



Raynham Primary School Policies



ARP Policy

Reviewed: September 2022



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1. Overview

ARPs (Additionally Resourced Provisions) are approved, funded and monitored by the Local Authority. These make provision for pupils with EHCPs whose needs cannot be met through full-time mainstream placements. Pupils are placed in an ARP by Enfield's SEN Service and this placement is named on their EHCP. Schools are reminded that they must ensure that pupils in these SEND provisions remain an integral part of the whole school, therefore all school policies, including safeguarding and behaviour are applicable.

- *Best Practice Guidelines for school – funded SEND Provision by Enfield Council 2019*

Raynham's ARP has 10 places for pupils with EHCPs who have a diagnosis of Autism Spectrum Disorder (ASD). Children in the ARP are also allocated a mainstream class appropriate to their age, which they access as part of a personalised timetable with support from ARP staff. Their timetable and support is adapted to meet their individual needs. As the child develops their learning skills and independence, time in the mainstream classroom is gradually increased with the overall aspiration of attending the mainstream classroom full time. As each child develops at their own pace, the timeline for this transition is flexible.

Raynham is committed to providing a safe, secure, ASD-friendly environment in order to meet the needs of all pupils in the ARP and provide the foundation each child needs for a healthy and fulfilling life beyond primary school.

2. Aims

The purpose of the ARP is to enable access to a broad and balanced curriculum so pupils can learn alongside their peers. The ARP aims to:

- Meet each child's individual needs, including self-care needs
- Provide a safe, structured and nurturing environment so every child feels safe and ready to learn
- Provide a bespoke curriculum linked to each child's strengths and interests, to fully engage children in learning
- Develop independent learning skills so that pupils can access learning in the mainstream classroom alongside their peers
- Plan activities which develop life skills and enable children to meet the outcomes outlined in their EHCP
- Work in partnership with parents/carers
- Work in partnership with external agencies and professionals such as speech and language therapists

3. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [The UN Convention on the Rights of the Child \(UNCRC\)](#)

The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to.

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [Equality Act 2010](#)
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

4. Safeguarding

Children with SEND can be very vulnerable and so safeguarding is our highest priority. The ARP staff work as a team to ensure that children stay safe. If any member of staff becomes aware of any safeguarding issues, they have a duty to report this as soon as possible to the Designated Safeguarding Lead who will follow the procedures as laid out within the school's safeguarding policy. All staff have access to the online safeguarding system to record any concerns.

5. Equal opportunities

Equal opportunities protect the rights of the children regardless of race, religion, gender or disability and prohibit discrimination. We focus on the rights of every child and young person to receive an education that enables them to make progress so that they:

- achieve their best
- become confident individuals leading fulfilling lives
- make a successful transition into adulthood.

The school also needs to ensure that pupils with SEND engage in activities with their peers. The ARP will assist the school in ensuring that the pupils have opportunities to access lessons, resources and trips. The ARP will promote the values of the school and adhere to all policies in terms of behaviour, anti-bullying and equal opportunities of the school.

6. Staffing

The ARP staff work as a team in order to support all pupils in the ARP effectively. The team consists of a qualified teacher, a higher-level teaching assistant (HLTA) and two

TSAs. This high staff-to-pupil ratio enables children to access specialised adult support in the mainstream classroom as well as in the ARP room. All staff are encouraged to share ideas and contribute to all aspects of the ARP, including planning, preparing the physical and learning environment, preparation of resources and delivering sessions. It is, however, the responsibility of the teacher to make final decisions. Staff rotate and will work with all children in the ARP as well as supporting them when they spend time in their mainstream class. The ARP is seen as a training opportunity whereby mainstream school staff can come in for sessions to learn about the strategies and techniques used with the children in the ARP.

The ARP teacher is: **Mrs Wendy Phillips**

The ARP Higher-Level Teaching Assistant (HLTA) is **Mr Aaron John**

The ARP Teaching Support Assistants (TSAs) are **Mrs Asho Salad** and **Miss Lara Kolcak**.

The ARP is managed by the school SENCO, **Gemma Fox**.

The SENCO is supported by the school's Assistant SENCO, **Annet Aceng**.

7. Staff development

ARP staff have access to regular training opportunities provided by external services in Enfield, such as Enfield's Advisory Service for Autism (EASA) and special schools such as Russet House special school. Other national training opportunities can also be accessed as appropriate.

The ARP also aims to be a source of support and advice for mainstream colleagues, facilitating successful inclusion of pupils with ASD in the main school. Informal discussion and inviting mainstream colleagues into the ARP helps to raise awareness about the nature of ASD, promote understanding and dissipate pre-conceived ideas or assumptions.

8. Teaching environment

The ARP environment consists of a classroom for group activities, with quiet spaces for individualised work such as workstations and play based activities. There is also a small outdoor area located Children can access all outdoor areas within their year group or other appropriate spaces. The ARP offers structured teaching with:

- Clear routines and structure
- Clear expectations and boundaries
- Consistent behaviour management

Based on structured teaching principles the provision has:

- Individualised timetables
- Visual timetables for students
- Modified tasks
- Focused communication sessions
- Clear routines
- Sensory activities

We also place a big focus on social play to develop social skills, small group work interaction to help develop attention and listening skills, daily circle time to develop social behaviours such as turn taking, sharing, paying attention to others etc

9. Curriculum and assessment



Curriculum

Pupils will have access to an ambitious broad and balanced curriculum with a focus on life skills, social skills and academic knowledge and skills. Staff hold high expectations for all pupils and expect them to work with increasing fluency and independence when compared to their starting point.

Curriculum modifications may include:-

- Small group, paired and individual teaching within the ARP
- Support for inclusion into the mainstream classroom when appropriate
- Activities such as Attention Autism activities to develop attention and listening and turn-taking skills
- Activities broken down into smaller 'tasks' to facilitate sustained concentration -some tasks selected or modified to provide visual clarity
- Sensory resources and designated sensory area of the classroom to assist with sensory regulation
- A work and reward system to provide structure and motivation

Assessment

Staff continuously assess pupils through observations, discussions, questioning and independent work. Staff invest time in getting to know each child's unique strengths, needs and interests in order to assess and plan next steps effectively. Academic learning is assessed in relation to the National Curriculum and the Engagement Model is used for children who are not yet able to access curriculum activities. Progress towards life skills including self-care skills are assessed using a tool adapted from the Autism Education Trust Progression Framework. Individual Education Plans (IEPs) are reviewed termly in collaboration with parents/carers and progress towards EHCP outcomes is also reviewed through the statutory annual review process.

10. Admission criteria and transition process

To be considered for Raynham's ARP, a child must:

- Have an EHCP
- Have received a diagnosis of ASD or be on the ASD diagnosis pathway
- Display cognitive abilities appropriate for a mainstream setting, i.e:
 - Be able to engage in adult-directed activities
 - Be able to make progress towards age related expectations
 - Have the ability to work independently at some level
 - Use some spoken language to express their needs

In accordance with the SEND Code of Practice: 0-25 (2015), local authorities must provide a local offer for students with an additional need. The placement of pupils in the ARP is the decision of Enfield's SEN team and all requests need to be made through them. Once the school is consulted regarding a placement, an evaluation by school staff is made to assess suitability for the provision to meet the needs of the individual child and the targets identified in their EHCP. This may include the SENCO and/or ARP teacher visiting the child's current setting to gain further information about the child's needs.

Once a child has been allocated to the ARP, parents/carers and the child are invited in to visit the setting and meet the ARP staff. Parents/carers and the child are encouraged to ask questions and share their views with the ARP staff to enable a smooth transition. Depending on the needs of the child, a transition programme will then be put in place.

11. Exit criteria and transition process

The overall aim of the ARP is for the children to eventually be able to attend to learning in the mainstream classroom on a full-time basis. Therefore, over time we aim for each pupil to spend an increasing amount of time in the mainstream classroom.

Indicators that the child may be ready to join the mainstream classroom full time include:

- The child has made good academic progress and working at age related expectations (ARE) or just below
- They are motivated to learn, are becoming more independent and can learn alongside peers in a mainstream class.
- Can work in groups with some oversight from adults
- Can express needs confidently.
- Can manage their self-care needs independently.
- Can manage their stress levels with minimum adult support.
- Can develop friendship networks with adult prompts.

If it is felt that the child is ready to enter full-time mainstream education, this will be discussed with parents/carers and an annual review meeting will be held so the child can officially be placed in the mainstream school. A transition program will be planned and implemented.

Some children may find learning in the mainstream classroom difficult to access despite the support put in place through the ARP. Staff will use their best endeavours to encourage mainstream integration, however this may not always be suitable and more specialist provision may be required. In this case, parents/carers will be informed and an annual review meeting will be held to request a change of placement to more suitable provision.

12. Monitoring

The ARP is monitored each year by a representative from Enfield's SEN service for quality assurance purposes. Planning and pupil progress is monitored in line with the whole school policy.

13. Liaison

a. Working with parents/ carers

Collaboration with parents is considered a crucial element of teaching and learning at Raynham. We work in partnership with parents and communicate on a regular basis

either in person, via phone conversations and/or a home/school communication book. Communication between home and school is encouraged as much as possible so that staff can get to know the children and adapt the day based on information from parents/carers. There are termly opportunities for parents to come into the school to discuss the progress of the students. An annual review meeting will take place with parents each year to review and set targets as identified in the child's EHCP.

b. Working with external professionals

Staff work in partnership with other professions as appropriate for the needs of each child. External agencies include, but are not limited to:

- Speech and language therapists
- Occupational therapists
- Educational Psychologists
- CAMHS
- Specialist advisory teachers
- Social Services

Where external agencies are consulted, parents/ carers are informed and in some cases signed parental consent is required.

For a full list of support services in Enfield, please see Enfield's Local Offer:

<https://www.enfield.gov.uk/services/children-and-education/local-offer>

14. Links with other policies and documents

Related policies and documents include:

Equality Policy:

<https://raynhamprimaryschool.co.uk/app/uploads/2020/02/Equality-Policy.pdf>

Teaching and Learning Policy:

<https://raynhamprimaryschool.co.uk/app/uploads/2020/01/Teaching-and-learning-policy-2019-2020-1.pdf>

Behaviour and Anti-Bullying Policy:

<https://raynhamprimaryschool.co.uk/app/uploads/2020/09/Behaviour-Policy-2020-2021.pdf>

Child Protection and Safeguarding Policy:

<https://raynhamprimaryschool.co.uk/app/uploads/2020/07/Child-Protection-and-Safeguarding-Policy-July-2020.pdf>

SEN information report:

<https://raynhamprimaryschool.co.uk/our-school/send-information-report/>

SEND code of practice: 0 to 25 years (DfE and DoH):

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Equality Act: <https://www.legislation.gov.uk/ukpga/2010/15/contents>