



# ARP Policy

## 2020-2021

George Carey Church of England Primary School

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**Chair of governors:** Sam Pollard

**LBBD Local Offer Contribution:**

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

**Review date:**

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## **Teaching and Learning Policy for Additional Resource Provision at George Carey Church of England Primary School**

**The Additional Resource Provision (ARP) complies with all whole school Policies. Please see whole school Policies.**

### **General Information**

George Carey ARP is an Additional Resource Provision for 12 children with complex social communication and interaction needs. We have been open since September 2011. The majority of the children have a diagnosis of autism or ASC and have complex learning needs. All of our children have a statement. Most of our children are Band 'G' as levelled using the Barking and Dagenham Banding Document.

Children are allocated spaces in the ARP through the LA SEN Panel. The majority of our children have come to us from a Nursery Additional Resource Provision, however, some have come to us from a range of mainstream schools across Barking and Dagenham. Whilst the majority of our children travel long distances, using education transport, we also have a few children who are local to us.

The ARP is staffed with two teachers and six teaching and learning assistants. The Assistant Head teacher is the ARP Manager, and works closely with the ARP Senior Teacher.

Our staff are highly trained in meeting the needs of children with social and communication issues as well as complex learning needs. This has included training on structured teaching, different methods of communication including PECs (Picture Exchange Communication Systems). The majority of our staff have completed the structured teaching course. The Head Teacher and Assistant Head have also completed the 3 day course. The manager and both the Senior and ARP teachers have completed the SCERTS course (Social Communication Emotional Regulation and Transactional Support).

Children in the ARP are also allocated a mainstream class appropriate to their age. Access to mainstream classes is dependent upon the individual emotional, sensory and regulatory needs of each child, and is judged on a daily basis. All children attend school assemblies, weekly singing practice and have opportunity to work with mainstream peers within the ARP setting. However, if the child is in crisis or shows through their behaviour that they do not want to be in mainstream, they will remain in the ARP.

### **The role of Parents:**

The ARP recognises the important contribution parents make to their child's learning. We work hard to communicate with parents on a daily basis, either in person, through phone, email or Class Dojo.

Each child is connected to Class Dojo which is used on a daily basis by school to share information, such as enjoyable moments and new learning. Parents are encouraged to use Class Dojo to communicate any pertinent information. This is checked every morning. School recognise that our children have very challenging moments at home and on the way to school. Parents are encouraged to share this information with the school in order for school to adapt the day to ensure that a child is calm and available for learning.

The ARP uses an online assessment platform called 'Tapestry' where evidence of children's learning is shared via photographs and videos. Parents have access to Tapestry which gives them snapshots into their child's learning experiences, and obtain information about their learning. Parents can also upload videos and evidence of their children's learning at home and share these with their teachers.

Targets are shared with parents on a half termly basis. Strategies for teaching the targets at home are shared and parents are encouraged to provide feedback on how the child is progressing with the target at home. This information forms part of the assessment process.

It is an expectation that parents will attend a termly formal review meeting. During this meeting, progress will be discussed, new targets set and pertinent information shared. Outside agencies, such as the Educational Psychologist may attend. Parents are encouraged to bring along support, such as Parents in Partnership when required. One of these meeting will be an Annual Review.

The ARP holds a termly event for parents where parents and siblings are encouraged to join in with our celebrations. This includes a Christmas Party (with a visit from Father Christmas) and a summer fun afternoon, where parents and close relatives/ friends come along and spend the day out with us. These visits provide a chance to form positive relationships with our parents, provide an informal setting to share advice and give parents an opportunity to access support. The events also provide an opportunity to build a community.

Parents have access to targeted training and general training both from the ARP staff and outside agencies such as the speech and language therapist. Parents are given details and encouraged to attend the Enhanced level training provided by Barking and Dagenham and other groups and charities. Several of our parents have attended the structured teaching programme delivered at Trinity.

The school parent support advisor is heavily involved with the parents, both as a group and individually. She supports parents with issues such as housing, getting disability allowance and grants, accessing community activities and supports them emotionally. She is our lead person if families require a CAF to support their needs.

### **Role of the Staff:**

All members of staff are employed to the school. The school has a system to rotate staff around the school in response to the needs of the children but also to ensure that the good practice from the ARP is devolved around the school. Often staff will be placed in the ARP for one or two terms prior to working elsewhere in the school. A core of experienced staff will always be present in the ARP to ensure the needs of the children in the ARP are met at all times.

One of the main strengths of the ARP is that all staff know each child extremely well and can ensure that provision is tailored for the individual's needs. Good communication and team work between adults results in a consistency of approach. All adults have to work with all children in constantly changing teams, with all staff leading group sessions.

Staff are around before the day for an 8:30 briefing, will speak during their break, lunch and there is time set aside for a meeting after school. It is recognised that some staff have more experience than others are also know our children better than others. It is the duty of all staff to share information.

Staff rotate around individual children and it is expected that there will be a comprehensive handover to include going through planning, behaviour and de-escalation and targets.

All staff are encouraged to share ideas and contribute to all aspects of the ARP including group planning, physical structure of the environment and implementation of the action plan. It is, however, the responsibility of the teachers to make final decisions.

The ARP is seen as a training opportunity, with some staff coming in for a term or even just a session to learn about the strategies used. All mainstream staff are required to spend at least half a day in the ARP as part of their induction. This includes trainee teachers. Mainstream staff can receive training through planning with a member of staff and /or through observing a member of staff working with a child in their room. They are encouraged to observe and / or work with the child in their class whilst they are in the ARP. It is the responsibility of all the ARP staff to contribute to this training. Longer term members of staff are required to be mentors to new staff.

### **Safeguarding:**

Our children are very vulnerable, mostly pre verbal. The ARP staff work as a team to ensure that children stay safe. Good communication between staff is vital and ensures that we consistently follow school policies.

If any member of staff becomes aware of any safeguarding issues, they have an obligation to report this as soon as possible to the Designated Safeguarding Lead who will investigate this as laid out in the whole school policy. Forms are available to all staff in the office and forms are also stored in each classroom.

A member of staff should not be on their own in a closed room whenever possible. When taking a child to the toilet, the member of staff should, when possible, stand at the door to the toilets with the door open, or ensure that another member of staff is present. When working in a room with a child, another adult should be present in, or just outside the room with the door open.

CCTV is present in all the rooms within the ARP.

If a child is in crisis, at least 2 members of staff should be present and support as appropriate.

### **Behaviour:**

It is recognised that there is no 'magic wand' with regard to behaviour. It is often a matter of trial and error; with tracking, analysis and consistency being the keys to an effective result.

The ARP acknowledges that all behaviour is communication. It is also recognised that changing behaviour is the responsibility of the adult. As an adult we cannot change someone else's behaviour, we can only change our own.

All children have an individual behaviour plan which is written by all staff from the Arp and relevant staff from mainstream updated regularly and shared with all ARP staff. Strategies are shared with parents.

Positive behaviour is rewarded. Negative behaviour is ignored as often as possible or dealt with through distraction or low key intervention. For lots of our children an 'interesting' response from an adult will encourage higher frequency of the negative behaviour in order to obtain the response again. Many behaviours are due to attempts by children to communicate a need or desire; an attempt to emotionally regulate, or due to sensory difficulties. It is important to support a child to regulate in a socially acceptable manner.

Behaviour trackers are used for each child. These are constantly adapted to track the pertinent undesirable behaviours. These are tracked by frequency of behaviour rather than by number, for example one tally for each

group of pinches. It is the responsibility of the person observing the behaviour to record it. The tracking sheets are monitored at least weekly to ensure consistency and to see if there is any pattern. If a child is causing particular concern their behaviour will be tracked and analysed at a greater depth.

Possible sensory and/ or environmental issues are analysed as part of this process. Any issues that can be rectified will be, such as providing a child with ear defenders, a safe place to bounce or eating in the classroom.

Communication is often the key, with children having a visual schedule to ensure that they know what is happening, pre warning of changes and being pre taught difficult concepts such as 'wait' and 'finish'. Children are taught to communicate using PECs in addition to set verbal phrases. Children are helped to communicate their feelings and request strategies to calm down through emotional regulation targets. Often children are given a choice board so they are able to choose between 2 outcomes.

The children in the ARP may be in crisis. We recognise that, during crisis, behaviours and actions are not under their control. Some children have physical behaviour directed towards adults, other children or at themselves. Risk assessments are completed for each child and are updated when necessary. These include possible triggers and strategies for de-escalation. Staff will always attempt to look for triggers to distress but we recognise that it is not always possible to find a trigger.

It is recognised that sometimes a child will have to calm down before learning can take place. This may include spending time singing the same song for 20 minutes before they are able to access their workstation. Some children, at some times may need regulation strategies throughout the whole day.

De-escalation techniques are used constantly to ensure children and staff remain safe. Restraint is a last resort and should always have at least 2 people present (at least one of whom should be team teach trained). All restraint needs to be recorded in the book (kept in the Safeguarding office). Parents will always be informed.

A Positive Behaviour Plan should be written for all individuals who are displaying behaviour that is a risk to themselves or others. This is written as a team, with a teacher from the ARP, other staff and parents being involved. The plan will include strategies for home.

Communication and analysis of behaviour are vital. Communication between parents and school can prevent or reduce the effects of a meltdown, for example if a child has had no breakfast, we will offer them food as soon as they come into school. Communication between staff ensures that links are made with the behaviour and the possible reason for that behaviour, sharing the strategies for de-escalation that have worked previously and with the consistency to which strategies are applied. It is recognised that a change in staffing both short term and longer term may be advisable.

If any member of staff or another child are hurt by a child it is their duty to report it to a teacher in the ARP. This is recorded in a book in the medical room and Incident forms which can be found on the system. If a child is hurt through behaviour directed towards themselves, this is also recorded. Information is shared where appropriate with parents, although parents will not be told the name of any other child. Several staff are trained in paediatric and general first aid.

### **Teaching and Learning:**

It is recognised that children in the ARP need access to a wide range of learning opportunities and not just the academic skills. Children need teaching and learning to cover social interaction, communication skills, emotional regulation and sensory regulation techniques. It is also important that children are taught life skills, particularly those that will keep themselves and others safe.

The ARP is highly structured and each child accesses a curriculum tailored to their individual needs and ability, using targets acquired from our assessments. The curriculum is carefully planned to help motivate the child to learn, making use of interests and learning styles. Children have individual targets that are incorporated into everyday teaching across the learning environments including mainstream, outdoor provision and home. Details of planning for individuals is found on planning sheets and workstation/ independent record sheets as well as on the written targets. Teachers and TLAs work together to plan for each child.

Targets and the interests of the child are used to set workstation activities for each child. Each child will access several 1:1 teaching sessions at their workstation each day. Tasks are structured up to aid independence. Most children will also access independent workstations, again individualised for each child to access at the level they are working and using their interests.

A literacy (CLL), maths (PRSN) and phonics based group activity take place daily as well as 'Attention Autism.' Children also take part in group sessions for all other subjects daily such as RE, science and music. The focus of these group sessions is to practice social skills such as sitting in close proximity, turn taking and sitting at a table as a group. This aids with integration into mainstream and teaches group skills. All staff work as leaders in group sessions. It is important that children respond to all staff equally.

All children also have daily reading and lots of opportunities to practice communication targets.

Children need to access learning at every available opportunity. This will include during Outdoor Provision, whilst eating lunch, during PE etc. All staff are trained to encourage communication at every available situation. This may include sabotaging tasks, intensive interaction during PE, ignoring a child until they initiate communication and spending lots of time motivating a child to communicate.

The staff of the ARP work as a team to plan. All staff are expected to be aware of the planning for each day.

### **Assessment:**

All children are assessed on entry to the ARP using a variety of assessment tools including PIVATS (Performance Indicators of Value Added Target Setting) and SCERTS (Social Communication Emotional Regulation and Transactional Support). We comply with legal requirements such as the Early Years Foundation Stage assessments. All assessments are made by a team from the ARP and, wherever possible, include Outside Agencies and staff from other provisions to ensure consistency and accuracy.

Assessments are continuous and are used to set aspirational targets that feed into the teaching and the wider provision. Targets and levels are tracked and children who are not making at least good progress are highlighted and systems put in place to meet their needs and promote progress. Targets are shared with parents and other professionals who work with the children.

All workstation and independent activities are assessed daily and any issues such as the tasks being at an inappropriate level or lack of motivation are discussed with the teacher. These assessments are also used to set the next week's individual activities

In addition to formal assessments, we also may send photos of your child's achievements directly and only to parents, using Tapestry.

Judgements made through assessments are shared in progress meetings with SLT, moderated internally and in a group with other ARP for ASD teachers across the LA.

The progress of the children in the ARP is reported to the SLT and governors termly.

Progress of the children in the ARP forms part of the termly reviews with parents and is sent to the Local Authority as part of the formal Annual Review process.

### **Mainstream Settings:**

All children are allocated a mainstream class teacher. Inclusion is planned for on an individual basis and is dependent on a number of factors. These centre on the needs and interests of the individual child at that time. Some children will go to mainstream for phonics, swimming, PE, drama, class parties and during break time. All children are encouraged to be in mainstream for lunch and during assemblies.

We recognise that inclusion within a mainstream class may be very difficult for some children and may cause a great deal of anxiety and distress. Whilst we will always attempt to adapt the mainstream classroom to facilitate children visiting their mainstream class, our priority is to ensure that children from the ARP are happy, calm and learning. The ARP plan for a wide range of opportunities for inclusion. These include 'reverse inclusion' where mainstream children will work with their class members within the ARP, for example during PE or the weekly cooking session.

The ARP staff negotiate with mainstream staff as to the times/ lessons that each child will be in mainstream. The class teacher is responsible for the planning for that child but can access support from the ARP staff to provide appropriate differentiation. The SLT and subject leaders will monitor planning regularly.

Mainstream staff will contribute where appropriate to the assessment of the child, reviews and progress meetings.

Mainstream staff are encouraged to come into the ARP to see how the children respond and learn in the ARP setting.

### **Transition:**

Transition into the ARP is highly planned, with children being observed at previous provisions and important details such as interests and independence being gathered from parents and previous provisions.

Tailored transitions are set up in accordance to the needs of individual children, such as, some children benefit from starting off with shorter sessions whilst some children are encouraged to begin with a full day within the setting. Any transitions are discussed with the parents and all staff involved within the ARP.

### **Communication**

The teaching of communication underpins all of our teaching. Most of our children are pre-verbal or have a few words or phrases that are echolalic.

All children have individual targets that are taught by a range of staff. Targets and outcomes are shared with parents

All of our children are taught to use PECs. The emphasis is on training the staff to deliver a programme throughout the day, every day. The LA speech and language lead give advice, and may on request, work alongside ARP staff to deliver training to parents.

Opportunities for communication are built into our daily routine, from requesting a snack to asking for an activity or a piece of equipment.

### **Life Skills**

Wherever possible the curriculum is tailored to teach life skills including personal hygiene and getting dressed. We try to make activities relevant to everyday life, for example; matching real socks and having real food in the home corner and setting up a 'real shop' where children used real money to buy real treats.

### **Trips:**

The ARP organises trips to various settings, including the post box, local shops, local parks, ELHAP, the farm and Hainault Forest. Each visit complies with whole school policy and is carefully planned. Visits are planned with the curriculum in mind and also form part of our life skills and communication teaching.

### **Outside Agencies:**

The ARP has an allocated Inclusion Advisor from the LA, who supports and monitors the ARP.

The ARP has an Education Psychologist (EP) who comes in regularly to monitor individuals, advise staff and parents. The EP helps with planning an appropriate curriculum and feeds into our assessments.

Several children in the ARP have private speech and language therapists. We make links with these to encourage a 'holistic' approach to support.

Several children in the ARP have access to an Occupation Therapist, who will visit the children in the school setting. Advice is acted upon, with specialist equipment being purchased.

### **Monitoring of the ARP**

The ARP have an advisory teacher who makes regular visits to the ARP to monitor learning and help with any particular children who are causing concern. The staff in the ARP take part in performance management and are observed as part of the whole school observation cycle.

The ARP is included in all whole school monitoring. This includes progress meetings, planning monitoring and book looks.

The ARP reports to governors regularly.

For further information, please contact

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