

# Additionally Resourced Provision in Solihull Mainstream Schools (ARPs)

## Section 1: Introduction to ARPs

### What is an ARP?

- Many young people with additional learning needs can make better, more sustained progress when they attend mainstream schools.
- Additionally Resourced schools operate as part of Solihull's continuum of provision, providing specialist places for a small number of children and young people with higher levels of SEN
- An ARP is a provision, within a mainstream school, designed to provide specialist and targeted support for children with long term special educational needs (SEN).
- ARPs are additionally funded which means that a school ARP receives additional resources. They are able to offer:
  - ❖ Teaching staff with additional knowledge, skills and expertise in a particular area of SEN;
  - ❖ Specialist environments which support the learning needs of each pupil;
  - ❖ Systems to track small-step progress and wider outcomes;
  - ❖ Lessons in mainstream classes, but with additional specialist resources and teaching
  - ❖ To actively involve parents/carers in the review and delivery of the provision
  - ❖ To actively involve pupils in the review and delivery of the provision they receive and help them to develop strategies for achieving successful outcomes
- Each ARP specialises in a particular area of special educational needs. Each ARP is an integral part of the school.
- ARPs are small scale, typically providing for between 12 and 14 pupils in primary schools and up to 40 in secondary schools. ARP pupils are supported in their own year groups. Pupils will spend time within the designated ARP classroom and their time in their mainstream class will be agreed so that their access is fully successful. This approach enables each individual to receive the particular support that they need, at the appropriate age-related level in the most appropriate setting.

### **How is a young person allocated a place at an ARP?**

- Pupils allocated an ARP place will usually have an Education, Health and Care Plan (EHC Plan). The Local Authority's EHC Panel is the only agency that can allocate an ARP place. The Panel will decide whether a place in an ARP is the most appropriate way of meeting a young person's needs and, if so, which ARP is the most suitable.
- There are clear criteria for naming an ARP on a pupil's EHC Plan. It will be clear that the pupil does not meet the criteria for a place at a special school and/or parental preference is for placement in a mainstream setting. Sometimes the criteria will refer to a 'Band' level of SEN. This is a reference to the Local Authority's SEN banding Document. The majority of pupils with an EHCP will continue to be educated in mainstream settings with additional funding, as deemed appropriate, from the banding methodology.
- Within any identified category of need, different pupils will experience difficulties at different levels of severity, for example, in the category of Cognition and Learning, an individual's needs may range from a minor difficulty with attention, concentration and independence to considerable difficulty with short and long-term memory, self-care skills and independence.
- The banding system helps to identify the level of support and intervention an individual might require. The bands represent a graduated approach to support and intervention according to the level of individual needs.

### **How does Solihull provide for a pupil with Special Educational Needs?**

- A child or young person has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.
- Solihull's strategy is for children and young people with SEN to be educated in their local mainstream school.
- The majority of pupils' additional needs can be met within one of the following contexts:

<b>A FULL RANGE OF PROVISION</b>			
Fully inclusive mainstream provision (no support)	Mainstream with support	Additionally resourced mainstream provision	Specialist provision

- All pupils with EHC Plans, including those in ARPs, will have a statutory annual review. At this review, progress and placement are fully considered and decisions to continue or discontinue placements in ARPs will be made via the annual review process.

### **Additionally Resourced Provisions within Solihull**

<b>School</b>	<b>Provision</b>	<b>Details and SLA</b>
Dickens Heath Primary School	Autism – 14 places	Page 6 - 12
Windy Arbor Primary School	Autism – 14 places	
Alderbrook Secondary Academy	Autism – 30 places	Page 13 -18
Yew Tree Primary School	Attachment and Mental Health needs - 8 places	To be finalised by July 2018.
Valley Primary School	Speech, Language and Communication Disorders – 16 places	
Bishop Wilson primary School	Speech, Language and Communication Disorders – 12 places	
Alderbrook Academy	Speech, Language and Communication Disorders – 10 places	
Langley Academy	Specific Learning Difficulties – 28 places	
Langley Academy	Physical Difficulties – 21 places	

# Additionally Resourced Provision for children and young people with autism:

## 1. OVERVIEW

These centres are for pupils with an Education, Health and Care Plan describing Autism as their primary need, who, with significant additional support, can succeed in a mainstream environment. Such pupils do not meet the threshold for a special school in Solihull or there is parental preference for a mainstream school. These centres are not intended for short term or emergency placements.

## 2. RESPONSIBILITIES AND REQUIREMENTS

### The Provision is expected:

- to provide a resource base within a mainstream setting
- to ensure that funds delegated to the work of the resource base are used to ensure that the needs of the target group of the pupils are being met through appropriate levels of staffing and support and do not become part of the general school budget for SEND
- to ensure staffing ratios are as in the model agreed with the LA and any permanent changes are in consultation with the LA
- to be responsible for the supervision of staff
- to ensure the Governing Body are fully involved in the development and monitoring of the resource base
- to provide the flexibility to move teachers and teaching assistants depending on the needs of the young people including moving into mainstream when appropriate
- to provide opportunities for children and young people to integrate with their peer group and the flexibility to be able to spend as much time as is required in the resource base to meet the needs of the young people
- to plan flexible styles of organisation within the resource base for example working in small groups, pairs etc
- **to ensure that staff have appropriate Autism specific qualifications and experience** including AET level 2 and 3 and additional specialist teaching qualifications where applicable (ARP Manager/ Teacher in Charge), or intend to complete them

### **Training and partnership**

- ensure relevant, evidence based staff training is provided for both resource base and staff across the school, about the needs of the children and young people, including self-evaluation and action planning through the use of the AET National Autism Standards and Professional Competencies
- work in partnership with the local collaborative schools including mainstream, special schools other resource bases and the SISS Autism Team, in regards to autism provision, to provide a seamless education package

### **The Environment**

- the resource base should be fully accessible in accordance with DDA legislation
- have safe and secure internal and external environments
- comprise of a range of flexible, transformational spaces for teaching and learning
- spaces for children should be of a size to create a comfortable environment for children and young people with autism

### **Teaching and Learning**

- to carry out a full range of assessments to ensure that the child/young person's learning needs are met
- provide access to specialist teaching. Provide explicit teaching to address the four areas of difference associated with a diagnosis of ASD i.e. difficulties with communication, social interaction, rigidity of thinking and sensory processing needs
- provide a flexible timetable for the children and young people to include flexibility to arrive early and leave late
- ensure the appropriate equipment is provided within the resource base. This should include: ICT facilities; Specialist writing equipment; Lockers for pupils belongings; Visual information; Workstations; Sensory equipment (e.g. weighted blanket, bear hug, carpets, lights). Providing sensory activities to provide a balance of either desensitisation or increase sensitisation
- incorporate a range of teaching and learning strategies which have been shown to be effective for children and young people with ASD and for which there is an evidence base

**Service Delivery Specification – Additionally Resourced Mainstream Provision (ARP) for  
primary aged children with autism:  
Dickens Heath Primary School and Windy Arbor Primary School**

**1. Provision**

In line with this Service Level Agreement and the Local Offer, Dickens Heath Primary School ARP and Windy Arbor Primary School ARP will provide:

- This provision is for a maximum of 14 pupils across Reception, Key Stage 1 and Key Stage 2.
- Staffing will be a **minimum of** one teacher and two teaching assistants, as agreed within the model designed between school and LA, which will be reviewed annually.
- Pupils will be admitted on the roll of the Primary School.
- The day-to-day running of the provision is the responsibility of the Head Teacher.
- Pupils will access mainstream classes as appropriate to their needs.
- 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.

**2. 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.
- 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.**

### 3. 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.

#### 4. Admissions process

- The local authority is the placing authority. All applications for a place must be made through the process set out in this document.
- Applications must be made using the application form for Autism ARP provision. It must be accompanied by evidence set out in section 3 above. 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, 0-25 SEND Service, Elmwood Place, 37 Burton Way, Chelmsley Wood, B36 0UG.
- 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.
- Following placement there will be an 8 week review and subsequently there will be internal reviews at least each term.

#### 5. Exit criteria

- Generally, pupils will remain in the provision for the whole of the relevant Key Stage. It is expected that the majority of children will transition into their local mainstream secondary school following the additional ARP support. Some may transfer to another Autism Additionally Resourced Provision at the end of the appropriate Key Stage. For a small minority of pupils it may be appropriate to transfer to a more specialist provision.
- Criteria for moving on from the provision into mainstream are:



- the pupil is making academic progress in line with or above expected levels and/or
  - the pupil has made significant progress in their social interaction, social communication and behaviour indicated by successful integration into mainstream school for the majority of the school week
  - the pupil can access the mainstream curriculum with additional support as outlined at Band 2a or 2b.
- Criteria for moving on from the provision into more specialist provision are:
    - despite accessing an appropriate environment, curriculum and staffing designed to maximise learning for children with autism, the child has not made academic progress in line with expected levels indicating additional learning difficulties alongside Autism
    - despite accessing an appropriate environment, curriculum and staffing designed to maximise socialisation and communication for children with autism, the child continues to experience significant difficulties with interaction, communication and behaviour that would indicate more severe difficulties
    - the pupil continues to require a level of support that is in addition to that normally provided by the Autism Additionally Resourced Centre

## **6. Exit process**

- Through the on-going regular process of review, the school will identify when the pupil meets the criteria to transfer from the provision. A meeting will be held with the local authority, parents/carers and relevant professionals to discuss this.
- Once future placement is identified, normal transfer procedures will be followed. For pupils transferring from primary to secondary education a review meeting should be held no later than the Autumn term of Year 5 to ensure appropriate placement at Key Stage 3 can be made.
- The ARP will develop a transition plan with the new provision to ensure a smooth transition into the new setting for the young person.

## **7. Expected outcomes and impact**

- The school will have high expectations for all pupils attending the ARP, setting challenging targets to enable them to make expected or better progress from their starting points. All pupils should make good progress in relation to their social communication, interaction and behaviour, but also to make at least expected academic progress overall from their starting points.
- Progress and attainment of children will be monitored through:
  - the school's data tracking, including the use of assessment and monitoring tools appropriate to the pupil's learning profile. This should also include data of individual social and communication progress using appropriate assessments for example, Progression Framework (AET)
  - termly planning and review meetings and through Annual Reviews
  - reports generated by other agencies involved with the child
  - evidence of successful outcomes related to sensory functioning within the school environment, demonstrated through individual sensory profiles evaluated on a regular basis
  - targets for inclusion within mainstream lessons to be set and reviewed regularly to ensure that each pupil makes appropriate individual progress.
- For all pupils there is evidence of Pupil Voice/Engagement that demonstrates that their views are sought, listened to and acted upon
- All pupils to have an emotional wellbeing assessment upon entry to the ARP with a positive action plan created and then reviewed regularly. This will measure the ARP's impact upon the individual emotional wellbeing of it's pupils
- 90% satisfaction rate from parents, assessed through on-going evaluation and survey results in the summer term and on an annual basis thereafter
- The LA Lead SEND Specialist, SISS Team Manager, will collaborate with the Head Teacher to review the performance of the ARP on an annual basis

## **8. Support and Monitoring**

- The LA will provide support and challenge for the ARP through the SISS Autism Team. Support will be provided in establishing the ARP and with recruitment, followed by two termly half day visits.

- The focus of the LA visits will be on implementing the AET progression framework, staff training, pupil specific strategies and will be determined through discussion with the ARP manager and the Head Teacher.
- The LA through its specialist teaching service, will coordinate termly network meetings for staff working in the Autism ARPs across Solihull, providing opportunities for additional training and peer to peer support.
- The ARP school and LA will follow the processes and protocols as set out and agreed through this SLA. All activity will be recorded as it is agreed.
- A report on performance and pupil progress for pupils attending the ARP will be provided to the LA Lead SEND Specialist and START Team Manager, on a termly basis.

### **9. Quality assurance**

- The Head Teacher will:
  - ensure that staff in the ARP have appropriate qualifications and maintain their on-going professional development
  - ensure staff have continued access to training and professional development and that this relates to the development of the ARP

### **10. Governor responsibilities**

- The Head Teacher and governing body will work in collaboration with the LA Autism Lead in ensuring service delivery and intended outcomes are achieved.
- Ensure staff participate in multi agency meetings as appropriate (eg Single Plan, Team Around the Child).
- Demonstrate that the needs of children and young people accessing ARP support are met and progress is being made.
- Report on an annual basis showing how ARP funding has been used.
- Ensure that the need to continue building the capacity, capability and confidence of all outreach staff is part of the School Development Plan.
- Request a report from the ARP Manager/Teacher in Charge to Governors on a termly basis. A detailed written report should be produced annually.

### **11. Solihull Council Children's Services will**

- Fund up to 14 places across NC year groups R-6.
- Work collaboratively with the ARP school and appropriate external agencies.

- Support appropriate training opportunities for designated staff within the ARP School.
- Monitor the progress and outcomes for the children attending the ARP.
- Support ARP resourced schools through termly ARP network meetings.
- Manage admissions and exit criteria to and from the ARP, in line with the SLA.
- Monitor outreach requests/provision.

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**Service Delivery Specification – Additionally Resourced Mainstream Provision (ARP) for  
secondary aged young people with autism:**

**Alderbrook Academy**

**1. Provision**

In line with this Service Level Agreement and the Local Offer, Alderbrook Academy ARP will provide:

- This provision is for a maximum of 30 pupils across Key Stage 3 and Key Stage 4, with 6 pupils in each year group.
- Staffing will be a minimum of three teachers and 10 teaching assistants, as agreed within the model designed between school and LA, which will be reviewed annually.
- Pupils will be admitted on the roll of the Secondary School.
- The day-to-day running of the provision is the responsibility of the Head Teacher.
- Pupils will access mainstream classes as appropriate to their needs.
- 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.
- Alderbrook Academy and ARP 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

**2. Entry Criteria**

- The placing authority is Solihull MBC. The young person will have a verified diagnosis of autism made by appropriately qualified specialists as detailed under NICE guidelines
- The young person will have an Education, Health and Care Plan with autism as a primary need
- The young person needs substantial adult and environmental support to manage the social, environmental and sensory demands of a busy mainstream setting.

- The young person 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.
- 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 for the secondary phase of their education at the young person's Year 5 annual review meeting
- Alderbrook ARP will have been the parental choice of provision for secondary placement. The required evidence will be submitted before the end of September, with the ARP application form, by the primary school to the START Team to support the parental request for placement at Alderbrook ARP.

### **3. 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

#### 4. Admissions process

- The local authority is the placing authority. All applications for a place must be made through the process set out in this document.
- Applications must be made using the application form for Autism ARP provision. It must be accompanied by evidence set out in section 3 above. The application must have been discussed with parents and be signed by them indicating consent. The application must be sent to the START Team manager, 0-25 SEND Service, Elmwood Place, 37 Burton Way, Chelmsley Wood, B36 0UG.
- 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. 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, representatives from the Specialist Inclusion Support Service (SISS) 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 decide on the placement.
- Following agreement, a transition package will be determined between the team around the child to ensure successful transition into the secondary ARP.
- Where, following a midyear review meeting the team around a young person advise that a change in provision is required to meet a young person's needs and an ARP place is advised for consideration, a midyear Panel will be called by the START Team. The process followed will be the same as the process for annual Panel meetings.

#### 5. Exit criteria

- Generally, pupils will remain in the provision for the whole of their Key Stage 3 and 4 education with the aim that inclusion in the mainstream increases throughout this

time. For a small minority of pupils it may be appropriate to transfer to a more specialist provision.

- Criteria for moving on from the provision into more specialist provision are:
  - Despite accessing an appropriate environment, curriculum and staffing designed to maximise learning for children with autism, the child young person has not made academic progress in line with expected levels indicating additional learning difficulties alongside Autism
  - Despite accessing an appropriate environment, curriculum and staffing designed to maximise socialisation and communication for young people with autism, the young person continues to experience significant difficulties with interaction, communication and behaviour that would indicate more severe difficulties.
  - The pupil continues to require a level of support that is in addition to that normally provided by the Autism Additionally Resourced Provision.

## **6. Exit process**

- Through the on-going regular process of review, the school will identify when the pupil meets the criteria to transfer from the provision. A meeting will be held with the local authority, parents/carers and relevant professionals to discuss this. Once future placement is identified, normal transfer procedures will be followed. For pupils transferring from secondary to tertiary education a review meeting should be held no later than the Autumn term of Year 11 to ensure appropriate placement at Key Stage 5 can be made

## **7. Expected outcomes and impact**

- The school will have high expectations for all pupils attending the ARP, setting challenging targets to enable them to make expected or better progress from their starting points. All pupils should make good progress in relation to their social communication, interaction and behaviour, but also to make at least expected academic progress overall from their starting points.
- Progress and attainment of children will be monitored through:
  - The school's data tracking, including the use of assessment and monitoring tools appropriate to the pupil's learning profile. This should



also include data of individual social and communication progress using appropriate assessments for example, Progression Framework (AET)

- Termly planning and review meetings and through Annual Reviews
  - Reports generated by other agencies involved with the young person
  - Evidence of successful outcomes related to sensory functioning within the school environment, demonstrated through individual sensory profiles evaluated on a regular basis
  - Targets for inclusion within mainstream lessons to be set and reviewed regularly to ensure that each pupil makes appropriate individual progress.
- For all pupils there is evidence of Pupil Voice/Engagement that demonstrates that their views are sought, listened to and acted upon
  - All pupils to have an emotional wellbeing assessment upon entry to the ARP with a positive action plan created and then reviewed regularly. This will measure the ARP's impact upon the individual emotional wellbeing of its pupils
  - 90% satisfaction rate from parents, assessed through on-going evaluation and survey results in the summer term and on an annual basis thereafter
  - The LA Lead SEND Specialist, SISS Team Manager, will collaborate with the Head Teacher to review the performance of the ARP on an annual basis

#### **8. Support and Monitoring**

- The LA will provide support and challenge for the ARP through the SISS Autism Team. Support will be provided in establishing the ARP and with recruitment, followed by two termly half day visits.
- The focus of the LA visits will be on implementing the AET progression framework, staff training, pupil specific strategies and will be determined through discussion with the ARP manager and the Head Teacher.
- The LA through its specialist teaching service SISS, will coordinate termly network meetings for staff working in the Autism ARPs across Solihull, providing opportunities for additional training and peer to peer support.
- The ARP school and LA will follow the processes and protocols as set out and agreed through this SLA. All activity will be recorded as it is agreed.

- A report on performance and pupil progress for pupils attending the ARP will be provided to the LA Lead SEND Specialist and START Team Manager, on a termly basis

## **9. Quality assurance**

- The Head Teacher will:
  - Ensure that staff in the ARP have appropriate qualifications and maintain their on-going professional development.
  - Ensure staff have continued access to training and professional development and that this relates to the development of the ARP

## **10. Governor responsibilities**

- The Head Teacher and governing body will work in collaboration with the LA Autism Lead in ensuring service delivery and intended outcomes are achieved
- Ensure staff participate in multi-agency meetings as appropriate (eg Single Plan, Team Around the Child)
- Demonstrate that the needs of young people accessing ARP support are met and progress is being made
- Report on an annual basis showing how ARP funding has been used
- Ensure that the need to continue building the capacity, capability and confidence of all outreach staff is part of the School Development Plan
- Request a report from the ARP Manager/Teacher in Charge to Governors on a termly basis. A detailed written report should be produced annually

## **11. Solihull Council Children's Services will**

- Fund up to 30 places across NC year groups 7 - 11
- Work collaboratively with the ARP school and appropriate external agencies
- Support appropriate training opportunities for designated staff within the ARP School
- Monitor the progress and outcomes for the children attending the ARP
- Support ARP resourced schools through termly ARP network meetings
- Manage admissions and exit criteria to and from the ARP, in line with the SLA
- Monitor outreach requests/provision

## Appendix 1

### Application for placement at Additionally Resourced Provision for pupils with autism

Pupil Name: \_\_\_\_\_ Date of birth: \_\_\_\_\_

School: \_\_\_\_\_

The following evidence <b>must</b> accompany the standard application form for additional resourced provisions in Solihull	<b>Evidence Provided</b> ( please indicate Yes /No)	
	<b>Yes</b>	<b>No</b>
Written evidence of a diagnosis of Autism from an appropriately qualified professional. <i>Copy of SAS report or report from Paediatrician (if not Solihull pupil)</i>		
Written evidence of an Education, Health and Care Plan with autism as the primary need. <i>Copy of EHC plan</i>		
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, <b>sensory needs</b> and mental health issues. This is likely to be multi-agency <b>e.g. OT reports and recommendations, Learning assessments and referral and input from CAMHS/SOLAR.</b>  <i>Copy of external agency reports. If pupils are working below year group expectations cognitive assessments are required to indicate full learning profile.</i>		
Evidence of partnership work with parents and the outcomes of this. <b>Parents views supporting the Annual Reviews process and Review meetings for target setting/ Needs Based Plans.</b>  <i>Formats personal to schools, but it is essential review notes are sent from TAF meeting/emergency review which has involved parents, START team and all relevant external agencies including autism team. Within these notes agreement that additionally resourced provision is recommended to meet the child's needs.</i>		
Evidence of involvement of Support Services and professionals including Autism Specialist Teachers and/or Educational Psychology, this must include written evidence from these professionals.  <i>From the SISS Autism Specialist Teachers: Referral paperwork to access level 4 interventions, SISS AIM referral paperwork, copies of autism team involvement and AIM team monitoring and advice. Needs Based Plans, records of visits, strategies and AET observations.</i>		
Evidence of actions and strategies already implemented by school/ <b>Lead for Autism</b> and those recommended by other professionals involved and the impact /outcomes of these. <b>To include Provision Mapping and target setting, schools.</b>		

<p><i>Formats personal to schools – needs based plans/ SEND plans. Essential to include a personalised timetable to indicate provision across a week and time spent in and out of the classroom.</i></p>		
<p>Evidence of progress made by the pupil and current levels of attainment. <b>To include the Progression Framework and end of year/ Key Stage data.</b></p> <p><i>Formats personal to schools.-When pupils are working significantly below year group expectations it is essential cognitive assessments are included to indicate a child's full learning profile.</i></p>	Yes	No
<p>The pupil's perception of their own strengths and what they would like support with. <b>To include a pupil profile.</b></p> <p><i>Formats personal to schools</i></p>	Yes	No

Referrer: \_\_\_\_\_

Date: \_\_\_\_\_

NB: If this form is not fully completed or the evidence does not provide enough information to enable the panel to make a decision it will be returned. You can re-submit this application for a future panel with the necessary information.

Pathway to Autism Additionally Resourced Provision

