

Croxby Primary School – Enhanced Resource Provision (ERP) 2025-2026

At Croxby Primary School, our aim is to nurture success in all our pupils. In order to do this, we recognise that our pupils are individuals and that some may need an alternative approach to support them to achieve.

With this in mind, we have developed our Enhanced Resource Provision to support pupils who may need greater social and emotional support. We believe in the philosophy that children learn best when they have good levels of self-esteem, a sense of belonging and resilience, this is what we hope to achieve through our Enhanced Resource Provision.

What is an ERP?

An ERP is a facility in mainstream schools, with additional funding, to build up expertise and resources, in order to work with pupils with high level needs, who may live outside the area normally served by the school. The ERP at Croxby is being developed over time to provide for pupils with severe and complex special educational needs, who require a level of specialist support which may not normally be available in mainstream schools.

Aims of the ERP

These are our key aims for providing our enhanced provision;

- To help pupils increase their self-esteem, confidence and resilience.
- To support pupils' academic progress and learning.
- To support the development of pupils' positive relationships with adults and peers.
- To develop pupils' feeling of belonging to the school by providing a place in which they feel safe.
- To maintain links and contact with pupils' peers in class as suitable for the individual.
- To provide a structured routine with clear boundaries to support pupils to feel safe.
- To reduce significant incidents when pupils may become distressed.
- To improve attendance for some pupils.
- To ensure that staff working in the ERP have the skills and training required in order to be effective.

Which children access the ERP?

The school's ERP comprises of pupils who have been identified by the East Riding's SEND team as requiring a specialist provision. Places are requested via a consultation model, following a child's EHCP annual review meeting.

Other Croxby pupils, with SEMH needs, may also access some aspects of the ERP provision.

The school's ERP is predominantly aimed at pupils with social, emotional and mental health needs, however it also recognises that some pupils accessing the provision may have other neurodiverse conditions.

Children who access the ERP will already have an Education, Health and Care Plan (EHCP) in place or in draft form.

How does the ERP run?

The ERP at Croxby comprises of a dedicated large classroom, smaller space, sensory room and a regulation space. Where possible, pupils accessing the ERP are supported to transition into a mainstream classroom for at least part of their learning. Staff work closely with class teachers to ensure academic progress.

Adult support in the ERP is fluid and the pupils working in the room will work with different adults from this team at different points within the day. This enables pupils to build relationships with several key adults. Pupil from all ages within the school may access the ERP and this helps to develop the pupil's social skills. The amount of time that pupils spend in the ERP will be dependent on the needs of individual pupils.

Accessing the ERP will facilitate pupils to learn, understand and manage their emotions. They will develop their ability to set and achieve positive goals, feel and show empathy to others. Another important facet is the ability to establish and

maintain positive relationships as well as developing the ability to make constructive choices about personal behaviour and social interactions.

Staff in the ERP

The ERP is led by the school's SENDCO, who is also a qualified teacher. She is supported by an assistant SENDCO who is an HLTA (Higher Level Teaching Assistant). They are supported by a team of experienced Teaching Assistants. The Headteacher oversees the operational and strategic aspects of the provision.

Monitoring

In order to ensure that our Enhanced Resource Provision is having a positive impact on our pupils, the following is applied;

- Use of the Thrive Approach to identify areas of need regarding social and emotional aspects.
- Close liaison between class teachers and the SENDCO to ensure that learning provision is relevant, suitable and in line with pupils' peers.
- Provision in the ERP is monitored as part of the whole school monitoring and evaluation framework to ensure delivery is effective.
- Pupil Voice to gather children's views on the Enhanced Resource Provision.
- Parent Voice to gather parents' views on the impact of the Enhanced Resource Provision on their children.

Specialist Provision

Some children working in the ERP, may need to access additional provision and the school may implement the following for individuals where required:

- Mental Health Support Worker
- Emotional Literacy Support Assistant (ELSA)/Thrive Practitioner
- Lego Therapy
- Communication and Interaction Partner.

Time in the ERP

Time spent in the ERP will differ according to the individual needs of our pupils.

The timings of the school day for the ERP pupils is a **9.00 am** start and a **2.30 pm** finish.

The purpose of this is that it will enable pupils to avoid the busiest times of the school day (when all other pupils are arriving and leaving) in order to encourage a calm beginning and end to the day.

This will also enable key members of staff to meet and debrief ready for the next day, as well as providing time for training, planning and creating resources for individual pupils.

If you have any questions about the school's ERP, please don't hesitate to contact the school's SENDCO (Clare Neighbour).