

# Additional Resource Provision (ARP) Policy

**“Together we can achieve more”**

**Highfield Primary School**



Approved by: D. Wilson

Date: Sept 2023

SENCO: C. Togher

Next review due by:  
Every year

*This policy is to be read in conjunction with other school policies*

# Introduction to Highfield Primary Additional Resource Provision (ARP)

Highfield primary ARP is called Berry Class. This class is named after the artist Anna Berry. Anna is an artist, author and advocate for disability and autism.



Berry class has a maximum of 10 places, 8 of these are LA places and 2 are the school's discretionary places. Berry class caters for Key Stage 1 pupils (yr1, 2 and yr3), who primarily have a need of Communication and Interaction, with a diagnosis of Autism. Berry class is situated within the Blue cabin building of Highfield Primary School with its own external entrance.

## Ethos and Values

### Aims

- The aim of the Additional Resourced Provision (Berry class) is to provide and enable its pupils to not only have their learning needs met, but also the opportunity to experience (within each individual pupils' context and their PfA EHCP outcomes) the learning and social opportunities as their mainstream peers.
- Each pupil who enters Berry class has their provision met at an individual level, in order to ensure that their communication, learning, social/emotional and physical needs are met. To work towards achieving outcomes identified in Section E of their EHCP
- Each pupil will have a high level of expectations placed upon them, allowing them to grow and thrive within not just the Berry class setting, but also with their mainstream counterparts.
- All pupils who enter the Berry class will be expected to spend some of their time with the whole school, however how this looks will be different from pupil to pupil according to their individual strengths and needs. *(please see diagram 3 : example child A and child B )*

# Fundamental Principles

These include:

- All pupils have a right to high quality education and all the personal and social growth that comes from it
- All Staff will have the highest expectations of Berry class pupils regardless of their level of need
- All Staff will continually learn and implement research backed strategies in order to develop and support each pupil as individuals
- All pupils will be challenged individually to reach their highest potential
- All Berry class pupils will have a peer group within the school

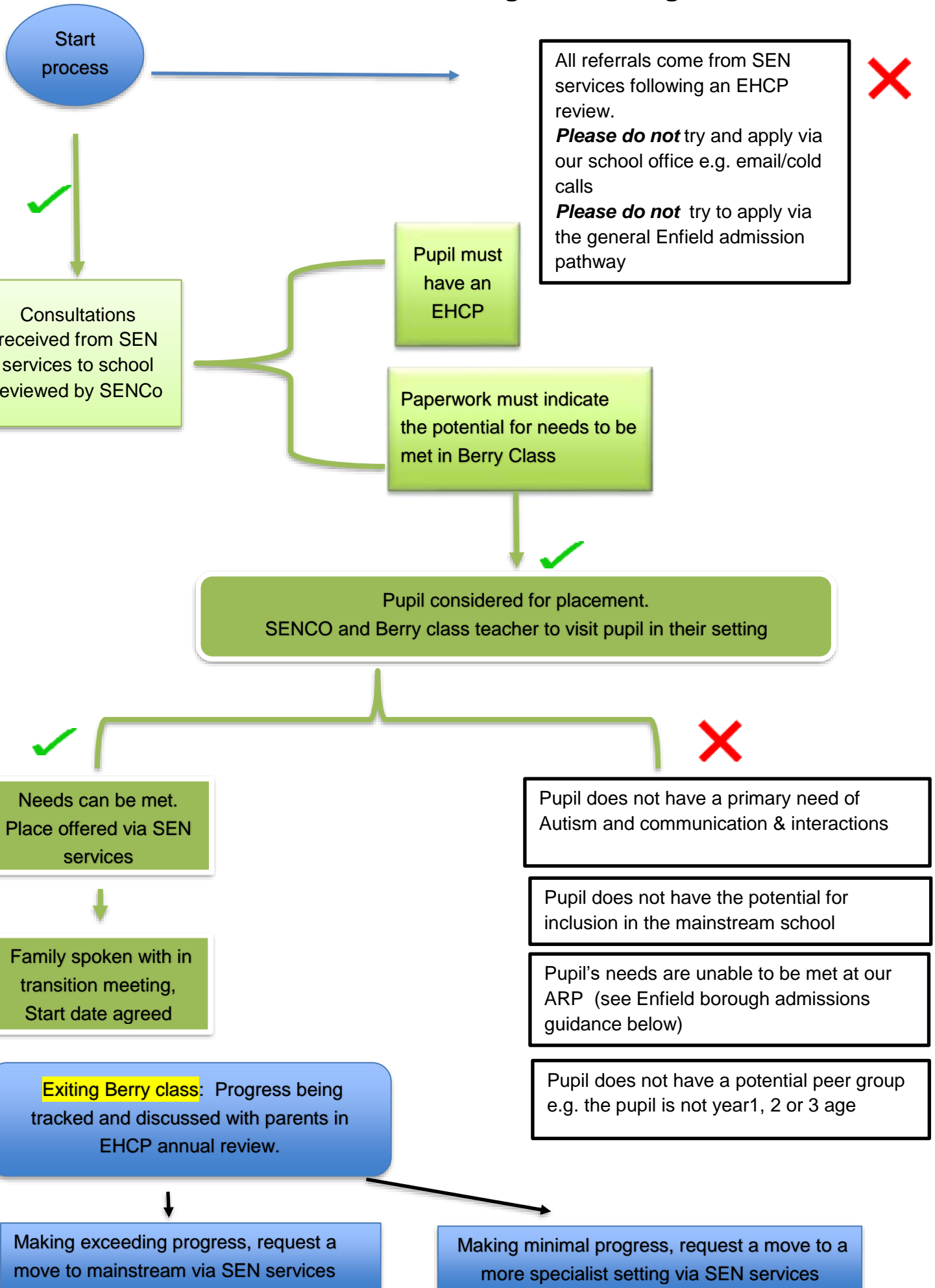
**Reference: Best Practice Guidelines for school – funded SEND Provision by Enfield Council 2019**

*ARPs (Additionally Resourced Provision) 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 SEND 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*

Diagram 1:

## Joining and leaving the ARP



Applications to join the ARP are submitted to Enfield SEN services.

***Admissions Guidance for Enfield Special Schools, Designated Units and Specially (Additionally) Resourced Provision, March 2022***

Students who attend ARPs:

- Are likely to have a diagnosis of autism and/or present with significant social communication needs
- Have moderate learning difficulties
  - May have sensory needs
  - Will be able to manage some of the demands of a mainstream environment
- Will be able to manage some independent learning with structured visual support
- May have difficulties with communication such as: limited non-verbal communication skills, difficulties with verbal comprehension, understanding abstract language and non-literal language, restricted, unusual use of language
- May have difficulties with social interaction such as: not initiating or avoiding contact with others, inappropriate social and emotional behaviour
- May have difficulties with thinking and behaviour such as: restricted imagination and inflexible thinking such as repetitive rather than imaginative play, fixed or limited areas of interest, difficulty coping with unplanned change
- May have difficulty regulating emotions and/or associated mental health difficulties e.g. anxiety
- May have difficulties with fine and gross skills
- May need support in all areas of self-care including toileting and dressing (primary only) All of the above needs will impact on access to the mainstream curriculum.

Below describe typical areas of need for children seeking a placement at Highfield ARP.

**Diagram 2**



- *In extreme circumstances where the LA experiences prolonged difficulties placing Highfield Primary School pupils in SEN Schools, the head teacher and governors may decide to use the two school's discretionary places. Under these circumstances this provision may be better suited to an individual pupil in the interim than a mainstream classroom.*

### **Berry class ARP aims**

- Provide a small class structured environment with high ratio of SEN staffing
- Observe and assess pupils, in order to provide opportunities for appropriate teaching and learning based on the principles of SCERTs, the Autism Education Trust framework, and where appropriate the National Curriculum/Early Years Framework with modifications to meet individual needs and learning outcomes, as identified in Section E of the Education Health Care Plan (EHCP)
- To facilitate pupils' inclusion into the main-school setting where deemed appropriate and to work collaboratively with mainstream colleagues
- To work in partnership with parents/carers
- To liaise with other professionals and therapists, as part of a multidisciplinary approach e.g. Borough Speech And Language team, Enfield Occupational Therapy team, Enfield Education Psychology team

### **Staffing Structure:**

**SENCO:** ARP line manager

**ARP Lead teacher** responsible for teaching, the day to day running of the class and managing support staff.

**Lead Teaching Assistant** responsible for leading TA's in the ARP and covering the teacher during her PPA time/time when the teacher is running review meetings or visiting potential new pupils.

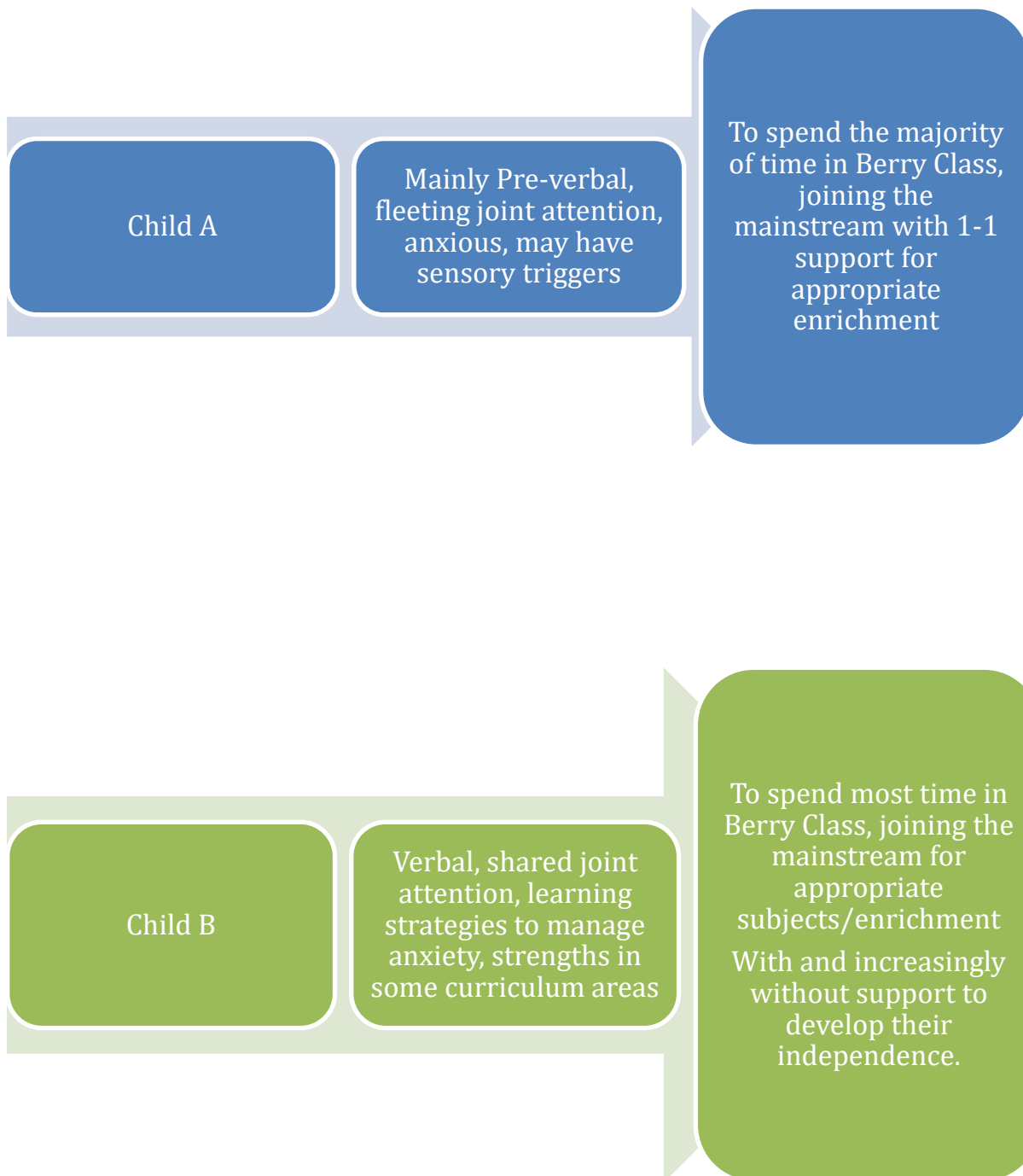
There maybe additional support staff depending on the children's needs or the activities that they are undertaking.

### **Frequency of participation**

The ARP offers up to ten full-time places. Each pupil will have an individual timetable and the time spent in Berry class and within their mainstream class will be determined by three main factors

- (i) how Autism affects each pupil's capacity to learn
- (ii) individual strengths and interest
- (iii) an individuals' ability to regulate their emotions and/or sensory sensitivities

**Diagram 3:**



We are realistic in our pupil expectations and where a balance of time in their mainstream class (to signal belonging there) is what we would aim for, we are making it very clear in our policy that this timing should be appropriate to the needs and strengths of individual pupils.

### **Daily Procedures**

Highfield is a large 3 form entry school. Over 660 pupils attend the school. We know many Autistic pupils have heightened sensory profiles, so many ideally need to arrive/depart during quieter times to support calm transitions. Berry Class pupils begin their day at **8:30am**, finishing at **3:00pm**. This is to avoid the busiest times where the main school arrive/depart.

*If your child is absent, please phone and leave a message with the school office 0208 360 2149*

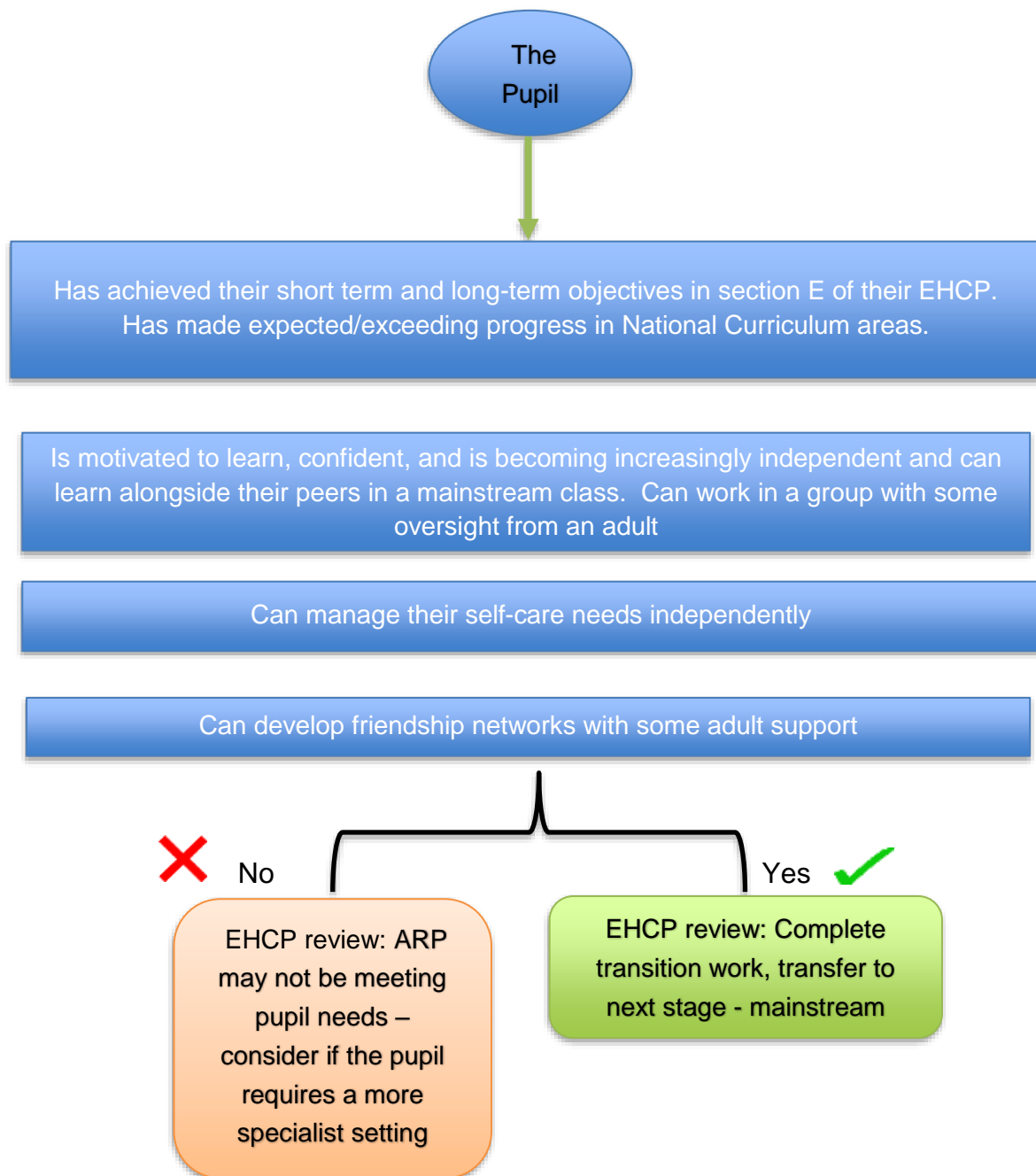


### **Typical daily structure**

<b>8.30</b>	Individual <i>Soft start</i> activities as children gradually arrive	Staff following children's self-selected interests, encouraging children to settle, self-register. Focus not on cognitive demands but adults supporting early joint attention /early language
<b>9 am</b>	Whole class circle time	Greeting game, day of the week and today's weather
<b>9.15</b>	Focus literacy time	Teacher input. Adults supporting small group work
<b>10.05</b>	Circle Snack time	Staff supporting and extending children's early language and turn taking skills
<b>10.15 -10.35</b>	Break time	All staff in the Berry class garden
<b>10.40</b>	Focus Maths time	Teacher input Adults supporting small group work
<b>11.30</b>	Lunchtime & lunch playtime	Supported lunchtime in the main school Dali room followed by play in the Berry garden
<b>12.45</b>	Focus phonics time – whole class	Teacher input Reading and writing
<b>1pm</b>	Attention autism whole class activity	Support joint attention and engagement
<b>1.15</b>	Individual work station activities and OT targeted activities/topic activities	Staff supporting individual activities related to EHCP outcomes
<b>2pm</b>	Snack and break time	
<b>2.20</b>	Tidy up time	
<b>2.30</b>	What did we learn today time	Celebrate today's achievements, prepare children for tomorrow's key learning
<b>2.45</b>	Relaxation time	relaxation
<b>3pm</b>	Home time	

For pupils, who spend part of their time outside of the Berry class, an individual timetable is written e.g. joining mainstream class for PE/Music, and special times with support. Berry class join whole school assemblies and special events.

## Transition pathway for exit



## Resources

The ARP is led by a highly skilled and trained practitioner who deploys a team of effective, trained support staff who all understand SEND. The SENCo oversees admissions, the curriculum and planning with professional reviews of staff who work within the ARP. Continued Professional Development including the modelling of teaching approaches, training courses is encouraged. Staff are COSIE trained, this relates to the safe handling of children. Both the SENCO and lead teacher are SCERTs trained and one member of support staff is a trained first aider.

In accordance with the presenting needs, the ratio of **adults: children** is high enough to ensure effective teaching, learning and safety of all pupils and staff.

The ARP provides a suitable environment for a maximum of ten pupils (\*depending on needs), with access to outdoor space and a secure play area.

## **Classroom environment:**

The provision offers structured teaching with:

- Clear routines and structure
- Clear expectations and boundaries
- Consistent management of pupils' behaviour
- Clearly defined distraction-free work areas
- Tasks modified to provide visual organisation and clarity
- Individualised time-tables and work systems
- A work/reward system as deemed appropriate
- Different stations of activities for pairs/threes
- Sensory O.T (occupational therapy) daily activities
- Pupil Passports (child friendly learning outcomes linked to Section E EHCP)

In addition to this, the ARP offers opportunities;

- for small group work to help develop pupils' attention and listening skills
- to foster a group identity
- to facilitate interaction with peers.

Activities such as 'circle time', drama and role play, and collaborative games may be used to help pupils develop appropriate social behaviour (e.g. waiting for a turn, turn taking, joint attention to activities, paying attention to another persons' turn, paying visual attention to the speaker).

Visual support will be used consistently in the ARP according to the needs of pupils in the provision e.g. Communicate In Print symbols, Makaton signs, Colourful Communication and real objects of reference.

## **Curriculum, assessment and recording**

### **Curriculum**

Pupils will have access to an ambitious broad and balanced curriculum that is as closely linked to the mainstream as is appropriate. The curriculum will focus on developing pupil's knowledge, skills, and ability. Staff will encourage pupils to apply their acquired skills and knowledge to their work tasks. Although staff will initially be providing support there is a high expectation for pupils to work with increasing fluency and independence when compared to their starting point.

Curriculum modifications may include:-

- a high level of small group teaching within the provision
- support for inclusion into the main school when appropriate
- small group work to help develop peer group integration, turn-taking and attention and listening skills
- the provision of an independent, distraction free work area **or**
- the provision of a shared, distraction free work area

- activities broken down into smaller 'tasks' to facilitate sustained concentration
- some tasks selected or modified to provide visual clarity
- provision of a framework for written tasks to provide visual organisation
- sensitivity to pupil's sensory difficulties arising as a result of their Autism (adapting resources/materials or finding alternatives).
- a work/reward system to provide motivation and structure

## Assessment

On admission to the provision, pupils are assessed. Baseline assessment at this stage tend to involve informal observation, whilst routine and structure are being established and relationships between staff and pupils evolve. The main areas of on going assessment are learning, social interaction, social communication, emotional understanding and self-awareness English and Maths. The AET (Autism Education Trust) progression framework and competencies will be used to make effective modifications. Some children will require sensory profile tracking assessments and subsequent adaptations.

All pupils in the provision will have a pupil passport. This will document the assess, plan, do, review cycle it is written and reviewed collaboratively with parents. The pupil passport learning outcomes focus on specific priority needs. The pupil passport targets are monitored continually and reviewed termly.

The EHCP is reviewed annually and maintained by the Local Authority.

## 7. Monitoring

The pupils in the ARP are included in the whole schools' on-going self-monitoring and evaluation. All planning and delivery will be monitored and recorded in line with school procedures. The SENCo will maintain responsibility for the quality of provision. The LA complete an evaluation with the school each year.

## 8. Working with parents/carers

The ARP works in partnership with parents. This partnership is a two-way process. Parents provide invaluable information about their child, and the staff provide information, support and contact for parents.

Daily communication with parents is maintained through a **home-school book**, which acts as a two-way dialogue. Please only complete one page per day. Confidential or complex issues are discussed by telephone or at mutually convenient appointments.

**Please send into school** a set of spare clothes, welly boots, raincoat and if your child is requires, a pack of wet wipes, nappies and nappy sacks. Please also send into school a daily healthy snack.

Formal parent/teacher consultations are held each term, times are extended for our Berry pupils to share work samples and achievements.

Parents/carers meet with the Berry Class teacher, SENCO for the EHCP annual review meeting, and future targets are set in consultation with parents at the review meeting.

### **Additional Safeguarding Measures**

As pupils in the Berry class are more vulnerable and will typically have difficulty with comprehension and expression (particularly with regards to Health and Safety and Safeguarding), additional measures are put in place to keep them safe.

This includes:

- Doors with fob passes
- Separate entrance
- Modification to school day: Allowing pupils to enter and exit without the sensory overload of the whole school arriving and departing. This also allows pupils coming on transport to enter and exit during quieter times
- Fire Evacuation procedures: Staff assignment to more vulnerable pupils
- Visuals for everyday signs in the Berry class and the main site e.g, Danger or Wash Hands
- Staff use of Makaton to support understanding
- Higher ratios of adult support on trips

As stated, pupils in the Berry class all face difficulty with understanding and expression, to varying levels. With regards to Safeguarding incidents, it may be essential for staff to help communicate and interpret a pupils' communication. This will be decided on a case by case basis by both the safeguarding team with input from Berry class team, depending on the pupil/s involved.

### **LINKS TO OTHER POLICIES AND DOCUMENTS**

Behaviour Policy

Special Educational Needs Policy

School Information Report

Accessibility Policy

Safeguarding and Child Protection Policy

Equal Opportunities Policy