided for the pupil to the nearest appropriate provision in line with the Home to School Transport Policy: Sunderland.
- It will be the responsibility of the parent or home school to make suitable arrangements for transport to and from the language provision during transition periods.
- Both the home school and Communication Hub will maintain effective communication, (e.g., via school/home diaries, phone calls, and observational visits to the provision) to maintain consistency in approach across settings.

Entry Criteria

The placing authority is Together for Children on behalf of Sunderland City Council. To access a Communication Hub placement within Sunderland LA, a child must have an identified speech and/or language need confirmed by SaLT and be actively on SaLT caseload (or waiting list). However, the child should not be on the active caseload of the Intensive Interaction Team (IIT).

- Speech and/or language difficulties will be the child's identified area of primary need. It is envisaged children will be experiencing moderate levels of difficulty in accessing the curriculum and have difficulties in line with Range 3 of the SEN Ranges document. Children are not expected to require an Education Health care Plan (EHCP) prior to entry to the Hub.
- Discussion between parents, SaLT, and teaching staff will have taken place through SEN support meetings.
- The child will be considered to have the potential to take advantage of an intensive level of intervention to support their Communication and Interaction Difficulties, which will include access to a Speech and Language Therapist and Language and Learning team staff, in addition to specialist staff within the Communication Hub. Factors affecting this potential, such as medical diagnosis and learning profile, will be considered. The child may have an Autism Diagnosis, but this would not be expected to be their primary area of need.
- Where children are exposed to more than one language, their impairment will be significant in all languages to which they are exposed.

- The impact of child's speech and/or language difficulties on his/her social and emotional functioning will be considered.
- Children are likely to have some difficulties with social interaction associated their speech and language difficulties. However, social communication skill difficulties should *not* be their main area of need.
- Children may display some level of behavioural difficulty due to frustrations in expressive language use. However, SEMH will not be their primary area of need and children should not be ranged above Range 2 in this area.



Hetton Academy - Language Unit Provision (11- 16 years).

Additionally Resourced Mainstream Provision (ARP) for Secondary aged children with complex difficulties with Developmental Language Disorder (DLD)

Core purpose

Access to the Language Unit provision is intended to bring about an improvement in the child's ability to access and generalise skills across the curriculum and general school activities. A Language Provision place is to provide direct Speech Therapy and other specific applied interventions for the child. It is also to support the child and their family in developing strategies that aid communication.

The aim of Language Provision is for progress seen within therapy and other applied interventions to generalise sufficiently for the child to access the mainstream curriculum.

Entry Criteria

The placing authority is Together for Children on behalf of Sunderland City Council. A child must have an identified speech and/or language disorder confirmed by SaLT (Speech and Language therapy) Intensive Intervention Team (ITT). Language disorder addressed by SaLT (IIT) is most likely to be a Developmental Language Disorder but other speech and/or language disorders are addressed by intervention from this team where good response to intensive therapy is indicated. Children must have an Education Health Care Plan (EHCP) to be placed at the Language ARP.

- Speech and/or language disorder will be the child's identified area of primary need, and this will be clearly identified in an Education Health Care Plan.
- A child considered for language provision placement will previously have met criteria for access to Speech and Language Therapy's Intensive Intervention Team (IIT) Service and received input from that service over a period of time and where continued therapy intervention is required.
- Discussion between parents, SaLT (IIT), and teaching staff will have taken place through SEN support meetings.
- The child will be considered to have the potential to take advantage of an intensive level of speech and/or language therapy intervention. Factors affecting this potential, such as medical diagnosis and learning profile, will be considered.
- The child will also be considered to need more intensive speech and language therapy than home / school based IIT team intervention can provide in order to access the curriculum.
- Where children are exposed to more than one language, their impairment will be significant in all languages to which they are exposed.
- The impact of child's speech and/or language disorder on his/her social and emotional functioning will be considered.

- Children are likely to have some difficulties with social interaction associated their speech and language disorder. However, social communication skills should *not* be their main area of need.

Interventions recommended by external specialists will have been used and despite these, the child shows little, or no progress or intensive support is required to ensure progress.

A Specialist Speech and Language Therapist and/or Educational Psychologist will have been involved with the child and will have identified the need for this type of provision. This recommendation will have been discussed at an EHCP Review meeting or evidenced as the outcome of an EHC Needs Assessment.

Special School Provision

- **Barbara Priestman Academy**
- **Harry Watts Academy**
- **Columbia Grange School**
- **Sunningdale School**
- **Portland Academy**
- **North View Academy**
- **Trinity New Bridge Academy**

Barbara Priestman Academy Age: 11 -19 (National Curriculum Years 7 – 14).

Service Delivery Specification – Provision for secondary child or young persons aged 11-19 years with Autism and complex learning difficulties, including a sixth form provision.

Core purpose

A secondary school for children and young people aged 11-19 years who have Autism and learning difficulties within moderate range and/or significant language and communication needs/high levels of anxiety as displayed by emotional dysregulation.

Entry Criteria

The placing authority is Together for Children on behalf of Sunderland City Council. The child or young person will present high levels of anxiety and emotional dysregulation, which necessitate a multi-agency response.

The child or young person's needs should be in line with those identified at range 5. The child/young person will have:

- Communication and interaction identified as their Primary Need identified by the SEND range 5 descriptors that profoundly affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life, even in known and familiar contexts and with familiar support/people available.
- The persuasive nature of the Autism/Communication & Interaction needs to have a detrimental effect on the acquisition, retention, and generalisation of skills and therefore on the result of any assessment.
- Attainment profile is below expected National Curriculum key performance indicators.
- Learning profile which indicates learning difficulties typically below IQ of 70 which is impacting on the acquisition, retention, and generalisation of skills across the curriculum.
- Profound sensory needs that require specialist strategies to be embedded into the daily curriculum.
- May require specialist interventions such as PECS, Makaton, Intensive Interaction, which will be monitored by a Speech and Language Therapist and/or Occupational Therapist.
- Child or young person within the Communication and Interaction specialist setting, need an environment where interpersonal challenges are minimised by the adult managed setting.
- Use of a range of alternative augmentative communication to support social and functional communication skills to enhance interaction and understanding.

- Curriculum access will be facilitated by using predictable approach which may involve using visual systems or timetables and reducing language for instruction/information giving.
- Slow to develop age-appropriate self-care skills due to levels of maturity or degree of Learning Difficulties.

Interventions recommended by external specialist practitioners will have been used and despite these the child or young person shows little, or no progress or intensive support is required to ensure progress.

An Educational Psychologist will have been involved with the child and will have identified the need for this level of provision. This recommendation will have been discussed an EHCP review meeting or be the outcome of an EHC Needs Assessment.



Harry Watt Academy Age 5 -16 (National Curriculum Years 1 – 11)

Service Delivery Specification – Provision for primary & secondary aged children (all through) with Autism and complex learning difficulties.

Core purpose

An all through special school for young children aged 5 – 16 years who have Autism and learning difficulties within moderate range and/or significant language and communication needs/high levels of anxiety as displayed by emotional dysregulation.

Entry Criteria

The placing authority is Together for Children on behalf of Sunderland City Council. The child or young person will present with significant language and communication difficulties / differences, high levels of anxiety and emotional dysregulation, which necessitate a multi-agency response.

The child will have an Education, Health and Care Plan with Communication and Interaction linked to Autism and learning difficulties within the moderate range and/or significant language and communication needs/high levels of anxiety identified as the primary needs.

The young person's needs should in line with those identified at range 5. The child/young person will have:

- Communication and interaction needs identified by the range descriptors (see SEND ranges 5) that profoundly affect their access to the national curriculum, including the social, emotional curriculum and all aspects of school life, even in known and familiar contexts and with familiar support/people available.
- The persuasive nature of the Autism/Communication & Interaction needs to have a detrimental effect on the acquisition, retention, and generalisation of skills and therefore on the result of any assessment.
- Learning profile which indicates learning difficulties typically below IQ of 70, which is impacting on the acquisition, retention, and generalisation of skills across the curriculum.
- Profound sensory needs that require specialist strategies to be embedded into the daily curriculum.
- Presenting with levels of high anxiety, which result in behavioural presentation that requires specialist interventions such as Team Teach.
- Specialist interventions such as, PECS, Makaton, Intensive Interaction, that are required to be monitored by a Speech and Language Therapist and/or Occupational Therapist.
- Attainment is below expected National Curriculum key performance indicators.

- Slow to develop age-appropriate self-care skills due to levels of maturity or degree of Learning Difficulties

Interventions recommended by external specialists will have been used and despite these the child shows little, or no progress or intensive support is required to ensure progress.

An Educational Psychologist will have been involved with the child and will have identified the need for this type of provision. This recommendation will have been discussed at an EHCP review meeting or as an outcome of an EHC Needs assessment.



Columbia Grange School Age 5 -11 (National Curriculum Years 1 – 6)

Service Delivery Specification Provision for primary aged children with Autism (5 – 11)

Core purpose

*A primary special school for primary aged children who have **Autism and severe learning difficulties**/high levels of anxiety*

Entry Criteria

The placing authority is Together for Children on behalf of Sunderland City Council.

The child/young person will have an Education, Health and Care Plan with Communication and Interaction – **autism and severe learning difficulties** identified as their primary need.

The child's needs should in line with those identified at range 5. The child will have:

- Significant and increasing difficulties with social interaction, social communication, and social understanding, which regularly impact on classroom performance.
- Difficulties expressing empathy, emotionally detached, and can tend to hurt others.
- Profound sensory and emotional regulation needs.
- Communication and interaction need identified by the range descriptors at Range 5 or above (see SEND ranges) that profoundly affect their access to the national curriculum, including the social, emotional curriculum and all aspects of school life, even in known and familiar contexts and with familiar support/people available.
- Needs that are likely to have a detrimental effect on the acquisition, retention, and generalisation of skills, and therefore on the result of any assessment.
- Cognitive scores that fall within the range for severe learning difficulties, typically with an IQ below 50.
- Specialist interventions such as, PECS, SCERTs, Makaton, Intensive Interaction, a total communication approach embedded into the daily curriculum.
- Monitoring and input from relevant therapists, such as Speech and Language Therapy and Occupational Therapy.

Interventions recommended by external specialists will have been used and despite these, the child shows little, or no progress or intensive support is required to ensure progress.

An Educational Psychologist will have been involved with the child and will have identified the need for this type of provision in line with Range 5. This recommendation will have been discussed at a EHCP Annual Review meeting or as the outcome of an EHC Needs Assessment.

Sunningdale School (Age 2 -16 National Curriculum Years Reception to Year 6, including Early Years provision)

Service Delivery Specification – Provision for Early Years and primary aged children with **severe & profound and multiple learning difficulties**, which may include Autism.

Core purpose

*Sunningdale School is commissioned by the Local Authority to provide for children aged 2 - 11 years who have **severe, profound, and multiple or severe learning difficulties**, which may include Autism.*

Entry Criteria

The placing authority is Together for Children on behalf of Sunderland City Council. The young person will have severe and persistent difficulties with literacy, numeracy, or motor co-ordination despite regular attendance.

The child will have an Education, Health and Care Plan with cognition and learning as a primary need and has profound learning difficulties that are lifelong.

The child's needs should in line with those identified at range 5. The child person will have:

- Associated severe and complex learning difficulties impact on their ability to make progress within the curriculum despite the use of specialist materials, aids, equipment, furniture and/or extensive adaptations to the physical environment.
- Potential requirement that health care inputs and therapies be intensive and daily, including interventions from Occupational Therapist/Speech and Language Therapist and Physiotherapist.
- Requires a total communication approach and is, or may be, an augmentative alternative communication user.
- Cognitive scores that fall within the range for severe learning difficulties, typically with an IQ below 50.
- Specialist interventions such as PECS, Makaton, Intensive Interaction, Tac-Pac, hydrotherapy.
- Potentially may have a degenerative condition.
- Complex medical needs requiring frequent monitoring and medical intervention throughout the school day and may require access to a school nurse.
- Significant levels of difficulty in cognitive processing, requiring significant alteration to the pace and delivery of the curriculum.
- The child is socially immature and vulnerable because of limited social awareness, difficulties with reasoning, understanding, or expressing thought.

Interventions recommended by external specialists will have been used and despite these the child shows little, or no progress or intensive support is required to ensure progress.

An Educational Psychologist will have been involved with the child and will have identified this level of need. This recommendation will have been discussed within an EHCP review meeting or the outcome of an EHCP needs assessment.



Portland Academy Age 7 - 19 (National Curriculum Years 7 – 14)

Service Delivery Specification – Provisions for secondary aged children with severe & profound and multiple learning difficulties, which are lifelong in nature, this may include an Autism diagnosis, the provision includes a sixth form.

Core purpose

Portland Academy is commissioned by Together for Children to provide places for young people aged 11 – 19 who have profound and multiple or severe learning difficulties

Entry Criteria

The placing authority is Together for Children on behalf of Sunderland City Council. The child or young person (CYP) will have severe and persistent difficulties with literacy, numeracy, and / or motor co-ordination despite regular attendance.

The child will have an Education, Health and Care Plan with cognition and learning as a primary need and has profound learning difficulties that are lifelong.

The young person's needs should in line with those identified at range 5. The CYP will have:

- Associated severe and complex learning difficulties, which impact on their ability to make progress within the curriculum despite the use of specialist materials, aids, equipment, furniture and/or extensive adaptations to the physical environment.
- A requirement that health care inputs and therapies be intensive and daily, including interventions from Occupational Therapist/Speech and Language Therapist and Physiotherapist.
- Requires a total communication approach and may be an augmentative alternative communication user.
- Cognitive scores that fall within the range for severe learning difficulties, typically with an IQ below 50
- Specialist interventions such as PECS, Makaton, Intensive Interaction, Tac-Pac, hydrotherapy.
- May have a degenerative condition.
- May have a complex medical needs requiring frequent monitoring and medical intervention throughout the school day, with access to a school nurse
- Significant levels of difficulty in cognitive processing, requiring significant alteration to the pace and delivery of the curriculum
- The child or young person is socially immature and vulnerable because of limited social awareness, difficulties with reasoning, understanding, or expressing thought

Interventions recommended by external specialists will have been used and despite these the pupil shows little, or no progress or intensive support is required to ensure progress.

An Educational Psychologist will have been involved with the CYP and will have identified this level of need. This recommendation will have been discussed within an EHCP review meeting or as an outcome of an EHC Needs assessment.

North View Academy Age 4 -11 (National Curriculum Year Groups Reception to Year 6)

Service Delivery Specification – Provisions for primary aged children with severe, social, emotional & mental health needs including Autism

Core purpose

Primary special school for primary aged children who have severe social, emotional, and mental difficulties including Autism.

Entry Criteria

The placing authority is Together for Children on behalf of Sunderland City Council. The young person will present with severe and increasing levels of behaviour, emotional, social difficulties which are complex, and which necessitate a multi-agency response.

The child will have an Education, Health and Care Plan with social, emotional, and mental health as a primary need.

The young person's needs should in line with those identified at range 4b/5. The child/young person will:

- Lack the social, emotional skills needed to cope in a mainstream environment without adult support for a significant proportion of the day.
- Present with significant and increasing difficulties with social interaction, social communication and social understanding which regularly impact on classroom performance and relationships with others.
- Have significant challenging behaviour which can be present as verbally and physically aggressive.
- Experience difficulties expressing empathy, emotionally detached, and may tend to hurt others
- Potentially demonstrate a need to be in control, intimidating behaviours, engaging in risk taking behaviours.
- Be slow to develop age-appropriate self-care skills due to levels of maturity or degree of Learning Difficulties.
- Require a range of therapeutic interventions or referrals to specialist support services such as CYPs (Children and Young People's services).
- Potentially have poor attendance and requires high level of adult intervention to bring into school.
- Demonstrate significant sensory needs.
- Present with disengagement from learning and significant under performance.

- Demonstrate difficulties sustaining relationships and formed positive attachments with others, may be becoming increasingly isolated.

Interventions recommended by external specialists will have been used and despite these, the child shows little, or no progress or intensive support is required to ensure progress.

An Educational Psychologist will have been involved with the child and will have identified the need for this type of provision at this level. This recommendation will have been discussed at an EHCP review meeting or outcome of an EHC Needs Assessment.



Trinity New Bridge Academy Age 11 -16

Service Delivery Specification – Provision for secondary aged children with severe social, emotional & mental health needs (SEMH).

Core purpose

Secondary special school for young people who have severe social, emotional, and mental health difficulties.

Entry Criteria

The placing authority is Together for Children on behalf of Sunderland City Council. The child/young person will present with severe levels of behaviour, emotional, social difficulties which are complex, and which necessitate a multi-agency response. The child/young person will have an Education, Health and Care Plan with social, emotional, and mental health (SEMH) as a primary need.

The child/young person's needs should in line with those identified at range 4b/5. The child/young person will have:

- Social, emotional skills that hinder them from coping in a mainstream environment without adult support for a significant proportion of the day.
- Significant and increasing difficulties with social interaction, social communication and social understanding which regularly impact on classroom performance
- Significant challenging behaviour.
- Difficulties expressing empathy, emotionally detached, and may tend to hurt others
- A need to be in control and may display intimidating behaviours.
- Slow to develop age-appropriate self-care skills due to levels of maturity or degree of Learning Difficulties.
- Require a range of therapeutic interventions or referrals to specialist support services (CAMHS, CYPS or YOS).
- Potentially has poor attendance and requires high level of adult intervention to bring into school.
- Be unable to manage self in group without dedicated support
- Struggles to engage, may be abusive to staff and peers, can be disengaged and disruptive.

Interventions recommended by external specialists will have been used and despite these the pupil shows little, or no progress or intensive support is required to ensure progress.

An Educational Psychologist will have been involved with the child and will have identified the need for this level of provision. This recommendation will have been discussed an EHCP Annual Review meeting or as an outcome of an EHC Needs assessment.