

PARSLOES PRIMARY SCHOOL



The ARP Policy at Parsloes Primary School

Submitted for approval by Governing Body:

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PARSLOES PRIMARY SCHOOL

School Policy Statement

The ARP - Provision for Pupils with Autism

Introduction

The Additional Resourced Provision has 12 places for children who have Autism or Autism Spectrum Conditions. In accordance with the SEND Code of Practice: 0-25 (2015), local authorities must provide a local offer for children with Special Educational Needs (SEN). As a Local Authority maintained provision, places at Parsloes ARP are allocated by the local authority Education Health Care (EHC) 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 and ability for the provision to meet the need of the individual and their EHCP.

The ARP at Parsloes Primary is committed to safeguarding children and providing a safe, secure ASC friendly and healthy environment. All pupils are entitled to a broad and balanced curriculum which considers their Special Educational Needs (Education Act 1998). The provision considers the need to provide a supported environment to improve in all aspects of their school life.

Aims

The purpose of the provision at Parsloes Primary School is to enable children with Autism to have access to a balanced curriculum. The ARP aims:

- For all pupils to achieve their best
- Provide support and a curriculum to their appropriate cognitive levels of development
- To meet the EHCP objectives for the pupils.
- To ensure that the children with autism are able to work alongside their peers and other staff in the school.
- Provide a structured teaching environment
- Observe and assess pupils in order to provide opportunities for appropriate teaching and learning
- Opportunities to work in small groups and independently
- Provide pupil profile complete with up-to-date strategies and targets for all adults working in the setting
- Work in partnership with parents
- Work in partnership with external support, professionals and therapists
- Offer staff training and continued support

Teaching environment

The provision offers structured teaching with:

- Clear routines and structure
- Clear expectations and boundaries

Based on structured teaching principles the provision has:

- Visual timetables for children
- Distraction free area
- Adapted tasks
- Individualised Schedules
- Reward system
- Sensory room to allow children to recognise their feelings and emotions and have time to regulate when needed.
- Outside space to support the learning

In addition, the setting is play based allowing for opportunities for social play to develop social skills and emotional development. Small group work is in place to develop attention and listening skills and social behaviours (turn taking, sharing, paying attention).

Curriculum

Pupils have full access to the curriculum at the appropriate level according to individual needs. At Parsloes Primary we have a bespoke curriculum, planned to meet the needs of children with Autism with topics that engage them.

Adaptations may include:

- small groups, individual or 1-1 activities within the provision
- Broken down steps to enable maximum ability to concentrate on the activity
- Planned sensory activities to meet pupils needs

Assessment

Students will be continuously assessed using a combination of SEN specific packages including PIVATS, SCERTS and Little Wandle SEND Phonics to monitor progress of the pupils. This information will be shared termly with parents to ensure that they are aware of the progress being made.

Entry to the ARP

Once the placement is confirmed with the SEND EHCP Team at Barking and Dagenham a full transition process is followed to enable children to quickly feel a part of the ARP.

ARP staff will carry out home visit and/ or setting visits to get to know the children before they start at the ARP.

Working with parents

The provision works in partnership with the parents on a daily basis through a home school communication book, which enables staff and parents to communicate information to support the learning and well-being of the pupils. There are termly opportunities for parents to come in to the school to discuss the progress of the students, including a meeting with key staff. Annual (unless the children are under 5) meetings are held with parents, external agents and class teacher to review and set targets according to the EHCP.

Working with other professionals

The provision will work in collaboration with other professionals as stipulated in the pupils EHCP.

Outside agencies may include:

- EHCP Team
- Educational Psychologist
- CAMHS
- SALT
- OT
- School nurse
- Social services
- Other professionals should the need arise

Staff development

Staff receive the following training:

- Safeguarding
- Little Wandle SEND Phonics
- Little Wandle SEND Reading
- Speech and Language training from a Speech and Language Therapist
- SCERTs Training
- Autism Awareness Training
- Team Teach, Positive Handling Training

The benefits of these opportunities are:

- Promotion of inclusive teaching
- Collaborative opportunities for staff to work together
- Highlighting and raising awareness of Autism and its difficulties.
- Keeping pupils safe