



Radford Academy

A L.E.A.D. Academy



The Hive

Radford Academy Enhanced Provision Rationale

Establishing an Enhanced Provision Unit within a mainstream primary school fosters an inclusive and equitable educational environment for all pupils.

At Radford Academy, we have established an Enhanced Provision Unit (EPU) to offer pupils with high-level Special Educational Needs and/or Disabilities (SEND) the best possible learning experience, tailored to their individual needs and the unique challenges they may face. We recognise the diverse learning needs of our pupils and are committed to providing equal educational opportunities while acknowledging that, for some children, learning may look different from that of their peers.

Pupils accessing the EPU benefit from a tailored curriculum, additional support strategies, and specialised resources that enable them to participate successfully in their learning journey alongside their peers.

Provision and Support

Each pupil supported within the EPU has an individual provision map outlining learning objectives appropriate to their needs. For pupils with an Education, Health and Care Plan (EHCP), the objectives outlined in the plan are broken down into manageable steps and developed into SMART targets.

Many of these targets focus on the development of essential life skills, which can be more difficult to address within a mainstream classroom setting. Pupils within the EPU often have distinct learning styles, and the unit provides an environment where learning approaches can be adapted to suit them.

For example, pupils may require:

- frequent movement breaks
- opportunities to step away from tasks
- space and time to self-regulate
- access to self-directed learning activities

The EPU also allows for focused one-to-one adult support that is highly personalised and responsive to each pupil's needs.

Class teachers and key workers are responsible for the planning and assessment of pupils within the EPU, including reviewing progress, updating targets, and maintaining provision maps.

Specialist Support and Collaboration

The EPU enables the school to work closely with a range of highly specialised support services, including:

- the Autism Team
- the Educational Psychologist
- the Learning Support Team
- the Speech and Language Therapy Team

Through collaboration with these professionals, we are able to design bespoke provision that meets the specific needs of each pupil accessing the unit.

Inclusion and Community

We believe it is important for pupils to recognise and celebrate diversity within their community, understanding that everyone is different. Having an EPU within our school helps promote an inclusive culture where all individuals are welcomed and supported.

We ensure that there are regular opportunities for pupils from the EPU and mainstream classes to socialise and work together, fostering friendships, mutual respect, and a sense of belonging across the school.

Entry & Exit Criteria for the EPU

- Access to the EPU is determined on an individual basis and is needs-led. It is for pupils with the most significant additional needs which cannot be met successfully through Universal Provision alone. Children who access it may have an EHCP, or may need one in the future. They may have a diagnosis, or may receive one in the future. They will have multi-agency involvement (Learning Support Team, Autism Team, Educational Psychologist, SALT, paediatrician)
- When pupils join Radford Academy, we consider information from their previous setting, advice from professionals, and discussions with parents or carers. Through observations and a range of assessments, we determine whether access to the EPU would benefit the pupil and what that provision should look like. For each child it will be an individual pathway with personalised outcomes.
- Children from Reception to Y6 can access the EPU. Every child's timetable will vary according to need. The pupil remains a member of their main class and it is key to their success that they mix with their peers and access as much of the learning as possible within the main classroom.
- For some pupils, the EPU may be their primary learning environment for much of the day. Others may access the unit at specific times, allowing them time away from the main classroom when it becomes overwhelming.

Our long-term aim is to support pupils in developing the skills and confidence needed to access learning alongside their peers in the mainstream classroom whenever possible.

On entry into the EPU, appropriate documentation / assessments will be completed. This may include any or all of the following:

- a behaviour management plan
- a risk assessment
- a health care plan
- a positive handling plan
- an intimate care plan
- a sensory screener
- a SNAP / R2i assessment
- B-Squared academic assessment baseline

These will all be shared with the parents and updated and reviewed on a termly basis.

The aim for pupils within the Enhanced Provision Unit is always to prepare them for longer periods of time within their mainstream class. This is done gradually with a carefully planned, phased approach. When pupils demonstrate that they are ready through a greater level of independence, sustained progress in their communication skills, an understanding of routines and can self-regulate, we decide which lessons they can access with success. We continue to support and monitor progress with the flexibility for the child to return to the EPU if needed. This forms part of our 'assess, plan, do, review' cycle.

All pupils at Radford Academy can access the Enhanced Provision Unit on a planned basis to build relationships with the children there.

Communication and Interaction

Communication is at the heart of our Enhanced Provision Unit. Effective communication and interaction are fundamental to pupils' academic development and personal well-being. Within a primary school setting, strengthening these skills provides the foundation for all children—including those with communication difficulties or additional needs—to succeed in their education.

Communication skills enable children to express their thoughts and feelings, understand others, and participate in meaningful social interactions. For pupils with speech and language difficulties, Autism Spectrum Disorder (ASD), or other communication-related needs, targeted support and intervention can significantly improve confidence, engagement, and participation in learning activities.

Focusing on communication and interaction also promotes inclusion. By strengthening provision in this area, the school creates an environment where diverse learners can access learning and social opportunities alongside their peers.

Support strategies may include:

- speech and language therapy
- visual supports and communication aids (AAC)
- social stories
- structured activities that develop listening, turn-taking, and expressive language skills

Developing strong communication skills from an early age also supports pupils in building positive relationships with both peers and adults. Children who struggle with communication may experience frustration or isolation, which can impact their emotional well-being and academic progress.

By addressing these needs early, we reduce barriers to learning and create a supportive environment in which all pupils can thrive.

Statutory Duties and SEND Provision

In line with our statutory duties under the Children and Families Act 2014 and the SEND Code of Practice, Radford Academy will not refuse admission to a pupil based on their special educational needs or disability.

We recognise that all pupils are entitled to access high-quality teaching, appropriate adjustments, and reasonable support to enable their participation in all aspects of school life.

We will make every reasonable effort to identify, assess, and meet the needs of pupils with SEND through high-quality inclusive teaching and a graduated approach to support.

Admission or continued placement would only be reconsidered in circumstances where a pupil's Education, Health and Care Plan specify provision that is objectively beyond what the school can reasonably be expected to provide.

Conclusion

Prioritising communication and interaction provision within a primary school setting is essential for promoting inclusion, well-being, and academic achievement. By providing tailored support through the Enhanced Provision Unit, Radford Academy ensures that every child is empowered to learn, connect with others, and develop the essential skills needed for lifelong success.