



Beverley Park

Assessment and Intervention Hub

**Guide for Referral Partners and
Local Authorities**

Executive Overview

Beverley Park is a Local Authority funded Special Educational Needs Resource Provision for pupils aged 5-11 presenting with significant social communication differences, including autism and Speech, Language and Communication (SLC) needs.

Beverley Park operates a short-term assessment and intervention placement designed to deliver intensive specialist support while generating robust, evidence-informed recommendations regarding long-term educational provision.

Governed by Park End Primary School and developed in partnership with Beverley School, Beverley Park combines specialist autism expertise with mainstream governance, safeguarding and accountability. This provision operates with small class sizes and high staff-to pupil ratios, ensuring personalised intervention, continuous assessment and responsive regulation support.

Beverley Park functions both as a placement provision and as a strategic partner within the Local Authority's graduated SEND response, strengthening inclusive capacity across the system.

Purpose and Strategic Contribution

The primary purpose of Beverley Park is to provide a structured assessment environment in which pupils receive targeted intervention alongside detailed profiling of their communication, regulation and learning needs.

Each placement is designed to generate high quality evidence that informs long-term educational decision making. The central outcome of the placement is a comprehensive Pastoral Support Plan, which includes detailed assessment findings, intervention impact analysis, identified effective strategies and professional recommendations regarding future provision. This documentation supports statutory processes, including EHCP reviews and Local Authority placement decisions.

Strategically, Beverley Park strengthens the Local Authority's inclusive capacity by reducing premature specialist placements, enhancing mainstream understanding of autism informed practice and modelling structured intervention approaches that can be sustained beyond the placement period.

When to Consider a Referral

A referral may be appropriate when a pupil:

- Is not accessing learning despite support
- Experiences significant communication and regulation barriers

- Has had a graduated approach implemented
- Requires further specialist assessment to determine long-term provision.

Beverley Park is intended for pupils whose needs require structured, intensive intervention beyond what can be sustained within the mainstream at that time.

Referrals are coordinated through the Local Authority Inclusion and Outreach Team. Schools do not place directly. All referrals are considered at a termly panel and placements are allocated according to Local Authority criteria.

Placement Model and Flexibility

Placements are short-term and operate under a dual registration model. Pupils remain on roll of the partner (home) school throughout their time at Beverley Park.

Intervention placements are typically offered for an initial 12-week period. However, flexibility is embedded within the model. If a pupil would benefit from an extended period of assessment and intervention, this may be agreed. Equally if a pupil meets identified exit criteria earlier than anticipated, transition planning will begin accordingly.

This responsive model ensures that placements remain needs-led rather than time bound.

Governance and Accountability

Beverley Park is funded by the Local Authority as a designated SEND Resource Provision and governed by Park End Primary School. All safeguarding, behaviour and statutory procedures align with whole school policy.

Under the dual registration model, the partner school retains responsibility for safeguarding oversight and attendance monitoring. Beverley Park shares safeguarding assurances, risk assessments and any safeguarding concerns with the home school. Beverley Park informs the partner school of non-attendance on the day it occurs.

Partner schools are expected to attend a termly observation visit to monitor pupil progress and ensure safeguarding oversight aligns with their own school policies. Partner schools are also invited to attend EHCP review meetings.

This shared accountability ensures transparency and consistency across settings.

The Specialist Intervention Model

The Resource Provision's environment is intentionally designed to meet the needs of pupils with communication and sensory differences. Small class sizes and high staff-to-pupil ratios enable personalised teaching, close monitoring and responsive regulation support throughout the day.

The daily timetable is fixed and visually structured to reduce anxiety and cognitive load. Instruction is systematically dual coded to support processing and memory. Sensory regulation opportunities are embedded throughout the day rather than offered solely as reactive responses. Dedicated low arousal spaces and secure outdoor environments form part of the therapeutic structure of the provision.

Beverley Park operates a total communication approach, incorporating visual systems, signing, symbol-based supports and augmentative and alternative communication where appropriate. Staff are trained to adapt communication to each pupil's receptive language profile, using clear, unambiguous instruction and structured processing time to support curriculum access and understanding.

Outdoor learning is integrated using OPAL principles to promote resilience, independence and experiential skill development.

Curriculum and Assessment Framework

Pupils access the National Curriculum through an adaption framework that ensures accessibility without reducing academic ambition.

The framework enables practitioners to define individualised learning pathways while maintaining subject integrity and progression. It balances structure with flexibility and integrates specialist developmental targets within curriculum delivery.

Pupils work towards achieving the developmental targets outlined in their Education Health Care Plans (EHCPs) or SEND Support Plans. Assessment is aligned with statutory expectations. Pupils in EYFS are assessed in line with Development Matters, while pupils in Key Stage 1 and 2 are assessed against Pre-Key Stage Standards where appropriate, or within National Curriculum year group expectations when confidently accessed.

The curriculum also supports Preparation for Adulthood outcomes, including independence, communication competence, emotional regulation, community awareness and life skills development.

Progress data is systematically collected and informs both the PSP and statutory review processes.

Specialist Behaviour Framework and Safety Assurance

Beverley Park operates a specialist Positive Behaviour Support framework grounded in the principle that behaviour is communication.

In contrast to mainstream behaviour policies, which often rely on universal rules and sanctions, Beverley Park adopts a formulation led approach. Many pupils present with communication processing differences, sensory dysregulation, anxiety linked to unpredictability and limited emotional literacy. Behaviours of concern are therefore understood as expressions of unmet need rather than wilful non-compliance.

When required, staff undertake a Functional Behaviour Assessment to identify triggers, underlying function and environmental demands. Each pupil has an individual behavioural support plan detailing preventative strategy, communication supports, regulation tools, agreed adult responses and replacement skills to be explicitly taught.

Environmental adaption forms the foundation of behaviour prevention. Predictable routines, visual structures, reduced language load and embedded regulation opportunities significantly reduce anxiety driven behaviours.

Staff are trained to recognise escalation phases and to respond proportionately using low arousal and co-regulation strategies. Physical intervention is used only as a last resort where there is a risk of serious injury to protect pupils and staff. All incidents are formally recorded, reviewed by leadership and communicated to parents. Behaviour data is analysed to strengthen preventative practice and reduce recurrence.

Behaviour planning is collaborative. Parents contribute to the development and review of Pastoral Support Plans, and external professionals such as Educational Psychologists, Speech and Language Therapists and Occupational Therapists inform behaviour formulation where appropriate.

Success is measured not solely by reduction in incidents but by improved communication competence, increased emotional literacy, greater regulation independence and sustained reintegration outcomes.

Partner School Involvement During Placement

Partnership is central to the success of the placement.

Throughout the intervention period, the partner school remains actively involved. Professional dialogue is maintained, progress data is shared and strategy modelling may take place. Partner schools are expected to engage in observation visits and attend review meetings to ensure continuity of planning.

The aim is not isolation of provision but shared development of understanding and strategy

Transition and Exit

Beverley Park assesses pupils against clearly identified exit criteria. Once a pupil is deemed ready for transition, planning begins in collaboration with the partner school and the Local Authority.

Transition is bespoke and phased. Beverley Park provides strategy sharing, professional advice and training to receiving staff. Outreach support may continue beyond the formal placement period to ensure strategy fidelity.

Support does not end at exit. The objective is sustained access in the right setting.

Outreach Service

The Outreach Service extends Beverley Park's expertise beyond the placement model.

Post placement outreach ensures strategies developed within Beverley Park are sustained in mainstream environments. In addition, consultancy support may be offered for referred pupils who do not receive a placement at Beverley Park, strengthening inclusive practice across the Local Authority.

Outreach activity may include observation, coaching, action planning and specialist training, tailored to the needs of the receiving school.

Community and Accountability

Daily progress information is shared with families through the SeeSaw platform. Formal reporting is provided through parents' evenings, annual reviews and transition reports where applicable.

Attendance monitoring operates in line with dual registration protocols, with direct liaison between Beverley Park and the 'home' school to ensure safeguarding compliance.

Leadership monitors behaviour, safeguarding, curriculum progress and intervention impact to ensure quality assurance and statutory alignment.

Summary

Beverley Park operates as a specialist assessment and intervention provision designed to deliver intensive autism informed practice while strengthening mainstream capacity.

Beverley Park generates robust evidence, supports Local Authority statutory processes and promotes sustainable inclusion through structured intervention and strategic partnership.

It functions not only as a placement provision but as a system strengthening partner within the Local Authority's SEND continuum.