



# Additionally Resourced Provision (ARP)

## FAQs

### **What is an ARP?**

A small number of children and young people with an education, health and care plan (EHCP) may require a higher level of support than can be provided from the general special educational need arrangements within their local mainstream school. However, their needs are not so complex or severe that a place at a special school is appropriate either. To meet this need, the local authority maintains a range of additionally resourced provision and units at mainstream schools. In the case of Fielding Primary school, the provision would be for children with Autism or related Speech, Language and Communications needs.

### **Why now?**

Ealing Council's SEND Strategy 2018-22 sets out to achieve improvements in SEND provision that make a real and measurable impact on the lives of the children and young people with SEND in this borough. Access to more additionally resourced provision attached to mainstream schools is a key goal within the strategy. The Strategy recognises the challenge of meeting an increase in the proportion of pupils with Education, Health and Care Plans with lower growth in income to meet these needs, resulting in the need to ensure resources are used efficiently and effectively.

Fielding Primary School has experienced an increase in pupils with Education, Health and Care Plans. The highest area of special educational needs in school is for pupils on the Autistic Spectrum or related Speech, Language and Communications needs.

The Governing Body of Fielding Primary School expressed an interest in developing an ARP to Ealing Council.

### **Why are they a good idea?**

The Council is committed to further developing inclusive education for all pupils in Ealing. Fielding Primary School governors support the Borough in this goal. The development of Additionally Resourced Provision (ARP) is a central part of the drive to develop a more inclusive education for pupils with SEN and additional needs.

### **Why an ARP at Fielding Primary School?**

Ealing Council has developed ARP or special units at a range of mainstream schools across the borough to meet strategic needs.

Ealing Council considered expressions of interest from a number of schools. As a result of visits to schools to assess the potential for the provision in existing and/or additional accommodation, and current and projected demand for ARP places, Fielding Primary School has been chosen to develop the proposal.

The Governing Body is committed to inclusive education for local pupils. The Governing Body has an interest in developing an ARP at Fielding because we:

- want all of our pupils to mix with a wide range of children, where they learn to respect, tolerate and empathise with others, so that they are well placed to confidently live in modern Britain;

- have a strong sense of moral purpose and want to improve opportunities for this group of pupils;
- have a strong, successful track record of meeting the needs of pupils with special educational needs;
- aim to build skills and knowledge of staff to better meet needs of our pupils who do not reach the threshold for an EHCP but have a higher level of need on the autistic spectrum, our largest group of pupils with special educational needs at Fielding;
- need access to staff, specialists and facilities on site to better meet the needs of our own pupils on the autistic spectrum or speech, language and communication needs.

## **How might an ARP impact pupils at Fielding Primary School?**

Pupils who are admitted to the ARP would be based in one of three new classrooms according to their age. Each class would have its own qualified teacher and additional support staff. Pupils would follow a curriculum adjusted to meet their individual needs as outlined in their education, health and care plan (EHCP). Pupils are primarily based in the ARP.

From time to time, for some part or whole lessons, some pupils based in the ARP might join some sessions in the main school with their age group peers. Typically these pupils would be accompanied and supported by their additional support staff from the ARP. Identified experienced main school teachers would teach having had additional training.

For main school pupils who have needs on the Autistic Spectrum or related Speech, Language and Communications needs, benefit from main school staff who are working alongside specialist colleagues. However, access to ARP staff and resources is only through admission to the ARP.

## **How is an ARP managed?**

The ARP initiative is a partnership between Fielding Primary School and the London Borough of Ealing, recognising mutual aims but also differing roles and responsibilities.

The Head teacher will keep a strategic overview of the ARP including quality assurance. It is expected that the Head Teacher or other senior leader will be line manager for the ARP Leader.

## **What are the admission arrangements?**

Pupils who have special educational needs and attend Fielding Primary School are **not** guaranteed admission to the ARP.

To be admitted to the ARP, a child must have:

- an education, health and care plan (EHCP);
- identified needs on the Autistic Spectrum or related Speech, Language and Communications needs;
- needs that are greater than or additional to the needs that can normally be met through full time attendance at a mainstream school; **and**
- the ARP at Fielding named in their individual plan.

This process is distinct from the normal admissions process to a mainstream school. Admissions to ARPs in Ealing are co-ordinated by Ealing's SEND Assessment Team, Carmelita House. W5 2PJ

Children who attend the ARP will be on the roll of the school and will form part of any statutory returns required by maintained schools including key stage results. The provision will form part of any Ofsted inspection.

### **When do pupils leave an ARP?**

Pupils usually leave an ARP if:

- they meet the objectives in their education, health and care plan (EHCP) and a planned transition programme into mainstream school has been completed;
- or, the ARP provision is unsuitable for the child's special educational needs and they require more specialist provision.

### **What about the accommodation?**

The ARP will be located in new, purpose built accommodation. It is proposed that the accommodation will have the following features:

- Facilities will as far as possible be designed to meet the special needs of the pupils and to promote inclusion.
- The design will take account of the sensory environment, including the proximity of others, visual and auditory stimulation, smells and textures.
- There will be sufficient storage for equipment (preferably close to the teaching area) and a small meeting base.
- Therapists will require a room suitable for individual therapy and for any small group therapy that may be being delivered with part of a class i.e. in addition to the teaching area.

### **How are ARPs funded?**

The additional funding for the ARP pupils comes from the Local Authority High Needs Budget. The intention is to enable the host school to use the funding to meet all the needs of pupils using the resources of the ARP without financially disadvantaging other children attending the school.

The funding forms part of the school's delegated budget and is under the management of the Governing Board and the Head teacher.

### **Where can I find out more about Ealing's SEND strategy?**

- [Ealing Council SEND and inclusion strategy 2018-22](#)