



## HURWORTH RESOURCE BASE - SECONDARY

### Special Educational Provision for children with social and communication needs, including Autism Spectrum Disorder (ASD)

What is a Resource Base?	<p>Resource Bases are special educational provision for Children and Young People who will primarily have an Education Health and Care Plan (EHCP). In exceptional circumstances a child/young person without an EHCP will be considered to access a Base. Due to the Child/young person's Special Educational Needs, they will require:</p> <ul style="list-style-type: none"><li>• Daily access to an environment modified to their special educational needs;</li><li>• Daily access to specialist teachers and trained staff in the area of their special educational needs;</li><li>• Opportunity to be included in the whole life of the school including daily teaching within mainstream classes (minimum 50% of time) with planned additional support;</li><li>• A mainstream peer group to act as appropriate models.</li></ul>
What is provided at Hurworth School Resource Base?	<p>Hurworth School is commissioned by the Local Authority to provide a Resource Base for children with social communication needs including a diagnosis of ASD. The resource base aims to provide a high level of support enabling students to access a broad and balanced curriculum in conjunction with mainstream provision. Students access their curriculum mainly in standard school teaching sets, however some lessons may be held in small groups or on a one-to-one basis in a specified quiet room. Students may access specific skills programmes, including life tasks, language and communication and social skills.</p>
What age groups are covered?	<p>14 places primarily in Key Stage 3 and in exceptional cases Key Stage 4.</p>
What are the eligibility criteria?	<p>The referring setting will have sought relevant professional reports and a report completed by an Educational Psychologist which must show that a child has:</p> <ul style="list-style-type: none"><li>• Social communication difficulties which significantly impact on access to the national curriculum;</li><li>• Difficulties with repetitive and expressive language that impact upon understanding and communication;</li><li>• Difficulty understanding social situations so that a high level of pastoral support is required;</li><li>• A significantly high level of anxiety and stress reaction affecting confidence and independent learning.</li></ul>
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