

Rochester in The Castle
SRP Provision at the Holmesdale School

Rochester is a Specialist Resource Provision for ASC which is at the heart of our mainstream secondary school. Currently the provision has the capacity for students of secondary age with EHCPs with Autism Spectrum Condition (ASC) named as their main area of need. Placement is managed by the local authority.

Admissions criteria:

Admission to Rochester is based on assessment of each individual student's needs. In addition to a diagnosis of autism, each student referred to Rochester will be assessed by the SENCo to ensure that the student's need can be met without detriment to the efficient education of other students attending Rochester and the Holmesdale School.

The access rationale for the provision is that students should be of moderate ability, have a diagnosis of ASC and be able to access the mainstream curriculum.

All students placed at Rochester will have an Education, Health and Social Care Plan (previously known as a Statement of Special Educational Needs).

Referrals for placement at The Holmesdale School with the support of their Specialist Resource Provision, Rochester will arise from:

- Year 5 Annual Reviews, where a student's need is deemed to match the criteria above
- Parental preference of placement
- Kent SEND Assessment & Placement Team, together with referrals from other Local Education Authorities. Following presentation at the SRP panel, the school receives consultation paperwork to review and decide whether the school can meet the pupil's needs. Where parents or carers are interested in accessing this provision, they must contact their child's placement officer at Kent County Council to discuss this further. We follow the national guidelines for annual reviews and provision plan meetings.

When admission is confirmed by Kent SEND Assessment & Placement Team, the SENCo will liaise further with the primary or previous school prior to entry.

Prior to admission, students will be encouraged to visit Rochester and school with parents and will be offered the opportunity of attending some additional transition activities.

Rochester Provision:

Rochester as our SRP is part of the Castle provision which includes the following areas:

The Keep – a small area to reset and seek sensory regulation.

Dover – an intervention classroom used for emotional regulation or small group sessions to develop social and emotional wellbeing.

Intervention Space – wellbeing sessions, reading interventions and other emotional regulation interventions take place here.

The SRP functions as a support hub so that students can have access to a balanced curriculum whilst receiving dedicated specialist support for their Autistic Spectrum Condition. Rochester allows students to spend as much time in the provision as required with the main aim for full integration into mainstream lessons.

All of our SRP students have a full timetable accessing the main school for the majority of the timetabled lessons, with at least 20% of the students timetable (as appropriate) to take place within the SRP for intervention-based support.

Rochester opens at 8.15am, 35 minutes before the start of school. Students are encouraged to arrive early and organise themselves for the day. Students can start their day in Rochester where they can be prepared for any change and their day can be organised.

The Castle is open at break and lunchtime with the intervention room, Dover, being used for students who wish to spend their social time there.

Rochester closes at 4.00pm allowing time at the end of the day for completion of homework or other support as required.

Inclusion into mainstream lessons is encouraged for all students. Most students access teaching via mainstream lessons due to the inclusive classrooms and adaptive teaching achieved in classrooms at The Holmesdale School. We operate an inverse integration model which enables both ASC students and others to work in small groups if the mainstream lesson is not appropriate for any reason. Support is provided in lessons by the Rochester staff where appropriate, normally on a 1:2/3 basis. Support may be gradually withdrawn from a student to help encourage independence whenever possible.

Some students may have an adapted timetable reflecting his or her needs. If necessary, they will spend time in Rochester following individualised programmes of study.

Where identified additional Literacy and Numeracy sessions may be provided within Rochester.

A social skills programme is also offered.

A reward scheme operates where students are able to take part in additional activities/trips both in and out of school.

During Key Stage 3, 4 and 5 students are given additional support and guidance to explore their opportunities Post-16.

There is usually a member of staff in Rochester or the Castle provision to respond to difficulties if they arise. School staff within the mainstream know how to access The Castle staff.

ICT facilities are available in Rochester.

Parents/Carers:

Parents/carers have a vital part to play in a student's development, progress and well-being.

Parents/carers will be encouraged to work in partnership with Rochester to ensure students make maximum use of all the resources available.