

SPECIALIST PROVISION CLASS

Our Specialist Provision Class is an inclusive classroom for autistic pupils. It is a specialist classroom which pupils can access for part of the day whilst also accessing mainstream lessons where it is in their best interests. Phoenix School* is supporting us to build an inclusive space for a group of up to 10 children to work effectively following the Phoenix model. Staff working within the Specialist Provision class receive enhanced support from Phoenix outreach service, receive extra training and are able to access and use Phoenix assessment and planning resources where required.

The Specialist Provision Class currently supports pupils in Key Stage 1 and 2.

We hope that our specialist provision leads to better outcomes for autistic pupils who attend mainstream schools. Our vision is that those pupils in The Specialist Provision Class will develop the skills, confidence and ability to:

- communicate their wants and needs to others
- spend increasing amounts of time with their peers in their mainstream class, with full re-integration where possible and appropriate
- successfully progress on to the next stage of their schooling and for families to be well supported in this transition

**Note: The Specialist Provision Class is not a Phoenix 'Satellite Class' (in satellites, staff are employed by Phoenix and the children are on roll at Phoenix school). The Specialist Provision Class is for children who are on roll at our school and the staff working in The Specialist Provision Class are employees of St Anne's and Guardian Angels School. St Anne's and Guardian Angels school is responsible for safeguarding, policies and the daily running of the class. Phoenix works in an advisory capacity only.*

ENTRY CRITERIA

Pupils:

1. Will be in Year 1-6
2. Will have a primary need of Autism Spectrum Disorder (ASD) with a confirmed diagnosis or have confirmation they are 'on the pathway' for an assessment for ASD.
3. Will have an Education Health Care Plan in place or an EHCNA has reasonable prospects of success.
4. Will be working below the EYFS Framework for Reception aged pupils, and the standard of National Curriculum assessments for Year 1-6 pupils.
5. Would benefit from a structured, low-stimulus environment in a specialist class of no more than 10 pupils with a focus on communication, social and emotional development.
6. May require specific, specialist support to communicate their needs and manage their self-care independently.
7. May require specific, specialist support to co-regulate in order to access learning.



SPECIALIST SUPPORT OFFERED

- A curriculum that is based on the Phoenix School primary curriculum that is underpinned by the priority areas of communication, social and emotional development which allows pupils to acquire the skills and knowledge they need to progress.
- A specific, adapted curriculum and daily timetable which provides for their different developmental and learning needs.
- Teaching and support staff with appropriate training and experience of working with autistic pupils including assessing, reviewing and planning for their needs
- Higher pupil to adult ratio than the mainstream class (a maximum of 10 children to 4 staff).
- A teaching and learning approach based on total communication, including use of visual support through signs, symbols and objects (motivators)
- Teaching strategies and interventions for pupils with ASD including TACPAC, attention autism, exciting bucket, sensory circuits and speech and language therapy.
- Target setting, monitoring and assessment using the engagement model and the Phoenix Steps of Engagement.
- Support for pupils' learning and inclusion within the mainstream setting, where possible.
- Regular visits and support from the Phoenix Outreach Team and external Speech and Language Therapy support.

TIME IN MAINSTREAM CLASS

A pupil will spend some time in their mainstream class for learning when:

1. The headteacher, SENCO and other relevant professionals are of the view that this would be beneficial to the child
2. The pupil can follow single- step instructions (using total communication as necessary)
3. The pupil can focus on an activity for 10 minutes or more
4. The pupil can join a group learning activity and sustain attention in a way that supports their own learning and that of others. They are able to regulate their body and voice to participate positively and safely alongside their peers.
5. The pupil is accessing the National Curriculum and working above the engagement model in the relevant curriculum subject.



EXIT CRITERIA

Our aim is that pupils in the specialist provision class will be able to re-integrate with their mainstream class where possible and appropriate. However, this is dependent on the following criteria:

1. That the mainstream class is suitable for the age, ability and aptitude or SEN of the pupil.
2. The headteacher is of the view that the attendance of the pupil in the mainstream class is compatible with the efficient education of others.
3. The head teacher is of the view that the attendance of the pupil in the mainstream class is compatible with the efficient use of resources.
4. Any specific and detailed provision to which the pupil is entitled in any EHC Plan is fully funded on exit so that the school is also able to deliver this provision outside The Specialist Provision Class.

In addition to this, the headteacher, SENCO and other relevant professionals must be of a view that the pupil:

1. Can communicate their needs and manage their self-care independently
2. Can co-regulate and are showing an increasing ability to self-regulate
3. Is working above the standard of the engagement model and can engage in subject-specific study
4. Is motivated to learn, is becoming more independent and is able to engage with learning alongside peers in a mainstream class with an adapted curriculum
5. Can play alongside peers

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