

BEACONSFIELD PRIMARY ARP (ADDITIONAL RESOURCE PROVISION)

Local Offer

Special Education Needs and Disability (SEND)

“This page is of the Local offer for Beaconsfield Primary School. Under the Children and Families Bill which becomes law in 2014, Local Authorities are required to publish, and keep under review, information about services that they expect to be available for children and young people with disabilities and Special Educational Needs aged 0 – 25. This is called the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for professionals in understanding services and provision in the local area”.

School Name:	<p>Beaconsfield Primary (mainstream) with an Additional Resource Provision (ARP) classes.</p> <ul style="list-style-type: none"> • The ARP classes are set up to provide small group teaching for pupils who have a statement of educational needs or an Education Health and Care Plan. • ‘Non-Ealing Pupils’ will have a £250 annual ‘capital cost’ applied to the cost of an ARP place.
Admission Criteria:	<ul style="list-style-type: none"> • Children aged 5 – 11 with a statement of SEN or EHCP. • A primary need that is one of the following: <ul style="list-style-type: none"> • Autistic Spectrum Disorder (ASD). • Pervasive Development Disorder (PDD). • Social Communication Difficulties. • Moderate Learning Difficulties. <p>And / or</p> <ul style="list-style-type: none"> • Possible additional difficulties from the above list and / or social, emotional or behavioural difficulties. <p>And / or</p> <ul style="list-style-type: none"> • Higher levels of anxiety or social isolation that mainstream peers. • A learning profile that enables them to learn part of a week with appropriate support. • Evidence that needs that are not met over time in a mainstream or special school placement, despite support from outside professionals and the interventions made by the school. • Admission is only via the LA SEN Panel.
	<p>Beaconsfield school is an inclusive school and may offer the range of provision to support children in the ARP.</p>
	Intervention
	<p>Social Skills programmes / support including strategies to enhance self – esteem.</p> <ul style="list-style-type: none"> • Daily cross – curricula skills programme for an individual. • Social stories used to discuss events and changes. • Access to Counselling and/or Play Therapy for individuals who are experiencing social integration and other difficulties. • After school clubs (Social Skills and Computing). (Clubs change termly). • Children in ARP are included on School Trips / visits and projects as part of mainstream school provision.
	<p>Access to a supported environment –IT facilities / equipment / resources.</p> <ul style="list-style-type: none"> • Communication and Print Programme. • Pre-teaching of strategies and vocabulary. • Visual timetables. • Sensory / Soft Play Room. • ARP only play area.

	<p>Strategies / programmes to support speech and language.</p> <ul style="list-style-type: none">• Interventions from a Speech and Language Therapist.• Delivery of speech and language programme by a support staff / teacher.• Pre – learning of vocabulary.• Use of visual strategies to support language.

Mentoring Activities:

- Use of peer mentoring.
- Mentoring support from SENCo or TA.

(From the summer term 2015 we will be implementing the 'Assertive Mentoring Progress programmes' across the school, this will address both the academic and behaviour aspects of children and will be very inclusive of parents / support and feedback.

Access to strategies / programmes to support Occupational Therapy / Physiotherapy needs.

- Intervention from an Occupational Therapy / Physiotherapy needs (as required).
- Delivery of planned programmes by a TA.
- Provision of equipment advised by P.E. lessons and to de-escalate children.

Strategies to reduce anxiety / promote emotional wellbeing (including communication with parents).

- Planned programme of support from SENCo / TA.
- Meet and greet session at the start of day.
- Regular parental contact session / home school link book.
- Counsellor from extended schools consortium.
- Referral to Child and Adult Mental Health Service (CAMHS).
- Work with Family Support Worker (SAFE) (via referral system).

- Strategies to support and develop English including Reading and Mathematics.
- Individual support in class through guided teaching.
- Differentiated activities linking to personalised Learning Plans.
- Cross – integration into the mainstream (age – appropriate) classes with adult support.
- Withdrawal for 1:1 planned intervention by TA.
- Support materials from SaLT programmes.
- Appropriate resources to meet and match learning needs and specific tasks.
- Home / School partnership Reading.

Strategies to support modify behaviour

- Use of the school's behaviour policy (available on school website)
- Behaviour log to see the behaviour pattern.
- Time out.
- Social skills / behaviour modifications activities.
- Home / school contact book.
- Social story charts.
- Progress charts / Reward systems.
- Visual timetables.
- ARP staff trained to support de-escalation through TEAM TEACH.

Provision to facilitate / support access to the curriculum

- Use of personalised curriculum.
- 1:1 support.
- Use of specialist programmes and resources.
- Close liaising with colleagues for integration work in mainstream classes.

Strategies / support to develop independent learning.

- Access to personal ICT (computing) in school.

- Chunking of activities.
- Use of individualised success criteria.
- Pre-teaching of vocabulary and content.

Support / supervision at unstructured times of the day including personal care.

- Named TA at playtime / lunchtime.
- Named midday supervision at lunchtime.
- Supervised play in smaller playground when necessary.

Planning and assessment

- Individual / Personalised Plan and Provision Map.
- Individual targets.
- Use of PIVATS (assessment tracking).
- Regular review of targets with child and parents.
- Annual Review.

Liaison / Communication with Professional Parents, attendance at meetings and preparation of reports.

- Explanation of professional reports to parents.
- Regular progress meetings with parents.
- Participation in workshops and Parents (Speech Therapy, Occupational Therapy)
- Liaison with a wide range of professionals e.g., Educational Psychologist, Autism support team, speech and Language Support team, CAMHs, Play Therapist and Transition Schools.
- Home / School communication.

Access to Medical Interventions

- Strategies for the use of personal medication / care plans (as needed).
- Individual protocols for children with significant medical needs and allergies.
- Access to school nurse.
- Provision of aids and resources to support learning.
- Individual support plans for pupils with short term medical needs
- Access to trained First Aiders in classes (inc paediatric first-aid).

Other information - Policies:

The following policies are available on the School's website:

- SEN (Inclusion) Policy.
- Vulnerable Children Policy.
- Child Protection Policy.
- Behaviour Policy and Behaviour Code of Conduct.
- Anti-Bullying and Anti-Racism Policy.
- Intimate Care Policy.
- Medicines in School Policy.
- Equalities Policy and Equalities Action Plan.

As a school we are aware / familiar with requirements at the Disability Discrimination Act 1995 and the Equality Act 2010.