

# Autism ARP update

- ARP document and service delivery specification for the autism ARPs at Dickens Heath, Windy Arbor and Alderbrook has been drafted.
- These provisions are for a maximum of 14 pupils across Reception, Key Stage 1 and Key Stage 2.
- Pupils will be placed by the local authority from Reception to year 5. New pupils will not normally be placed in the provision at year 6.
- Dickens Heath and Windy Arbor schools and ARPs will provide a socially and emotionally supportive environment which fully involves parents in their child's learning, including wider outcomes.
- Pupils will be appropriately supported according to their needs throughout the whole school day including breaks and lunchtimes.

# Entry Criteria

- The placing authority is Solihull MBC. The child will have a verified diagnosis of autism made by appropriately qualified specialists as detailed under NICE guidelines.
- The child will have an Education, Health and Care Plan with autism as a primary need.
- The child needs substantial adult and environmental support to manage the social, environmental and sensory demands of a busy mainstream setting.
- The child has potential to benefit from access to a differentiated mainstream curriculum and function with the peer group available. The expectation is that the child will work towards achieving at least 50% of their timetable working within a mainstream classroom.
- The child requires some aspects of the curriculum to be taught in a small group within the resource class area and to have access to specialist Autism programmes such as social skills programmes.

# Entry criteria

- All possible school based autism interventions will have been explored, under the direction of the schools AET Lead for autism, and there is evidence to support this with clear outcomes.
- Interventions recommended by external specialists in autism will have been used and despite these the pupil shows little or no progress or intensive support is required to ensure progress.
- An Autism Specialist and/or Educational Psychologist will have been involved with the child and will have identified the need for this type of provision. **This recommendation will have been discussed with the Team Around the Child at a review meeting or annual review meeting prior to a referral being made.**

# Required evidence

The following evidence MUST accompany the standard application form for additionally resourced provision

- Written evidence of a diagnosis of autism from an appropriately qualified professional.
- Evidence that there has been exploration of and identification of contributing factors to the pupil's autism needs, such as co-morbid conditions, specific learning difficulties, mental health issues. This is likely to be multi-agency.
- Evidence of partnership work with parents and the outcomes of this.
- Evidence of involvement of Support Services and professionals including Autism Specialist Teachers and/or Educational Psychology, this must include written evidence from these professionals.
- Evidence of actions and strategies already implemented by school and those recommended by other professionals involved and the impact /outcomes of these.
- Evidence of progress made by the pupil and current levels of attainment.
- The pupil's perception of their own strengths and what they would like support with.

# Admissions process

- The application must have been discussed with parents at a review meeting and be signed by them indicating consent. The application must be sent to the START Team manager
- The application will be considered by the LA at a dedicated termly admissions panel. **Panel dates and dates for applications to be received by**, will be circulated at the end of the summer term for the next academic year by the START Team. Papers will be circulated **at least three weeks** prior to the Panel, to all Panel members.
- The Panel will be chaired by the START Team Manager and attended by the Head Teacher and/or one other school representative, a specialist from the Specialist Inclusion Support Service and an Educational Psychologist.
- The Panel will consider available places, whether the entry criteria for the provision are met, needs of other pupils attending the ARP and advise on the placement. It is expected that places will be balanced across the different year groups.
- Following agreement a transition package will be agreed between the team around the child to ensure successful transition into the ARP. This will be planned for up to six weeks, in partnership between ARC staff and the child's mainstream school, to ensure a successful transition for the young person and their family.

# Alderbrook ARP

- This provision is for a maximum of 30 pupils across Key Stage 3 and Key Stage 4, with 6 pupils in each year group.
- Pupils will be placed by the local authority from Year 7. New pupils will be placed in the provision in higher year groups where there are spaces, they meet the ARP criteria and placement is agreed through a mid-year Panel.
- The application will be considered by the LA at a dedicated secondary placement admissions panel held in November of the autumn term. **Panel dates and dates for applications to be received by**, will be circulated at the end of the summer term for the next academic year by the START Team.

# SEND updates- reviewing effective practice

- The resource – ‘**SEN support: research evidence on effective approaches and examples of current practice in good and outstanding schools and colleges**’ – provides access to information/ evidence-based practice, that can be effective for SEN support and is drawn from academic research papers, a survey of schools and post-16 institutions and a set of commissioned case studies. **DfE Nov 17**
- School and colleges leadership teams, SENCOs and classroom teachers are encouraged to review their provision against the seven key features of effective support.
- Practitioners can look at the interventions/approaches and consider what would be most beneficial for meeting the needs of young people with SEND in their setting.
- The resource was developed by ASK Research and Coventry University and funded by the DfE: it is hosted on the **Education and Training Foundation’s Excellence Gateway** and the **Nasen SEND Gateway**.
- Examples of effective practice include:
  - Reorganising lesson structure, learning environments and curriculum
  - Measures to address attendance issues
  - Effective transition support and preparation for adulthood
  - Effective progress monitoring