



EPWORTH
EDUCATION TRUST



Epworth Education Trust

Enhanced Provision Handbook

Providing clarity, consistency, and confidence in inclusive practice – defining what Enhanced Provision should look like across all our schools

Table of Contents

04	What is Enhanced Provision?	22	How Do We Work with Families?
08	Why Do We Have Enhanced Provision?	24	What If I Think My Child Needs More Support?
09	Our Trust Vision and Values	25	Keeping Children Safe
11	What Does Learning Look Like?	26	Inspection and Quality Assurance
18	Assessment	27	Where Can I Find More Information?
20	Who Works with My Child?	27	We Are Here to Help
21	How Does My Child Access Enhanced Provision?		

Appendices

Appendix A: Entry Criteria – ASD and Cognition & Learning SEND Unit
Summerset Methodist Primary School (Bury LA)

Appendix B: Entry Criteria – Cognition and Learning SEND Unit
Leigh Westleigh Methodist Primary School (Wigan LA)

Appendix C: Entry Criteria – Entry Criteria for the SEN Resourced Provision
Rosehill Methodist Primary Academy (Tameside LA)

Appendix D: Enhanced Provision – What Parents Need to Know (Summary)

Appendix E: Exit Criteria and Next Steps from Enhanced Provision

Welcome

At Epworth Education Trust, we believe every child deserves the right support to flourish and succeed. Our first priority is to provide a strong, ordinarily available inclusive provision across all our schools, ensuring that every child feels part of their school community. This inclusive offer is shared through our Epworth Graduated Offer and Toolkit.

We recognise that some children need more targeted or specialist support to thrive. This handbook explains the different types of enhanced provision available in our schools, what they mean for your child, and how we work together with families.

It sets out how we provide that support, which includes:

- Local Authority-commissioned Resourced Provision (RP) (EHCP required)
- Local Authority-commissioned SEND Units (EHCP required)
- School-led Enhanced Provision spaces
- Alternative Provision

Our ultimate aim for every child is inclusion and success. Where enhanced provision is needed, it is always designed to help children access mainstream learning and opportunities with their peers, whenever possible, while meeting their individual needs.

This handbook sets out what each type of provision means for your child and how we work together with families to make sure every child gets the right support at the right time.

This should be read in conjunction with the following key documents:

- Epworth Education Trust SEND Graduated Offer Toolkit
- SEND Policy
- Local Offer

Please note: The children shown in this handbook are not exclusively pupils receiving Enhanced Provision or identified as having SEND. Images have been chosen to reflect our wider school community and celebrate inclusion across all our schools.

What is Enhanced Provision?

Enhanced Provision is extra support for children who need more than a mainstream classroom can offer. This can include:

Resourced Provision (RP)

A Resourced Provision is a specialist base within a mainstream school, funded by the Local Authority. Admission is through the Local Authority SEND team, not the school. It is designed for children who need extra support but can still access mainstream learning for a significant part of the day.

What does this mean for your child?

- Children in Resource Provision have their own dedicated space with specialist staff and resources.
- The ambition is for pupils to spend around 50% or more of their time learning alongside their mainstream peers, in a meaningful way, with the right support.
- The RP base is used for:
 - Targeted teaching and interventions
 - Regulation and sensory breaks
 - Therapeutic sessions and specialist programmes

Resource Provision aims to give children the best of both worlds: the social and academic benefits of mainstream education, combined with the specialist help they need to succeed.

SEND Unit

A SEND Unit is a specialist class within a mainstream school, funded by the Local Authority. Admission is through the Local Authority SEND team, not the school. It is designed for children who need a higher level of specialist teaching and support than can be provided in a mainstream classroom, even with additional help.

What does this mean for your child?

- Children in a SEND Unit spend the majority of their time learning in the unit, where the environment and teaching are tailored to their needs.
- The unit provides:
 - Small class sizes with specialist staff
 - Structured routines and adapted curriculum
 - Access to therapeutic and targeted interventions
- Inclusion matters: While the majority of learning happens in the unit, we seek meaningful opportunities for your child to join mainstream activities such as assemblies, playtimes, or lessons on a case-by-case basis. This will always be discussed with parents and reviewed regularly.
- The aim for all children is to experience time with mainstream peers as part of an inclusive offer whenever possible, while ensuring they feel safe and successful.

SEND Units give children the specialist support they need while still being part of the wider school community.



School-led Enhanced Provision

School-led Enhanced Provision refers to spaces and support created by the school such as nurture rooms, sensory areas, or quiet learning zones for children who need extra help for short periods or on an ongoing basis. These are not Local Authority-funded places but part of the school's inclusive approach.

What does this mean for your child?

- Enhanced Provision is always discussed with parents before it starts and is kept under regular review.
- The goal is always inclusion in mainstream classes. These spaces are used to:
 - Support children when they feel overwhelmed by the classroom environment
 - Provide targeted, specialist academic support to help them access learning
 - Offer a calm space for emotional regulation and wellbeing
- Time in Enhanced Provision is flexible and based on your child's needs. It is not a separate placement; your child remains part of their class and school community.
- Staff work closely with families to agree strategies and review progress regularly.

Enhanced Provision helps children succeed in mainstream education by giving them the right support at the right time, usually for short periods of time.

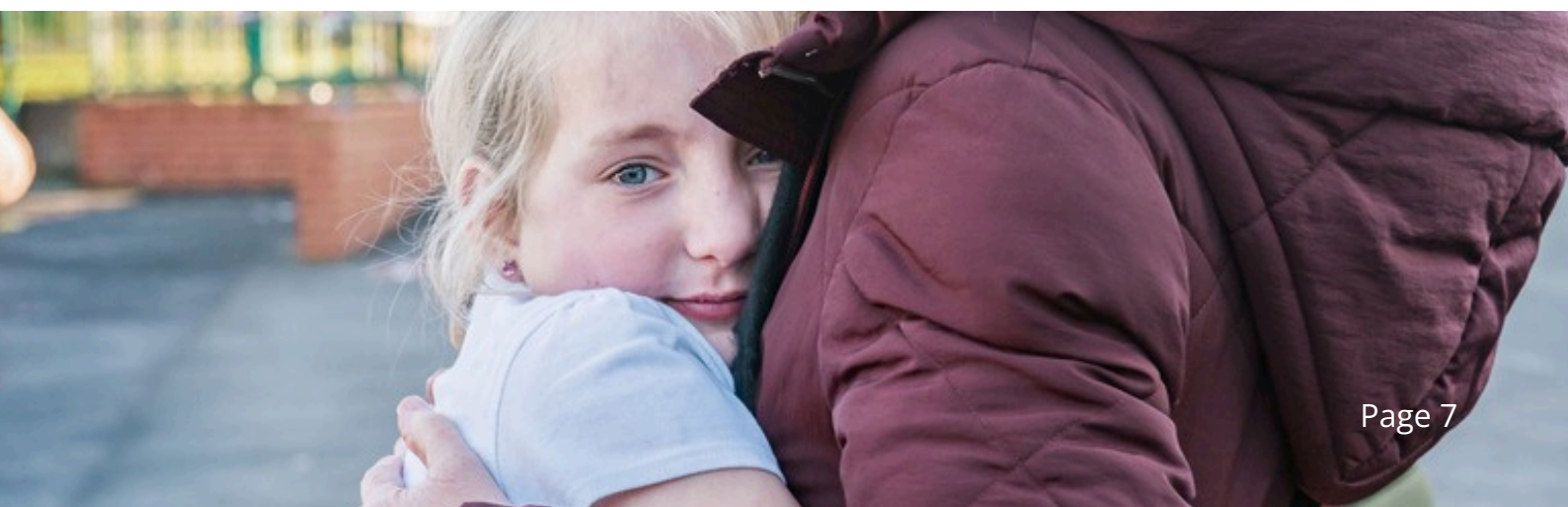
Alternative Provision (AP) – External Provider

Alternative Provision (AP) refers to education arranged off-site within a designated AP provider for pupils who are unable to attend mainstream school for a period of time, or who require a more specialist, behaviour-focused placement. AP is subject to separate statutory guidance and quality assurance expectations and is not the same as Enhanced Provision or nurture spaces within mainstream schools.

What does this mean for your child?

- Any consideration of Alternative Provision is always discussed fully with parents and carers before decisions are made.
- The school works closely with the Local Authority, following DfE statutory guidance and agreed LA processes and approved provider lists (where available).
- AP is typically used when:
 - A pupil is unable to access mainstream education despite graduated support
 - A short-term, specialist placement is needed to address significant barriers to learning, often linked to behaviour, emotional wellbeing, or attendance.
- The aim of AP is to:
 - Stabilise learning, behaviour or wellbeing
 - Provide targeted, specialist support
 - Support a planned and successful reintegration into mainstream education, wherever possible
- Any placement in AP is time-limited, regularly reviewed, and focused on clear outcomes.
- The school retains responsibility for the pupil's education and works in partnership with families, the provider and the Local Authority to monitor progress and next steps.
- The pupil will be dual registered with school and the AP for the duration of their placement.

Alternative Provision is used carefully and appropriately to ensure pupils receive the right support when mainstream education is not currently meeting their needs, with the long-term goal of positive engagement, progress and inclusion.



Why Do We Have Enhanced Provision?

Some children need:

- Smaller, quieter spaces to learn
- Extra help with communication, social skills, or emotional regulation
- Specialist teaching approaches
- Access to therapies (speech and language, occupational therapy)

Enhanced Provision helps meet these needs while keeping children connected to their school community.



Our Trust Vision and Values

'To be a family of schools working together so all within our communities can flourish and succeed.'



Our values are more than words written on a page.

They represent our commitment to how we work as a Trust. They are at the heart of everything we do, shaping our actions and focusing on what truly matters. Our Methodist roots run as a golden thread through all aspects of our work. We believe every child should be nurtured and have high aspirations for their future. We recognise each child's unique strengths and support them to overcome challenges so they can become the very best they can be.

As a Trust, we live by the motto:

DO ALL YOU CAN.

This summarises our ethos and vision, reflecting our belief that anything is possible when approached with determination and care. It drives us to relentlessly serve our staff, pupils, and communities. This commitment underpins our work to support all children and families across our Epworth family of schools.

Our Drivers for Enhanced Provision

Most of our schools have drivers that steer their practice. This approach has been continued when designing our Enhanced Provision mode.

In our Enhanced Provisions, we aspire for every child to flourish, growing from acorns into mighty oaks. These drivers are embodied in the acronym **ACORN**, which serves as the guiding lens for designing and implementing curriculum and provision for pupils with a range of SEND needs. These principles are not only rooted in our commitment to inclusion and growth but also align with contemporary good practice. Through **ACORN**, we ensure that our approach reflects both the latest research and our Trust's vision for nurturing potential and fostering belonging.

A – Achievement

We celebrate progress from individual starting points. We have high aspirations and focus on building strong foundations for future success.

C – Communication

We support children to express themselves and understand others through a total communication approach, developing language and emotional literacy.

O – Opportunities

We provide experiences that build independence, life skills and confidence — in the classroom and beyond.

R – Relationships

We nurture positive friendships and trusting adult relationships, helping children develop social understanding and connection.

N – Nurture

We prioritise emotional wellbeing, safe spaces and strategies for self-regulation and resilience in order to ensure children can learn effectively.



What Does Learning Look Like?

Our Curriculum Ambition

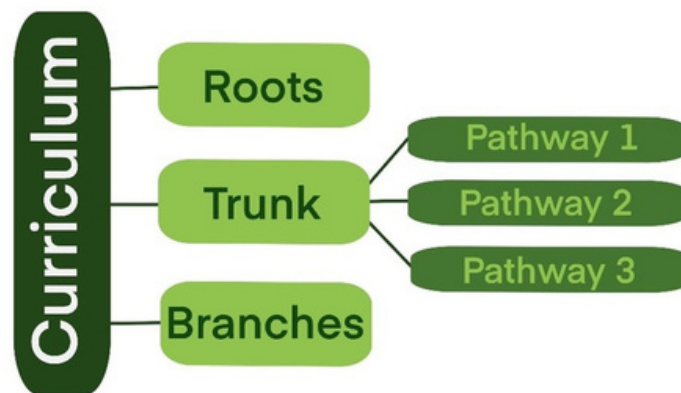
Across the Trust, we follow the Statutory EYFS Framework and the National Curriculum. This ambition applies to all children, including those with SEND. Our starting point is always high expectations, underpinned by inclusion, equity and a belief that every child can make meaningful progress from their individual starting point.

We recognise that children arrive with a wide range of strengths, needs and developmental profiles. To ensure all pupils can access learning and thrive, our curriculum is designed to be ambitious, flexible and responsive, enabling adaptation without lowering expectations.

To support this, we have developed a clear curriculum model that balances foundational readiness for learning, structured academic progression through appropriate pathways and wider opportunities for personal development.



Our Curriculum Design – Roots, Trunk & Branches



Our curriculum is structured using a Roots–Trunk–Branches model. This ensures that children are supported to engage in learning, progress through the curriculum at an appropriate level, and develop the wider skills needed for future success.

Roots: focusing on belonging, communication, emotional regulation and readiness to learn

Trunk: our learning pathways

Branches: wider opportunities that are available to ensure children flourish in an inclusive and supportive environment

Roots – Foundations for Learning

The roots of our curriculum represent the essential foundations that enable children to learn effectively. We recognise that for many pupils, particularly those with SEND, learning cannot be separated from their communication, emotional, sensory and social needs.

These foundations include:

- Communication and language
- Emotional regulation and wellbeing
- Sensory and physical readiness
- Social understanding and relationships
- Attention, engagement and readiness to learn

Evidence-based approaches are embedded across the school day to strengthen these foundations. They are not delivered as stand-alone provision but are integrated into classroom practice, routines and environments. Strong foundations ensure children feel safe, regulated and ready to learn, reducing barriers and enabling sustained engagement.

There is a common understanding in our schools that these are vital foundations. In practice, the balance of time on each in the curriculum will be needs led and determined at local level.



Trunk – Core Curriculum and Pathways

The trunk represents the core curriculum entitlement for all pupils. Children follow a broad and balanced curriculum aligned to the EYFS and National Curriculum, with English, Mathematics and Science prioritised alongside the full range of foundation subjects (from the time they are able). Curriculum content is carefully sequenced to build knowledge, skills and vocabulary over time.

To ensure learning is accessible for all and meaningful, teaching is delivered through three curriculum pathways, allowing curriculum content, teaching approaches and levels of support to be adapted while maintaining clear ambition. A stage-not-age approach is used, meaning progress is based on what children can do rather than solely on chronological age.

Progress is reviewed regularly, and pupils may move between pathways as their needs change. Parents and carers are fully involved in discussions about curriculum pathways and next steps. Specific pathway arrangements within each school are outlined in the appendices.

Across all pathways:

- Children follow the Early Years Foundation Stage or the National Curriculum at a level appropriate to their stage of learning
- Teaching focuses on progress from individual starting points
- Life skills, outdoor learning and wellbeing activities are integrated into the school day
- Reading and communication are prioritised, using systematic phonics approaches alongside specialist strategies where needed



Our Curriculum Pathways

The curriculum pathways reflect how children access learning, not how capable they are. They apply across the four broad areas of need and are designed to support both academic learning and wider development.

Pathway 1: Foundations for Learning

This pathway supports children who are at an early developmental stage and require highly personalised provision, not yet engaging in subject specific learning.

Key features include:

- A strong focus in the curriculum on communication, interaction, emotional regulation and sensory needs
- Learning broken down into very small, carefully sequenced steps
- High levels of adult support to enable engagement, safety and access
- A curriculum that prioritises readiness to learn, attention, interaction and functional skills
- Flexible groupings and a low-arousal learning environment

Children on this pathway are working at an early developmental stage and require highly personalised support to access learning. Some may also require support with aspects of personal care. Progress is carefully tracked and celebrated from individual starting points.



Pathway 2: Supported Access to the Curriculum

This pathway supports children who can engage with learning with adaptations and structured support but have significant gaps in learning.

Key features include:

- Access to aspects of the EYFS or National Curriculum, adapted to developmental level
- A balance of whole-class, small-group and targeted individual teaching
- Structured routines, visual supports and scaffolded learning
- Explicit teaching of social communication, emotional regulation and learning behaviours as required
- A focus on building self-esteem and confidence and positive attitudes to their learning
- Gradual development of independence and sustained engagement

Children on this pathway are building subject-specific skills while continuing to need targeted support to access learning successfully.

Pathway 3: Adapted National Curriculum

This pathway supports children who are cognitively able to access the National Curriculum, with reasonable adjustments.

Key features include:

- A subject-based curriculum delivered at an appropriate level and pace
- Adaptations to teaching, environment and assessment to meet individual SEND needs
- Support for communication, social, emotional, sensory and organisational needs where required as this will often be the barrier
- A focus on increasing independence, self-regulation and self-advocacy

Children on this pathway are working broadly in line with age-related expectations, with reasonable adjustments and targeted support where required. They are often working to overcome wider barriers to learning.

OUR CURRICULUM PATHWAYS

The curriculum pathways reflect how children access learning, not how capable they are.



High Ambition, Review and Progress

Across all pathways:

- Curriculum ambition remains high and is rooted in statutory expectations
- Progress is measured from individual starting points, not comparisons alone
- Assessment informs planning, intervention and curriculum adaptation
- Pathway placement is not fixed and is reviewed regularly
- Parents and carers are active partners in decision-making

Branches – Opportunities to Flourish

The branches of our curriculum represent the wider experiences and opportunities that enable children to thrive beyond the core curriculum. These include targeted pastoral support to reduce barriers to learning, enrichment activities that build confidence and resilience, and functional life skills that prepare pupils for independence and future employment. Branches extend learning into real-world contexts, with a strong emphasis on outdoor experiences where these support engagement and wellbeing. Through these opportunities, children develop social skills, problem-solving, and adaptability—essential qualities for adulthood and the workplace.

School-Specific Appendices

Each school within the Trust that operates an LA enhanced provision (Unit or RP) has a school-specific appendix (see Appendices A-C) which outlines:

- Which pathways are in operation
- How the curriculum model is implemented locally
- Any additional provision or specialist approaches in place

This ensures clarity for families while maintaining consistency and coherence across the Trust.

Not all pathways operate within every provision. This is a planned and considered decision, based on the compatibility of needs, the physical environment, staffing expertise and the impact on learning and wellbeing for all pupils. Some pathways require specific space, staffing models or environmental conditions which cannot always be combined safely or effectively within the same setting. Operating a limited number of pathways within a provision enables schools to maintain high-quality teaching, strong routines and an appropriate learning environment for all children. Parents and carers are fully involved in discussions about pathway placement, and decisions are kept under regular review to ensure they remain appropriate as children's needs change.

Assessment

At Epworth Education Trust, assessment is a graduated and robust process, integral to our curriculum design and lesson delivery. It ensures we understand what each child can do, identify gaps, and plan ambitious next steps.

Within Local Authority-commissioned Enhanced Provisions (Units and Resourced Provisions), assessment approaches are adapted according to pupils' developmental stage and curriculum pathway. For pupils working within Pathway 1 and some Pathway 2 models, fine-grained assessment tools such as PIVATS, alongside observational assessment of communication, regulation and independence, are central to tracking progress. For pupils accessing Pathway 3, Trust-wide curriculum assessments, including PiXL and statutory assessments (with appropriate access arrangements), are used where appropriate.

Our graduated approach includes:

- Universal: PiXL assessments and Personal Learning Checklists from tests to track progress across the core curriculum.
- Targeted: The universal offer, plus individual PiXL Personal Learning Checklists used and updated as part of everyday practice for pupils requiring additional support.
- Specialist: PIVATS for pupils with significant SEND needs, enabling fine-grained tracking of progress in small steps.

Assessment is not a standalone activity, it is embedded within our Epworth Teaching and Learning Framework, informing planning, teaching, and intervention. We also draw on EEF guidance to ensure evidence-based practice.

Working with Local Authority Services:

We work closely with Local Authority teams to access statutory and specialist assessments, ensuring consistency and alignment with local SEND processes. This partnership supports accurate identification of needs and coordinated planning for pupils.

Specialist Assessments within the Trust:

Where additional insight is needed, we use specialist assessments delivered by trained staff, including our Epworth Specialist Leaders for SEND, upon school request.

Assessment

Future Development:

We are committed to strengthening our workforce by appointing a Trust Educational Psychologist and a Speech and Language Therapist, complementing Local Authority services where available.

Our approach ensures assessment is purposeful, consistent, and focused on enabling every child to make meaningful progress.

Statutory Assessment

Pupils in Enhanced Provision are included within statutory assessment arrangements in line with national guidance. Where appropriate, children may access statutory assessments (including end of Key Stage assessments and the Phonics Screening Check) with suitable access arrangements.

Decisions regarding participation are made on an individual basis, considering the pupil's curriculum pathway, stage of learning and best interests, and in consultation with parents and the Local Authority where required.

For some pupils working significantly below the standard of statutory assessment, teacher assessment and engagement models may be used in line with national guidance.



Who Works With My Child?

- Qualified teachers with SEND expertise
 - In Resourced Provisions (RP), the mainstream class teacher remains responsible for the child's learning, but we typically have a dedicated teacher in the RP role to provide specialist input.
 - In SEND Units, there is always a dedicated teacher leading the class within the mainstream school.
 - In School-led Enhanced Provision, teacher oversight is essential. All children must have access to a qualified teacher alongside other trained staff.
- Teaching assistants trained in specialist approaches
- Speech and Language Therapists, Occupational Therapists, Educational Psychologists and other professionals (where needed and available, often through Local Authority services)
- Your child's class team works closely with you to set goals and review progress.

How Does My Child Access Enhanced Provision?

- Resourced Provision or SEND Unit – Places are allocated by the Local Authority through an Education, Health and Care Plan (EHCP).
- School-led Enhanced Provision – Decided by the school as part of the graduated approach to SEND support. This may be short-term or longer-term.

Consultation, Parental Preference and Finding the Right Fit

For Local Authority commissioned provision (Resourced Provision or SEND Units), the Local Authority is responsible for allocating places in line with statutory processes and panel decisions. However, we believe that successful placements depend on strong collaboration and honest conversations. Where parental preference is being considered, we actively encourage families to engage with us at an early stage.

As part of this process, we invite parents and carers to:

- Visit the school and provision
- Meet with school leaders and SEND staff
- Discuss their child's strengths, needs and learning profile
- Explore how the provision operates in practice
- Consider how well the provision may meet their child's needs and support positive outcomes

These conversations help everyone understand whether the provision is likely to be a good fit, taking into account:

- The child's needs and developmental profile
- The existing cohort and environment
- The balance between specialist support and mainstream inclusion
- The school's pathways and curriculum offer

While the final decision about placement sits with the Local Authority, the school's views on suitability and compatibility are shared as part of the consultation process, alongside parental views and professional advice.

Our aim is to ensure that, wherever possible, placements are:

- Needs-led
- Well-matched
- Sustainable
- In the best interests of the child

Open dialogue at this stage supports smoother transitions, stronger partnerships, and better outcomes for children.

How Do We Work With Families?

- Regular half termly meetings to review progress
- Individual Learning Plans (APDRs) linked to your child's needs
- Open communication – you are part of every decision
- Support for transitions to the next stage of education

Working in Partnership with Parents and Carers

At Epworth Education Trust, we place great importance on open, respectful and ongoing communication with parents and carers. We believe that families know their children best, and that the strongest outcomes are achieved when schools and families work together as genuine partners.

Partnership means:

- Listening carefully to parental views and concerns
- Sharing professional insight openly and honestly
- Making decisions that are rooted in evidence and the child's needs
- Keeping the child's wellbeing, progress and long-term outcomes at the centre of all discussions

We recognise that there may be times when parents and professionals do not immediately agree. When this happens, we are committed to:

- Maintaining respectful and transparent dialogue
- Explaining our reasoning clearly and sensitively
- Considering all perspectives carefully
- Working collaboratively to find the best possible way forward

Even where views differ, our shared priority remains the same: acting in the best interests of the child.



Communication and School-Level Systems

Each school within the Trust is expected to have clear, consistent systems for communicating with families, particularly where pupils receive Enhanced Provision or additional SEND support.

These systems may include:

- Named points of contact (e.g. SENDCo, class teacher, key worker)
- Regular scheduled meetings and reviews
- Written updates linked to Individual Learning Plans or EHCP outcomes
- Use of home-school communication tools, where appropriate
- Timely sharing of information about progress, concerns or changes to provision

Schools will communicate clearly with parents about:

- How and when communication will take place
- Who to contact with questions or concerns
- How parental views are gathered and recorded
- How decisions are made and reviewed

Our expectation is that parents feel:

- Informed
- Heard
- Supported
- Confident in how to raise questions or concerns

Strong communication builds trust, supports early problem-solving, and ensures that provision remains responsive to each child's changing needs.



What if I Think My Child Needs More Support?

If you are concerned that your child may need additional help, the first step is to speak with your school's SENDCo. Together, we will review your child's needs and the support already in place.

If you feel that an Education, Health and Care Plan (EHCP) might be appropriate, you have the legal right to request an assessment from your Local Authority. We will guide and support you through this process, working in partnership with you and the Local Authority to ensure your child's needs are fully understood and met.

Our aim is always to provide the right support at the right time, with high aspirations for every child.



Keeping Children Safe

Safety is our highest priority. Where required, children in Enhanced Provision have a risk assessment tailored to their needs, including emergency procedures such as fire and lockdown etc.

Staff are trained in:

- Safeguarding and child protection
- Positive handling and de-escalation strategies
- Emotional regulation and wellbeing approaches

We create safe, calm environments where children feel secure and supported. All policies follow statutory guidance and are regularly reviewed.

When children access an AP all safeguarding checks are completed by the school and maintained throughout the placement, in line with Keeping Children Safe in Education.



Inspection & Quality Assurance

We are committed to maintaining the highest standards of provision. Quality assurance happens at multiple levels:

- Ofsted Framework (2025): Inclusion and SEND are central to inspection evidence. Schools must demonstrate identification, curriculum accessibility, adaptations, and impact.
- Area SEND Inspections (Ofsted & CQC): Local Authority partnership arrangements for SEND provision are evaluated regularly. Epworth schools hosting LA provision align with local area strategies and QA processes.
- Trust-Level Oversight:
 - Epworth Education Trust has a Strategic SEND Lead providing oversight and support.
 - A SEND Audit is conducted on a three-year cycle across all schools, with more frequent reviews for schools hosting LA provision.
 - Findings inform improvement plans and staff development to ensure consistency and excellence.
- Governance and Monitoring:
 - Local Advisory Boards monitor SEND provision within their schools, ensuring accountability and alignment with Trust standards.
 - The Epworth Trust Board of Governors provides strategic oversight, reviewing SEND outcomes and quality assurance reports to ensure high standards across all provisions.

Enhanced Provision impact is evaluated through:

- Academic progress from individual starting points
- Attendance and engagement data
- Reduction in exclusions / incidents
- Progress towards EHCP outcomes
- Pupil voice
- Parental feedback

Where Can I Find More Information?

- **Local Offer:** Your Local Authority's website explains SEND services and processes.
- **Epworth Education Trust Website:** Policies, updates, and resources.
- **SENDIASS:** Independent advice and support for families.

We Are Here To Help

If you have any questions or concerns, please speak to your child's teacher or the school SENDCo. We value partnership with families and believe that, by working together, we can ensure every child gets the support they need to succeed.



Appendix A: Entry Criteria for the ASD and Cognition & Learning SEND Unit

Summerseat Methodist Primary School (Bury LA)

1. Overview of Provision

Summerseat Methodist Primary School hosts a Local Authority-commissioned SEND Unit for pupils with Autism Spectrum Disorder (ASD) and Cognition & Learning needs. The Unit operates as a specialist provision within a mainstream school, in line with High Needs Funding guidance. Pupils are taught in a separate class for a significant proportion of the school week, alongside planned and supported opportunities for inclusion in mainstream activities.

The Unit offers 10 places from Reception to Year 6 and is designed to meet the needs of pupils broadly aligned with Pathway 1 and Pathway 2 within the Trust's Enhanced Provision model.

2. Allocation of Places

- Places are allocated by Bury Council on a needs-led basis, following consideration at the appropriate panel.
- All pupils admitted will have an Education, Health and Care Plan (EHCP).
- Decisions are made in consultation with the Local Authority, parents/carers, the current setting, and Summerseat Methodist Primary School to ensure the provision is appropriate and compatible.



Summerseat Methodist Primary School (Bury LA)

3. Primary Entry Criteria

- Be of primary school age (Reception – Year 6).
- Have an EHCP identifying ASD as the primary area of need alongside Cognition & Learning needs.
- Require specialist teaching and a differentiated curriculum delivered in a small group setting for a significant proportion of the school day.
- Be working significantly below age-related expectations academically, with learning needs that cannot be fully met through mainstream SEN Support alone.
- Benefit from a Pathway 1 or Pathway 2 approach, including:
 - Highly structured routines and adapted curriculum content
 - Specialist teaching approaches
 - Small group and individual learning opportunities
 - Increased adult support to enable engagement and progress

4. Learning and Development Profile

Pupils placed in the Unit are likely to demonstrate:

- Difficulties with communication, interaction, and flexibility of thought.
- A need for learning broken down into very small, sequential steps with adjusted pace.
- Challenges with generalising skills across contexts without explicit teaching.
- Emerging engagement with activities and some response to what is happening around them.
- The need for a low arousal workspace to enable them to focus on people and learning
- Associated needs such as:
 - Sensory processing differences
 - Speech, language and communication difficulties

These associated needs should typically be secondary to ASD and/or cognition and learning and manageable within the Unit's provision.



Summerseat Methodist Primary School (Bury LA)

5. Inclusion and Compatibility

The SEND Unit is suitable for pupils who:

- Can tolerate working alongside others in a small group setting (not 1:1 throughout the day).
- Show some level of early engagement in activities and responsiveness to adults and other children.
- Can manage some transitions between the Unit and mainstream environments with appropriate planning.
- Do not present with levels of need requiring a special school placement.
- Can access learning safely within a mainstream school context.

Placement decisions will consider compatibility of cohort, including learning needs, regulation profiles and social interaction, to ensure a safe and effective learning environment for all pupils.

6. What the Provision Does Not Offer

The SEND Unit is not designed for pupils who:

- Require full-time specialist provision or highly individualised 1:1 support throughout the day.
- Present with severe behavioural or sensory needs that cannot be safely supported within a mainstream school environment.
- Are unable to tolerate working alongside others or engage in structured activities with adult support.

7. Review and Transition

- All placements are subject to regular review through the EHCP process.
- The aim of the provision is to enable pupils to make meaningful progress, with pathway placement kept under review.
- Transition planning (including reintegration to mainstream or preparation for secondary provision) is a key feature of the Unit's work.



Appendix B: Entry Criteria for the Cognition and Learning SEN Unit

Leigh Westleigh Methodist Primary School

1. Overview of Provision

Leigh Westleigh Methodist Primary School provides a Council-commissioned SEN Unit for pupils with Cognition and Learning needs in Key Stage 2. The Unit operates as a specialist provision within a mainstream school, in line with the High Needs Funding Operational Guidance 2024/25, where pupils are taught in a separate class for the majority of the school week, alongside planned and supported opportunities for inclusion.

The Unit offers 8 places and is designed to meet the needs of pupils broadly aligned with Pathway 2 within the Trust's curriculum model.

2. Allocation of Places

- Places are allocated by Wigan Council on a needs-led basis, following consideration at the appropriate panel.
- All pupils admitted will have an Education, Health and Care Plan (EHCP).
- Decisions are made in consultation with the Local Authority, parents/carers, the current setting, and Leigh Westleigh Methodist Primary School to ensure the provision is appropriate and compatible.

Leigh Westleigh Methodist Primary School

3. Primary Entry Criteria

Pupils considered for placement will typically:

- Be of Key Stage 2 age
- Typically have an EHCP with Cognition and Learning identified as the primary area of need
- Require specialist teaching and a differentiated curriculum delivered in a small group setting for a significant proportion of the school day
- Be working below age-related expectations academically, with learning needs that cannot be fully met through mainstream SEN Support alone
- Will be ready for subject specific learning at an adapted level
- Benefit from a Pathway 2 approach, including:
 - Adapted curriculum content
 - Structured teaching approaches
 - Small group and individual learning
 - Increased adult support to access learning

4. Learning and Development Profile

Pupils placed in the Unit are likely to demonstrate:

- Ongoing difficulties with processing, retention and application of learning
- A need for learning broken down into smaller, sequential steps with an adjusted pace
- Difficulties generalising skills across subjects without explicit teaching
- Emerging independence with learning, but requiring scaffolding, modelling and reassurance
- Associated needs such as:
 - Speech, language and communication difficulties
 - Attention and executive functioning challenges
 - Social, emotional or regulation needs that impact learning

These associated needs should typically be secondary to cognition and learning, and manageable within the Unit's provision.



Leigh Westleigh Methodist Primary School

5. Inclusion and Compatibility

The SEN Unit is suitable for pupils who:

- Can engage in group learning with adult support
- Can manage transitions between the Unit and mainstream environments with appropriate planning
- Do not present with levels of need requiring a special school placement
- Can access learning safely within a mainstream school context

Placement decisions will consider compatibility of cohort, including learning needs, regulation profiles and social interaction, to ensure a safe and effective learning environment for all pupils.

6. What the Provision Does Not Offer

The SEN Unit is not designed for pupils who:

- Require full-time specialist provision or highly individualised 1:1 support throughout the day
- Have Social, Emotional and Mental Health or Communication and Interaction as the primary area of need requiring specialist provision
- Present with levels of behavioural or sensory need that cannot be safely supported within a mainstream school environment
- Are working at a Key Stage 2 developmental stage – they will be pre-key stage

7. Review and Transition

- All placements are subject to regular review through the EHCP process.
- The aim of the provision is to enable pupils to make meaningful progress, with pathway kept under review.
- Transition planning (including reintegration to mainstream or preparation for secondary provision) is a key feature of the Unit's work.



Appendix C: Entry Criteria for the SEN Resourced Provision

Rosehill Methodist Primary Academy (Tameside LA)

How We Define Suitability

Entry criteria are not a checklist or a rigid threshold. They describe the broad learning profile and type of support for which this provision is designed. Placement decisions are made by the Local Authority. They are needs-led and based on whether a child's strengths and areas of development align with the specialist teaching approaches, environment and staffing model available within the Resourced Provision.

1. Overview of Provision

Rosehill Methodist Primary Academy hosts a Local Authority-commissioned SEN **Resourced Provision (RP)** for pupils aged 4–11.

The Resourced Provision operates as a specialist base within a mainstream primary school. It provides access to targeted specialist teaching and support alongside meaningful inclusion in mainstream classes.

Pupils accessing the RP will typically spend a significant proportion of their week learning alongside mainstream peers. As a guide, this is often around 50% or more of the school week, supported through personalised planning and reasonable adjustments.

The provision offers up to 15 places and supports pupils across a range of broad areas of need, including:

- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Disorder (ASD)
- Social, Emotional and Mental Health needs (SEMH)
- Moderate Learning Difficulties (MLD)
- Other identified learning differences or disabilities

The provision is primarily aligned with Pathway 2 and Pathway 3 within the Trust curriculum model, with flexibility applied according to individual need.

Rosehill Methodist Primary Academy (Tameside LA)

2. Allocation of Places

- Places are allocated by Tameside Local Authority through the statutory EHCP process.
- All pupils admitted will have an Education, Health and Care Plan (EHCP).
- Decisions are made collaboratively between the Local Authority, parents/carers, the child's current setting and the school to determine whether the Resourced Provision is appropriate and compatible.

3. Profile of Pupils the Provision is Deigned to Support

The Resourced Provision is typically suitable for pupils who:

- Have an EHCP identifying one or more of the broad areas of need outlined above
- Benefit from access to specialist teaching and intervention alongside mainstream learning
- Can engage in subject-based learning with appropriate scaffolding and adaptation
- Require structured support to develop communication, regulation, learning behaviours or independence
- Benefit from predictable routines and clearly modelled expectations
- Are able to participate in mainstream classroom learning for a substantial proportion of the school week when supported with reasonable adjustments

Many pupils may also:

- Experience differences in communication and interaction
- Require support with attention, executive functioning or organisation
- Benefit from explicit teaching of emotional regulation and social understanding
- Require targeted intervention to address specific gaps in learning

The Resourced Provision provides highly individualised planning within a flexible model that blends specialist support and mainstream access. Adult support is responsive and targeted; however, the model is not designed around continuous individual 1:1 support throughout the day.

Rosehill Methodist Primary Academy (Tameside LA)

4. Learning Characteristics Commonly Seen

Pupils placed within the Resourced Provision may:

- Require structured support to access age-appropriate curriculum content
- Benefit from pre-teaching, overlearning and consolidation
- Develop independence gradually through scaffolded practice
- Transfer learning more successfully when supported across both specialist and mainstream contexts
- Make meaningful progress when teaching approaches are adapted to their learning profile

Progress includes academic achievement alongside development in communication, regulation, confidence and independence.

Given the broad range of needs supported within the RP, careful consideration is given to ensuring that individual profiles can be effectively supported within a shared provision model.

5. Inclusion and Compatibility

As a Resourced Provision, meaningful inclusion in mainstream learning is a central feature of the model.

The RP is designed for pupils who:

- Can access mainstream classroom environments with reasonable adjustments
- Benefit from learning alongside peers for a significant proportion of the week
- Engage positively in a shared small-group specialist base
- Can participate safely and purposefully within the wider school community

Placement decisions take into account:

- Cohort balance across the 15 places
- Compatibility of learning, communication and regulation profiles
- The ability of the provision to maintain a calm, purposeful and inclusive environment
- The school's capacity to deliver both specialist and mainstream support effectively

The aim is to provide a balanced model of specialist intervention and inclusive mainstream access, ensuring pupils experience belonging while receiving the targeted support they require.

Rosehill Methodist Primary Academy (Tameside LA)

6. Review and Transition

- All placements are subject to regular review through the EHCP process and school-based review cycles.
- The balance between specialist base provision and mainstream access remains under review in response to progress and emerging need.
- Curriculum pathway placement (typically Pathway 2 or 3) is flexible and responsive.
- Transition planning — including entry to the RP, adjustment of mainstream access, or preparation for secondary education — is carefully structured and collaborative.

Transitions are planned to ensure continuity, stability and positive outcomes for pupils.

Appendix D: Epworth Education Trust

Enhanced Provision: What Parents Need to Know - Summary

What is Enhanced Provision?

Enhanced Provision (EP) is extra support provided within school to help children who need more than a mainstream classroom can offer for a short time or on an ongoing basis. It is not a separate placement—your child remains part of their class and school community.

EP can focus on:

- Nurture – helping children feel safe, calm, and ready to learn
- Academic access – giving extra help to overcome barriers to learning
- Other needs – such as communication or emotional regulation

Why do we use Enhanced Provision?

To:

- Reduce barriers to learning
- Build confidence and independence
- Support emotional wellbeing
- Help children access the curriculum and school life

How does it work?

- Teacher-led: All EP is overseen by a qualified teacher
- Planned support: We agree clear goals with you
- Regular reviews: Progress is checked every 4–6 weeks
- Inclusion first: The aim is always to increase time in the mainstream classroom

Epworth Education Trust

What will my child do in Enhanced Provision?

Depending on their needs, EP might include:

- Small group or individual learning
- Calm spaces for regulation
- Targeted interventions (e.g., language, social skills, wellbeing)
- Structured routines and visual supports

How are families involved?

- We work in partnership with you
- You'll be part of every decision
- We'll share progress and next steps regularly

What if more support is needed?

If your child needs more than EP, we will work with you and the Local Authority to explore an Education, Health and Care Plan (EHCP).

Questions?

Please speak to your child's teacher or SENDCo. We're here to help your child feel safe, ready, and able to learn.

ENHANCED PROVISION: WHAT PARENTS NEED TO KNOW

What is Enhanced Provision?

Extra support in school for children who need more than a mainstream classroom can offer. Your child stays part of their class and school community.



- ✓ Nurture – helping children feel safe, and ready to learn
- ✓ Academic access – overcoming barriers to learning

Why do we use EP?

- ✓ Reduce barriers to learning
- ✓ Build confidence and independence
- ✓ Regular reviews every 4–6 weeks
- ✓ Aim: increase time in the mainstream classroom



What might EP include?

- ✓ Small group or individual learning
- ✓ Calm spaces for regulation
- ✓ Targeted interventions and visual supports
- ✓ Small group or individual learning
- ✓ Calm spaces for regulation
- ✓ Targeted interventions (language, social skills, wellbeing)

Families are involved every step of the way.

If more support is needed, we'll work with you and the Local Authority on an EHCP.

Questions?

Speak to your child's teacher or SENDCo.

Appendix E: Exit Criteria and Next Steps From Enhanced Provision

Purpose of Exit Criteria

Exit criteria ensure that decisions about a child's next steps are planned, transparent and based on evidence. Movement from Enhanced Provision is not a 'pass or fail' outcome; it reflects a child's progress, changing needs, and what provision will best support their continued learning and wellbeing.

All decisions are made through a graduated, assess-plan-do-review process, in partnership with families and, where appropriate, the Local Authority.

Exit routes may include:

- Increased access to mainstream provision
- Continued placement with adjusted provision
- Transition to a different or more specialist provision

1. Exit to Increased Mainstream Access

When is this appropriate?

A child may move towards increased mainstream access when evidence shows they are able to engage, learn and regulate successfully with reduced specialist support.

Indicators may include:

- Improved emotional regulation and resilience within classroom environments
- Increased engagement and sustained attention during learning
- Progress against Assess, Plan, Do, Review Plans (APDRs) or EHCP outcomes
- Ability to follow classroom routines with reasonable adjustments
- Growing independence in learning and self-care (where applicable)
- Successful participation in mainstream lessons, social times or activities

What this looks like in practice:

- Gradual increase in time spent in the mainstream classroom
- Reduced reliance on Enhanced Provision spaces
- Continued use of reasonable adjustments and inclusive strategies
- Ongoing monitoring and review to ensure success is sustained

Review and support:

- Exit is phased and planned, not abrupt
- Reviews take place at least half-termly
- Families are fully involved in decision-making
- Provision can be reinstated or adjusted if needed

2. Continued Placement with Adjusted Provision

When is this appropriate?

Some pupils continue to benefit from Enhanced Provision but may require:

- A different balance between specialist and mainstream learning
- Adjustments to curriculum pathway, staffing or environment
- Refined outcomes based on progress and emerging needs

Indicators may include:

- Progress is evident but remains fragile
- Ongoing need for structured environments or specialist teaching
- Partial success in mainstream access with continued support needs

What this looks like in practice:

- Revised targets and strategies
- Adjusted timetable or curriculum pathway
- Further involvement of specialist services where appropriate



3. Exit to a More Specialist Placement

When is this appropriate?

A move to a more specialist provision may be considered when evidence shows that the current placement cannot meet the child's needs safely or effectively, despite sustained, high-quality support.

Indicators may include:

- Limited or no progress over time despite well-implemented interventions
- High levels of distress, dysregulation or anxiety that significantly impact learning
- Need for highly individualised, specialist teaching throughout the school day
- Sensory, communication or behavioural needs that cannot be met within a mainstream setting
- Increasing risk to the child or others within the current environment

Decision-making process:

- Decisions are never made in isolation or prematurely
- Evidence is gathered over time through:
 - Assessment data
 - Observations
 - Professional reports
 - Review meetings
 - Families are central to all discussions
 - The Local Authority is fully involved

Possible outcomes:

- Request for an EHCP needs assessment (if not already in place)
- Review of EHCP placement
- Consultation with specialist or special school settings
- Planned transition to a more specialist provision where agreed



4. Transition Planning

All exits from Enhanced Provision include careful transition planning, appropriate to the next stage.

This may include:

- Gradual transition visits
- Visual supports and social stories
- Joint planning meetings with receiving staff
- Clear communication with families
- Review of support strategies and reasonable adjustments

Transitions are planned to minimise anxiety and maximise continuity of learning and wellbeing.

5. Principles Underpinning Exit Decisions

Across all provisions:

- Decisions are needs-led, not place-led
- Progress is measured from individual starting points
- Exit is not time-bound but evidence-based
- Inclusion, safety and wellbeing remain central
- Families are partners in every decision

Our commitment is to ensure that every child is in the right place, at the right time, with the right support — and that next steps are thoughtful, ambitious and rooted in the child's best interests.





EPWORTH

EDUCATION TRUST



Epworth Education Trust

Central Office, Westleigh Lane, Leigh, WN7 5NJ

✉ admin@epworthtrust.org.uk

☎ 01942 777706

🌐 www.epworthtrust.org.uk