



## Autism Resource Provision (ARP) Information Report (School Offer)

### An overview of the school

#### Introduction

Shoreditch Park Primary School is an inclusive two- form entry primary school with 430 children on roll from Nursery to Year 6. The school has an Autism Resource Provision on site that provides 10 places for children with a diagnosis of Autism **and** an Education Health Care Plan (EHCP).

### Frequently asked questions

#### 1. How does my child gain a placement in the ARP? (Admissions procedure).

In order to be referred to the ARP your child must have both a diagnosis of Autism **and** an Education, Health and Care Plan (EHCP). The decision to request a change of placement can be made at your child's annual review. If it is felt that an ARP placement would be appropriate for your child the professionals currently working with them will inform Hackney Education (HE), providing the relevant information about your child and their needs through the annual review process. You will also need to sign a referral form to indicate you are in agreement with it.

Once this form is received at Hackney, the pupil's name, together with their ARP referral form and annual review papers, will be added by the school's Plan Coordinator to be considered at an ARP admissions panel.

The panel includes; the managers of the resourced provisions, educational psychologists, specialist teachers, speech and language representatives and EHCP coordinators. A decision is made based on the priority of need and the suitability of the placement. You will be informed in writing whether your child has been successful in obtaining an ARP placement. Please see the Hackney [local offer](#) for more information about this process.

## 2. Is an ARP place suitable for my child?

Please see the Hackney Local Offer Document : [Criteria for admission to specialist provision for children with autistic spectrum disorders](#)

This states:

The ARPs in mainstream schools best meet the needs of children who are accessing the National Curriculum.

Criteria for being considered for a place at one of Hackney's Specialist Autism Provisions

- a. The child has a diagnosis of ASD.
- b. There is an EHC Plan or Statement in place.
- c. An Annual Review has been held, at which referral to Specialist Autism Provision Panel has been discussed.
- d. Needs are not being met appropriately in the current setting, and autism is the primary barrier to successful placement.
- e. Evidence is provided of what has been done already, with a list of professionals that have been involved, and reports.
- f. Parents have requested that specialist autism provision is considered for their child.

### How can I decide if an ARP place is right for my child?

You can book a parent tour of the ARP by calling the school office. Please let the office know if you will be bringing your child or young person to the tour.

Alternatively, Alix Bevington, Assistant Head for Inclusion and the ARP, would be more than happy to speak on the phone regarding the Shoreditch Park ARP curriculum offer.

## 3. Can my child access the ARP without a place?

The Autism Resource Provision (ARP) is a resource for 10 pupils on the Autism Spectrum who have been allocated a place by Hackney Education. The provision that is included in this placement is wide ranging, the full range of support and specialist services can be viewed in section 4 of this document. **One aspect** of provision for an ARP pupil is access to small intervention groups in KS1 and KS2, planned and led by specialist ARP staff.

At Shoreditch Park School **some** mainstream pupils (without an ARP place) **may** access specific intervention groups within the school's Autism Resource Provision (ARP). The decision to place a child in an intervention group taught by ARP staff will be made by school staff based on:

- The needs of the individual child.
- The existing pupils in the ARP.
- The ability and curriculum coverage of current ARP intervention groupings.
- Whole school provision mapping.

#### 4. What additional support and intervention will my child receive in the ARP?

The interventions and curriculum offer for pupils in the ARP are reviewed by the Assistant Head for Inclusion alongside the Speech and Language therapist termly.

The provision map for each child in the ARP is different, as it is tailored to their needs. All children will:

- Have a higher ratio of adult to child support than in typical mainstream classrooms.
- Have a higher ratio of adult to child support during unstructured times such as playtime.
- Be supported by staff who have extensive experience and training in Autism Spectrum Disorders.
- Have access to Hackney Speech and Language services.
- Be planned for and assessed using the SCERTS model. ([hyperlink](#))
- Attend both ARP and Mainstream taught sessions.

Some children might:

- Be taught in small intervention groups based in the ARP.
- Have a mainstream class 'toolkit' to support their independent access to the curriculum.
- Attend differentiated lessons within the mainstream to support their access to the curriculum.

#### ARP intervention offer – curriculum offer

Please see the [school website](#) for a brief summary of each intervention

- KS1 and KS2 intervention maths groups.
- KS1 and KS2 intervention literacy groups, with a focus on SCERTS colourful semantics.
- KS1 and KS2 speech, language and social skills groups.
- KS2 Science intervention groups.
- KS2 Aspire intervention groups
- KS1 Fine motor skills groups.
- KS1 attention Autism.
- Life skills (including cooking).
- Zones of emotional regulation

- Differentiated in class support - mainstream.

### **What specialist interventions and services might my child access in the ARP?**

#### External agencies within school

- Speech and Language Therapists, on site, working directly and indirectly with identified children 2 days a week.
- The current Speech and Language Therapist is Deirdre Staunton

#### External Services

In liaison and with agreement from parents/carers, class teachers, with advice and support from the SENCo, the Inclusion Team can refer individual children for additional support to:

- School Nurse
- First Steps (CAMHS)
- CAMHS
- Multi-agency Referral Service (MARS)
- Children's Social Care including Disabled Children's services.

### **5. Involving parents/carers in planning and reviewing support.**

Shoreditch Park Primary School has three parents' evenings a year where all parents/carers have a time slot to meet with their child's class teacher to discuss their progress in all areas of the curriculum. This is an excellent opportunity to find out about the progress your child is making.

In this termly meeting you will meet with the Assistant Head for Inclusion to review SEND targets and progress. The purpose of this meeting is to review progress towards your child's EHCP outcomes. In this meeting the parent/carer will receive a SEND support plan that outlines the progress pupils have made towards their EHCP outcomes.

Whilst pupils in the mainstream school may have a separate meeting with the SENCo, those pupils in the ARP will have additional time allocated at parents' evenings to discuss SEND targets alongside curriculum progress.

#### EHCP Review meetings

In addition, there will also be an Annual Review of the child's EHCP or Statement of his/her special educational needs. External professionals working with the child will be

invited. Please see the document on our website 'What to expect from the annual review process' (hyperlink) for more information.

## 6. Measuring pupil's progress

### Tracking progress against the National Curriculum

All children's progress is assessed at the attainment level they are baselined at and described using either pre-key stage standards, or their equivalent year group band. They are then tracked using the corresponding progress tracker.

- 3 – 5 years old
  - Development Matters in the Early Years Foundation Stage (EYFS) is formative assessment tool that is used to track a child's progress in all areas of the Foundation Stage curriculum. Assessment data is collected at three points throughout the academic year.
  
- 5 years onwards
  - Target Tracker is a formative assessment tool that is used to track a child's progress in range of subjects. Pupil's English and Maths progress will be tracked using target Tracker where they are working within national curriculum expectations (from working towards Y1 upwards).
  - Where a child is working below the expected level of attainment for Y1 they are working at pre-key stage standards.
  - Connecting steps is a formative assessment tool that is used to track a child's progress in both English and Maths and Science for children working at pre-key stage standards. Some children's assessment profile may have a combination of Connecting steps, and Target Tracker depending on their personal attainment and their specific learning needs.
  - Progress is tracked 3 times per year, in line with mainstream expectations.

### Tracking pupil progress against their primary need

#### SCERTS

- The SCERTS model is a research-based educational approach that directly addresses the difficulties faced by children with ASD. It draws on a multi-professional approach and focuses on building skills in Social Communication (communicating with others), Emotional Regulation (helping the child stay calm and alert) and Transactional Support (how people and visuals support the child to understand and cope with their world and experiences).

- SCERTS targets will form part of a Support Plan for all children with a diagnosis of Autism.
- All pupils with an ARP place will be assessed yearly against their social communication (SC) and emotional regulation (ER) development. This assessment is conducted by the Speech and Language Therapist and the Assistant Head for Inclusion.
- Opportunities to practice these skills are imbedded into weekly and medium term planning.

## 7. How are school staff supported to work with pupils with autism?

All staff will receive three training sessions a year on Autism Spectrum Disorder and to support the needs of individuals with ASD.

In addition, all ARP staff receive bespoke training throughout the year on specific topics through regular school based CPD. This year the key areas for staff training are:

- Developing structured play for ASD learners
- Using Core boards throughout the day
- Zones of Emotional Regulation.

Outside agencies from health and social care will also be invited into the school when training needs are identified to ensure that school staff are able to meet the needs of all the children in the Autism Resource Provision.

In addition to this, Hackney Education has a professional development programme and staff are encouraged to attend courses relevant to their role and to the children that they teach.

## 8. Who do I contact if I have questions or concerns about my child?

As the parent or carer you know your child best and if you have concerns around their attainment in any area the ARP manager is your first point of liaison.

Alix Bevington is the ARP manager and Assistant Head for Inclusion. Her primary responsibilities include managing the Autism Resource Provision at Shoreditch Park and coordinating the special educational needs for children in the EYFS. In addition, Alix is the Designated Safeguarding Lead for EYFS and pupils with EHCPs.

The ARP manager is responsible for:

- The learning of all the children in the ARP and the delivery of all National Curriculum subjects
- Planning for children accessing taught groups within the ARP
- Monitoring, reviewing and setting targets for all ARP children.
- Reviewing individual plans in consultation with relevant stakeholders.
- Supporting children to take an active role in setting and reviewing their own targets, whenever possible.
- Contributing to behaviour programmes.
- Liaising with parents/carers of pupils within the ARP.
- The day-to-day direction of Teaching Assistants working with children within the ARP.
- Planning and coordinating individual timetables and individual programmes for pupils within the ARP.

### **9. How are the school resources allocated?**

ARP and school resources are used to recruit, employ and train ARP support staff as well as paying for curriculum and communication resources and services. Support is allocated as needed, based on the individual needs of each child, and this support is used flexibly.

Children in the ARP, and all children with an EHCP, receive additional top up funding. Shoreditch Park ARP plans interventions and support for the child based on the outcomes in the individual's EHC Plan. The way in which Shoreditch park allocates funding to support the pupils in the ARP is dependant on the needs of the child and can change from year to year.

It is not usual practice for SPPS to create costed provision maps for individual pupils. However, in some circumstances a costed provision map may be required e.g. if a child is going through the process of an EHCP application or if it is agreed by all stakeholders in an EHCP annual review that an increase in high needs funding is required to meet the provision on the EHCP plan. Hackney require a costed provision map in order to agree to an EHCP application or an increase in high needs funding.

## 10. How is the school accessible to pupils with SEND?

### School Building

Shoreditch Park Primary School is a large Victorian building with classrooms and teaching spaces over three floors. Staff and governors at Shoreditch Park Primary School are committed to ensuring that all children can access the school and will always consider reasonable adjustments to the environment in order to accommodate a broad range of Special Educational Needs.

Please see the accessibility plan on the [school website](#).

### Facilities for personal care

There is a disabled toilet on the ground floor and children with any intimate care needs will be granted access to this facility. Children in Reception that require changing regularly will use the Nursery toilets.

### Specialist teaching areas

The Autism Resource Provision is housed in a separate building and is fully accessible as it has an elevator that could be used with adult support to travel between floors.

## 11. How will my child be included in activities at school, after school clubs, and on school trips?

All children at Shoreditch Park Primary School are entitled to attend school trips, after school clubs and to be included in activities at school where the level of risk has been assessed. Appropriate reasonable adjustments will be made in order to ensure this.

## 12. How will you encourage my child to mix with children who do not have SEND?

Shoreditch Park Primary is an inclusive school and there are policies, strategies, whole school initiatives and curriculum planning which celebrates diversity and children and adults with SEN are included within this. (Please reference ASPIRE Curriculum)  
Consequently all children who attend Shoreditch Park Primary are exposed to a wide range of images and resources that reflect adults and children with SEN or a disability in a positive light.



In addition to this there are strategies and interventions that are frequently put into place to further support all children to play together like:

- ASPIRE character curriculum taught daily.
- Circle of friends.
- Structured Play.

### **13. How will the school prepare my child when joining the ARP?**

At Shoreditch Park Primary there are systems and structures in place to ensure smooth transitions for all children starting our school. When a child joins the ARP there is a clear structure to support this process, including an agreed transition timetable.

- Where new pupils are coming from another setting, information is gathered from that setting, including reports from any additional professionals who have been supporting your child. Pupil profiles or passports are also shared with all ARP staff to ensure your child's needs are fully understood.
- Each child joining the ARP will have an opportunity to visit the school in the term prior to joining, to become familiar with the setting and allow ARP staff to fully assess the needs of the student.
- Before your child joins the ARP there will be a planning meeting to allow for sharing of information between parents, current staff and the ARP to plan support needed for your child's transition e.g. a transition social story.

### **14. My child needs help with transport to school. How can you help?**

Transport Solutions are responsible for transporting children with Special Educational Needs (SEN) to and from schools within Hackney. The children are mainly collected from their home addresses or a suitable pick-up point and taken to schools in the mornings and returned home in the afternoon.

The Assistant Head for Inclusion can support you with an application for transport support. For more information and contact details please visit the link below:

<http://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/service.page?id=oJs8As>

[1 ZGo](#)

### **15. What support and training is available for parents/carers?**

Deirdre Staunton, Speech and Language Therapist, has a termly drop in session at parents evening to update parents about the Speech and Language lessons taking place that term.

In addition, the school runs termly workshops for all parents of children with SEND. Please check the website for details.

### **16. How do you link with health, social workers, other family services in supporting my child and us as a family?**

Shoreditch Park Primary School engages with a wide range of services to support children and families. Referrals to these agencies can be made by staff at Shoreditch Park Primary School as soon as it is felt that additional support for the child is required.

Members of the Inclusion team commonly refer children and families to Disabled Children's services so that a social worker may assess the family for additional support. They also commonly support families to apply for Disability Living allowance (DLA) and Short Breaks Services.

Parents/carers can also request that referrals to outside agencies can be made to further support their child.

### **17. What should I do if I have a complaint?**

If you would like to complain, then make an appointment to see Assistant Head for Inclusion: Alix Bevington who will endeavor to ensure that appropriate actions are put in place so that your complaint is resolved effectively. If you feel that a further meeting needs to take place you can request to meet with the Deputy Head of School, David Cunnelly.

If, after meeting with the above mentioned staff, you still feel that your complaint has not been dealt with effectively, you can write a letter to the Head Teacher. Contact details are below:

Head teacher: Penny Smith

[PSmith@shoreditchparkprimary.hackney.sch.uk](mailto:PSmith@shoreditchparkprimary.hackney.sch.uk)