



ARP Information Report

2017-2018

Senior ARP Teacher: Alexandra Seaford

Inclusion Lead and SENDCO: Sophia Charles

SEND Governor: Sharon White

LBBB Local Offer Contribution: <https://www.lbbd.gov.uk/residents/children-young-people-and-families/local-offer/>

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Support for Children with Special Educational Needs and Disabilities (SEND) within
the Additional Resource Provision (ARP) at George Carey Church of England Primary School

We are an inclusive school welcoming all children and their families. Our highly skilled, caring school team believe that a child's emotional well-being and self-esteem is crucial to their academic progress. We place the child and family at the centre of all we do.

Our Additional Resource Provision comprises of 12 places, allocated on a needs basis by the SEND Panel at the Local Authority.

All the children in the ARP have already been identified as having complex social communication and interaction needs in a previous setting; and come to us with a statement or Education Healthcare Plan already in place.

We believe that all the children within the ARP are individuals and must be treated as such. By working as a team with the child and their families at the forefront, we can ensure the best outcomes for all children. It is important to focus on what a child can do and to use motivational activities and careful planning to ensure that children continue to make maximum progress with their learning. All children have the right to access the same opportunities as their peers and benefit from the modelling that takes place in a mainstream setting. Therefore children with placements in the ARP also are part of a mainstream class. Teaching is provided by a range of highly trained specialist staff within the ARP who also support with the mainstream part of the child's provision. Each child has individual needs, and we take this into account when planning for inclusion within their mainstream classes. We also take into account the children's favoured activities and levels of emotional regulation.

Planning

- Children have a personalised learning programme that they follow, which is based upon their cognitive and developmental needs. This acknowledges and challenges the dyad of impairments, setting out specific activities and interventions. Rigorous assessments are made in order to track progress and inform planning .
- The progress of all children is reviewed on a regular basis, and formal termly review meetings including the statutory Annual Review of each child's Statement or EHC plan are carried out. During these reviews we not only discuss progress and the steps each child has made towards their targets; but also ways in which we can further support parents at home to ensure a continuity of approach. We will also signpost parents to any relevant organisations where support can be found to meet their needs and those of the child.
- We work closely with outside agencies such as Speech and Language therapists , Educational Psychologists, Occupational Therapists and the feeding clinic; who bring specialist skills and knowledge to support children, parents and staff. We provide opportunities for parents to meet with these outside services, and any reports written will always be received by both the school and parents.
- The governing body is responsible for ensuring that ARP funding is used appropriately, and for monitoring teaching and accessibility. There is a designated SEND Governor who works with the Inclusion Lead and the Head Teacher.

Curriculum Differentiation

- Lessons and individual workstations are pitched appropriately so that all children can learn and progress.
- Mainstream curriculum themes are used and adapted to meet the varying needs of each child.
- Teachers take account each individual child and plan different tasks using a range of appropriate materials to encompass the learning, physical, motivational, sensory and emotional needs they may have.
- Embedded tracking and assessment systems enable the ARP teachers to analyse the progress of the child, and plan for next steps. These are discussed as a team, and form part of the cycle of assessment **ASSESS PLAN DO REVIEW**
- Learning targets and the progress of each child are reviewed formally three times a year during the termly review meetings; whilst a home school communications book provides targets for parents and children to work on at home.

Extended Day and School Trips

- We recognise that planning is important to ensure that the needs of all children can be met. Through discussion with parents, we will review necessary adaptations to make the provisions appropriate for the child where possible. However we do recognise that for some of our children their emotional and sensory regulation needs may influence the suitability of such provision.
- Many of our children are transported to and from the Arp via Educational Transport, which also has implications for the extended day provision.
- In the ARP we recognise the importance of school trips, and plan these into the school year. Risk assessments are carried out for each trip and suitable adjustments are made to ensure accessibility. This would include the places we visit, and their suitability for children with complex social communication and interaction needs. Some children are able to access mainstream class trips; however we recognise that for some children these may be difficult. All our children access ARP trips.
- Parents/carers are invited to accompany their child on at least one school trip a year , which creates a very social occasion for both adults and children.

Accessibility

- The ARP is wheelchair accessible
- We have disabled toilets available that are large enough to accommodate changing and suitable for wheelchair users. There is a shower situated in the toilet next to the school office
- Visual timetables are used in both classrooms, and children follow individual adapted schedules or use now and next boards or transition objects and symbols; dependent upon their level of need
- We provide structure throughout the school that helps with organisation and making sense of what can be a very confusing world. This alongside predictable events and careful planning; aims to reduce anxiety.
- We provide a variety of learning environments to address the very specific learning needs of individuals; including sensory requirements.
- We adopt a multidisciplinary approach that is informed by the principles of structured teaching and a variety of assessments such as SCERTS, PECS, intensive interaction and makaton.

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Informal Parents afternoons	Parents, ARP Teachers and staff, pupils	Every Friday at 2.30 -3.00pm with prior arrangement
Termly review meetings	Parents, ARP Teachers and staff, outside agencies where applicable	Once a Term
Parent drop in afternoons	Parents, Pupils, ARP Teachers and staff, Family Support Worker(if needed)	Christmas Summer term
Annual Review	Parents, ARP Teachers and staff, Mainstream Teachers where appropriate, outside agencies where applicable	Spring Term

ARP teachers encourage parents to contact them with concerns or queries. We can be contacted via the home school contact book, by phone or by email. We will always make time to meet with them.

Alongside our Parent Support Advisor, Nicki Wright, we can offer advice regarding the wider impact your child's need may be having on you or your family. We will also signpost you to other providers such as local charities and support networks.

Staff Training and Deployment

We are committed to developing the on-going expertise of our staff. We currently have the following expertise in our school, within the area of SEN. The levels of training have been differentiated as follows:

Awareness – Have received input which has provided additional information and guidance in a particular area of need.

Enhanced – Have received input, with or without accreditation, that has provided a deeper understanding of a particular area of need.

Specialist – Have received input with accreditation to focus on developing a more full understanding of an area of need.

Member of Staff	Area of expertise	Level and Qualification (as per p58 of SEN Code of Practice 2014)
A Seaford Senior ARP Teacher	Autism	Specialist - PG Cert in Autism

	Structured Teaching – TEACCH	Enhanced
	SCERTS	Enhanced
W Ellis ARP Teacher	Autism	Enhanced
	PECS	Enhanced
	Structured Teaching-TEACCH	Enhanced
	SCERTS	Enhanced
L Raynor	Autism	Enhanced
	SEN	Enhanced - Level 4 Advanced Diploma
	Structured Teaching-TEACCH	Enhanced
L Cattell	Autism	Enhanced
	SEN	Enhanced - Level 4 Advanced Diploma
	Structured Teaching-TEACCH	Enhanced
L Buckingham	Autism	Enhanced
	Behaviour – Thrive	Specialist
	Structured Teaching-TEACCH	Enhanced
ARP Team	Autism	Enhanced
	SEN	Enhanced - Level 4 Advanced Diploma

This year, we have focused our training on ASC and Speech and language as these have been areas of increased need within the ARP. This training has been led by our Speech and Language Therapist and our Educational Psychologist . We are also carrying out further training on assessment procedures.

Considerable thought, planning and preparation goes into utilising our ARP staff to ensure children achieve the best outcomes, gain independence and is prepared for adulthood from the earliest possible age.

School Partnerships and Transitions

The School works with a number of external partners including Medical services such as Speech and Language Therapy, Occupational Therapy, Physiotherapy, CAMHS and Educational Psychologists. These services provide valuable support and information to enable us to meet the individual needs of each child. Parents will always be included in meetings with external services as appropriate.

The School works closely with the local authority which retains a strategic role across its area to support SEND provision. Details of that support are set out in the local authority's local offer which can be found at: <https://www.lbbd.gov.uk/residents/children-young-people-and-families/local-offer/>

Further to this, we receive termly visits from Local Authority Inclusion Advisors to monitor provision and to provide support and guidance on next steps. We also attend half termly ARP Manager Meetings, where good practice is disseminated.

We worked with feeder placements to welcome new ARP members transition into the Arp, or transition from the ARP to the next phase in education.

Our approach involves working very closely with the Families and Inclusion teams at the new or previous school. We undertake the following:

- We recognise that parents/carers know their child best and value the information they can give to support transition
- Meeting with you and your child to share information will always be the first step to any transition.
- We make home or placement visits wherever possible, and arrange prior visits to the ARP by parents and child to aid familiarisation. During these we may provide visuals such as a transition book for the family to take home prior to transition to aid the process.
- Close liaison between Senior ARP Teacher, Inclusion team, teachers in placement settings. This may involve multi-agency meetings to support the transition
- Good transfer of all SEND information.
- Previous schools contacted for information sharing.
- Transition to the ARP facilitated by staggered entry at an individual level, based upon need to aid familiarisation with all staff and the new environment. We recognise that some children need additional planning to ensure a smooth transition.
- New school invited to attend any reviews prior to transition
- In the Autumn term, we ensure that our ARP classes are set up in a similar way to the previous term so children can still have access to familiar activities

Finance

The ARP Funding budget is managed by the Head Teacher, Governors and Finance Manager.

With advice, if appropriate from parents, outside agencies and through observation, we will order resources to support each pupil's learning.

The governing body is kept informed of funding decisions.

Future Development

As a school we believe that we can continually develop our practise to create the best outcomes for our children. Over the next academic year we will be focusing on continuing to develop our assessment procedures, including training mainstream staff who have high needs children in their classes.

Complaints

We would hope that the school would work with you to ensure that all concerns are dealt with swiftly and to your satisfaction. It is always possible to make an appointment to meet with the ARP Teachers or Inclusion Lead, whilst we may not always be available immediately, someone will contact you within a day to make an appointment.

The complaints procedure is available on the school website or from the school office for your reference.

Further Information

For further information you can contact:

- The ARP senior teacher aseaford65.301@bdcs.org.uk (0208270404)
- SENDCO and Inclusion Lead Sophia Charles SCharles@george-carey.bardaglea.org.uk (0208 270 4040)
- Family Liaison Officer Nikki Wright nwright@george-carey.bardagle.org.uk (0208 270 4008)
- SEN Governor Sharon White (0208 270 4040)
- School Nurse Michelle Dally (0203 644 2632)

If you have a question, want to look around or perhaps you feel that your child's needs are hard to meet and you want to discuss the matter in more depth, do not hesitate to contact us.

Relevant school policies underpinning this ARP Information Report include:

ARP Policy

Teaching and Learning Policy

SEND Policy

Inclusion Policy

Assessment Policy

Complaints Procedure

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Some useful links:

The Barking and Dagenham Local Offer <https://www.lbbd.gov.uk/residents/children-young-people-and-families/local-offer/>

The Barking and Dagenham Autism Strategy

<https://www.lbbd.gov.uk/residents/children-young-people-and-families/local-offer/local-offer-support-advice-participation-and-empowerment/special-educational-needs/>

Local charities who support children and families around autism and learning difficulties

www.sycamoretrust.org.uk

<http://www.carerscentre.org.uk/>