

Additionally Resourced Provision in Solihull Mainstream Schools (ARPs)

Section 1: Introduction to ARPs

What is an ARP?

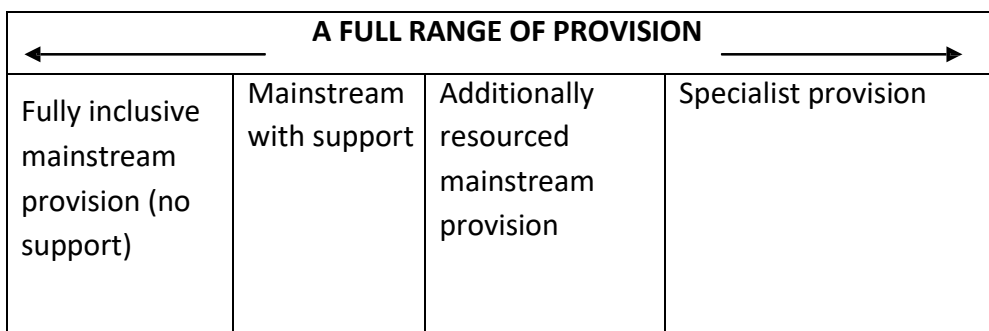
- Many young people with additional learning needs can make better, more sustained progress when they attend mainstream schools.
- Additionally Resourced schools operate as part of Solihull's continuum of provision, providing specialist places for a small number of children and young people with higher 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:



- 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

School	Provision	Details/ SLA and application forms
Dickens Heath Primary School	Autism – 14 places	Page 6 - 13
Windy Arbor Primary School	Autism – 14 places	
Alderbrook Secondary Academy	Autism – 30 places	Page 14 -19
Application form for Autism ARPs and criteria Timeline for applications for primary ARP places		Page 20 – 22
Langley Academy	Dyslexia – 30 places	Page 23 – 33
Langley Academy	Physical Difficulties – 19 places	Page 34 – 45
Yew Tree Primary School- CEDARS ARP	Attachment and Mental Health needs - 8 places	Page 46 – 53
Valley Primary School	Speech, Language and Communication Disorders – 16 places	Page 54 - 62
Bishop Wilson primary School	Speech, Language and Communication Disorders – 12 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. Pupils will only be considered for reception in exceptional circumstances and will enter on an assessment place for half a term during which their needs and provision will be assessed to determine if a permanent place is appropriate.
- Staffing will be a **minimum of** one teacher and one teaching assistant per seven pupils, 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 and in reception only in exceptional circumstances.
- 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.
- The Teacher in Charge of the ARP will work closely with the school SENCo so that learning is shared across the school and ARP staff.
- Staff in the ARP will share expertise across the whole school enabling autism friendly practice to be embedded across the setting.
- The ARP staff will support other schools in Solihull to develop autism friendly practice through a range of outreach activities e.g. providing training for TAs, support for parents etc.

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 provision detailed in the EHCP states that 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 and by the end of year 6 to be able to access mainstream education on a full time basis.
- 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. This includes use of the AET Progression Framework to evidence 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 available at <https://socialsolihull.org.uk/localoffer/education/additionally-resourced-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 at least three weeks prior to the next Panel date.
- 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.

- Parents will be informed about the Panel's decision by the START Team within 1 week. A copy of this letter will be sent to schools. Where the decision is not to offer an ARP place the reasons for this decisions will be outlined in the letter sent out.
- 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, the child's mainstream school and specialists from the TAC, 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.
- Where, the provision detailed within EHC assessment advice indicates an ARP place may meet a child's needs and this is parents' preference, a midyear Panel will be called by the START Team. The Panel will take place as an additional part of the Stage 2 Panel on a Tuesday morning. The application process followed will be the same as the process for annual Panel meetings detailed above and will be held within statutory timescales.

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 within Solihull's Banding document at Band 2a or 2b.

<https://socialsolihull.org.uk/localoffer/education/school-local-offers/>

- 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 requires 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. An EHCP review 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 and will achieve the expected outcomes detailed in their EHCP/ individual plans. 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 ARP 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 Senior Advisory Teacher and Team Manager for the Specialist Inclusion Support service, 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 for the pupils in the ARP are achieved.
- Ensure staff are given sufficient time to participate in multi agency meetings as appropriate (e.g. 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 ARP and mainstream 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.

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 7 teaching assistants, with administrative support, as agreed within the model designed between school and LA. The staffing model 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
- The Teacher in Charge of the ARP will work closely with the school SENCo so that learning is shared across the school and ARP staff.
- Staff in the ARP will share expertise across the whole school enabling autism friendly practice to be embedded across the setting.
- The ARP staff will support other schools in Solihull to develop autism friendly practice through providing opportunities for schools to come and observe the autism friendly practice within the ARP.

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 by the end of Key Stage 3.
- 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, SENCO and ARP Teacher-in Charge, 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 (e.g. 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.

Application for placement at Additionally Resourced Provision for pupils with autism

Pupil Name: _____ Date of birth: _____

School: _____

The following evidence must accompany the standard application form for additional resourced provisions in Solihull	Evidence Provided (please indicate Yes /No)	
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>	Yes	No
Written evidence of an Education, Health and Care Plan with autism as the primary need. <i>Copy of EHC plan</i>	Yes	No
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, sensory needs and mental health issues. This is likely to be multi-agency e.g. OT reports and recommendations, Learning assessments and referral and input from CAMHS/SOLAR. <i>Copy of external agency reports. If pupils are working below year group expectations cognitive assessments are required to indicate full learning profile.</i>	Yes	No
Evidence of partnership work with parents and the outcomes of this. Parents views supporting the Annual Reviews process and Review meetings for target setting/ Needs Based Plans. <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>	Yes	No
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>	Yes	No
Evidence of actions and strategies already implemented by school/ Lead for Autism and those recommended by other professionals involved and the impact /outcomes of these. To include Provision Mapping and target setting, schools.	Yes	No

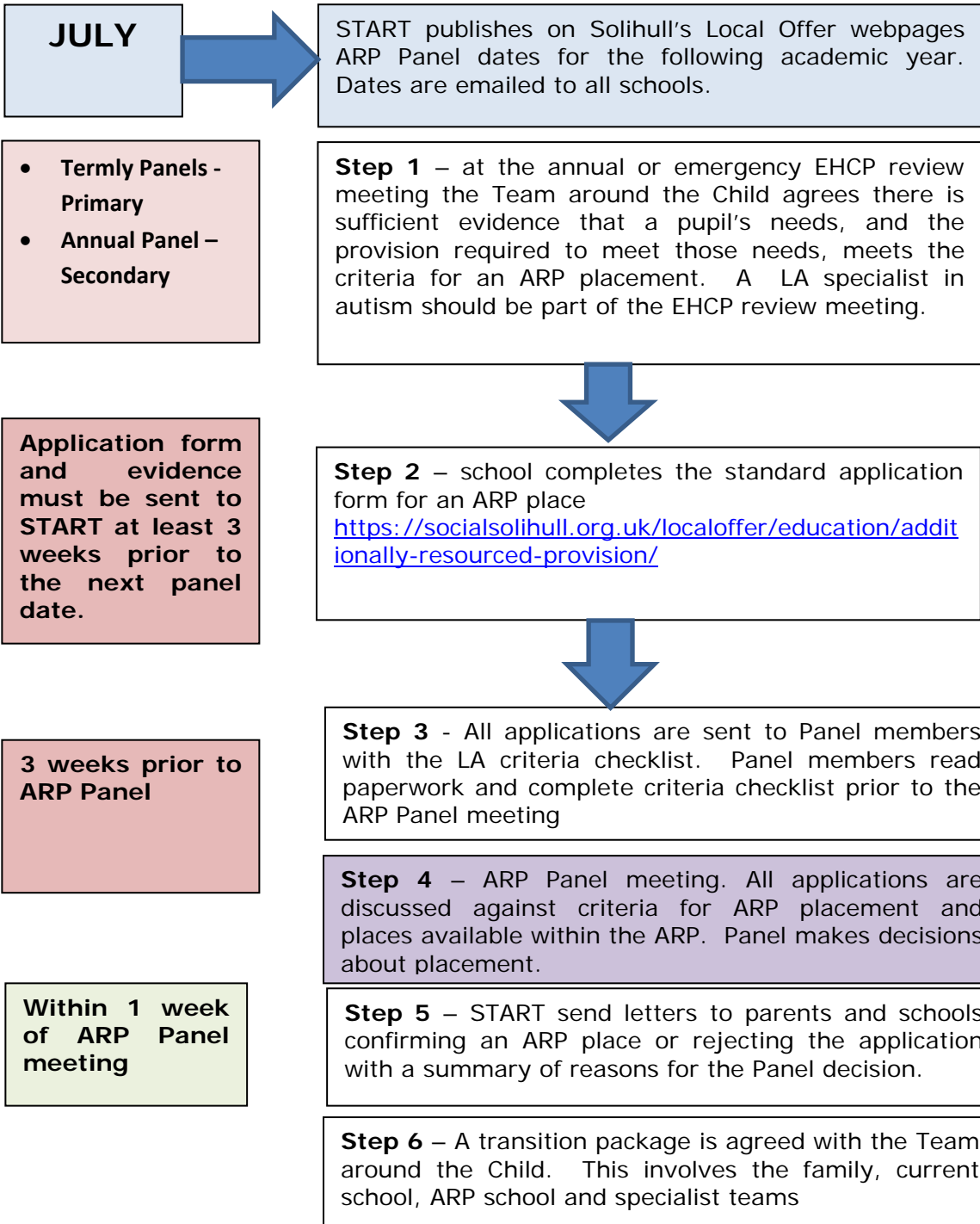
<p><i>Formats personal to schools – needs based plans/ SEND plans. Essential to include a personalised timetable to indicate provision across a week and time spent in and out of the classroom.</i></p>		
<p>Evidence of progress made by the pupil and current levels of attainment. To include the Progression Framework and end of year/ Key Stage data.</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. To include a pupil profile.</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.

**Application Process for requesting a school place at Solihull's Primary aged
Additionally Resourced Provision for children with autism**



- *When, as part of an EHC assessment, provision detailed indicates an ARP place should be considered and this is parental preference, the process above is followed, unless a panel meeting is not due within statutory timescales. In that case the application will be considered at an **EHCP Stage 2 Panel meeting**, to which representative ARP Panel members will be invited.*
- *Once an ARP place has been allocated the EHCP will be reissued by the end of that term naming the new school.*

Additionally Resourced Provision for young people with dyslexia: Langley Secondary School

1. OVERVIEW

1. This centre is for young people with an Education, Health and Care Plan describing dyslexia as their primary need, with co-occurring difficulties and/or associated social, emotional, mental health needs. Co-occurring needs will be with aspects of language, motor coordination, personal organisation, maths and/or attention and concentration. Social, emotional and mental health needs will be linked to academic self-concept, self-esteem and/or general emotional well-being, which is affected by the impact of their dyslexia. The young people, with significant additional support, can succeed in a mainstream environment. Such young people do not meet the threshold for a special school in Solihull, or there is parental preference for a mainstream school. This centre is 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 young people to integrate with their peers

- 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 specialist Level 7 qualifications and experience; or are in the process of completing 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
- work in partnership with the local collaborative schools including mainstream, and the SISS Communication and Learning Difficulties Team

The Environment

- the resource base should be fully accessible in accordance with DDA legislation
- have safe and secure internal and external environments
- have access to up to date ICT resources and equipment

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 to meet the specific literacy, numeracy and co-occurring needs of the young person
- ensure the appropriate equipment is provided within the resource base. This should include: ICT facilities; Specialist writing equipment; Lockers for pupils belongings; Visual information;
- incorporate a range of teaching and learning strategies which have been shown to be effective for children and young people with dyslexia and for which there is an evidence base

Service Delivery Specification – Additionally Resourced Mainstream Provision (ARP) for secondary aged young people with dyslexia: Langley Secondary School

1. Provision

In line with this Service Level Agreement and the Local Offer, Langley Secondary School ARP will provide:

- This provision is for a maximum of 33 pupils across Key Stage 3 and Key Stage 4, with 6 pupils in each year group.
- Staffing will be a minimum of two teachers and 4 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.
- Langley Secondary School and ARP will provide a socially, emotionally and academically supportive environment which fully involves parents in their child's learning, including wider outcomes.
- In year 7 pupils will access 70% of their lessons within a small group in the ARP. Sessions will focus on English, maths, humanities and targeted specialist support. This will reduce over Key Stage 3 to 60% in year 8 and 40% in year 9.
- The ARP aims to develop independent learning skills so that pupils can fully access the mainstream Key Stage 4 curriculum. In KS4 support for pupils will be in-class TA support, where required, and additional study skills sessions.
- 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 dyslexia identified by appropriately qualified specialists.
- The young person will have an Education, Health and Care Plan with dyslexia as a primary need.
- The young person requires substantial adult and academic support.
- 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 100% of their timetable working within a mainstream classroom.
- The young person requires some aspects of the curriculum to be taught in a small group within the resource class area and to have access to specialist dyslexia programmes.
- All possible school based literacy and numeracy interventions will have been explored (as outlined in Solihull LA's SpLD- dyslexia Policy and Banding document).
- Interventions recommended by external specialists in SpLD will have been used and despite these, the pupil shows little or no progress, or intensive support is required to ensure progress.
- A LA SpLD Specialist teacher 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
- Langley 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 Langley ARP.

3. Required evidence

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

- An Education and Health Care Plan which identifies dyslexia as the young person's primary needs with co-occurring difficulties and/ or associated SEMH needs.
- Evidence of partnership work with parents and the outcomes of this.
- Evidence of involvement of Support Services and professionals including SpLD 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 Dyslexia 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 OUG.
- 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.

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 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 use of standardised testing for reading, spelling and maths.
 - Termly planning and review meetings and through Annual Reviews.
 - Reports generated by other agencies involved with the young person.
 - Targets for inclusion within mainstream lessons to be set and reviewed regularly to ensure that each pupil makes appropriate individual progress.
 - Wider outcomes, including measures of self-concept/ self-esteem, inclusion in the whole life of the school and outcomes identified by pupils.
 - 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 Service and termly half day visits.
- The focus of the LA visits will be on, staff training, pupil specific strategies and will be determined through discussion with the ARP manager and the Assistant Head Teacher.
- 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 an annual 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 Lead Officer in ensuring service delivery and intended outcomes are achieved.
- Ensure staff participate in multi-agency meetings as appropriate (e.g. EHC 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.

- 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

Application for placement at Additionally Resourced Provision for pupils with dyslexia

Pupil Name: _____ **Date of**

birth: _____

School: _____

The following evidence must accompany the standard application form for additional resourced provisions in Solihull	Evidence Provided (please indicate Yes /No)	
Written evidence of dyslexia identified by an appropriately qualified professional. <i>Copy of assessment reports</i>	Yes	No
Written evidence of an Education, Health and Care Plan with physical disability as the primary need. <i>Copy of EHC plan</i>	Yes	No
Written evidence of co-occurring needs including any associated SEMH needs. <i>Copy of assessment reports/ evidence within EHCP</i>	Yes	No
Evidence of involvement of Support Services and professional including SpLD specialist teachers and/or EPs. Written evidence that substantial adult and academic support is required in addition to small, group targeted interventions from a specialist teacher to ensure good progress is made. <i>e.g. Specialist teacher/EP reports and recommendations</i>	Yes	No
Evidence of partnership work with parents and the outcomes of this. Parents views supporting the Annual	Yes	No

<p>Reviews process and Review meetings for target setting/ Needs Based Plans.</p> <p><i>Formats personal to schools, but it is essential review notes are sent from review meeting and that within these notes agreement that additionally resourced provision is recommended to meet the child's needs.</i></p>		
<p>Evidence of actions and strategies already implemented by school and those recommended by other professionals involved and the impact /outcomes of these. To include Provision Mapping and target setting, schools.</p> <p><i>Formats personal to schools. Essential to include a personalised timetable to indicate provision across a week and time spent in and out of the classroom.</i></p>	Yes	No
<p>Evidence of progress made by the pupil and current levels of attainment.</p> <p><i>Formats personal to schools</i></p>	Yes	No
<p>The pupil's perception of their own strengths and what they would like support with. To include a pupil profile.</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.

Additionally Resourced Provision for young people with a physical disability: Langley Secondary School

1. OVERVIEW

This centre is for young people with an Education, Health and Care Plan describing a physical disability as their primary need, children may also have additional learning or sensory needs. The young people, with significant additional support, can succeed in a mainstream environment. Such young people do not meet the threshold for a special school in Solihull, or there is parental preference for a mainstream school. This centre is 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
- to provide opportunities for children and young people to integrate with their peers 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

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
- ensure all staff within the ARP have up to date manual handling training and training for specialist equipment e.g. use of hoists
- at least one member of staff within the ARP is trained as a trainer in all aspects of manual handling
- work in partnership with the local collaborative schools including mainstream, and the SISS Sensory and Physical impairment Team

The Environment

- the resource base should be fully accessible in accordance with DDA legislation
- an external access survey and report is completed every two years and recommendations implemented
- have safe and secure internal and external environments
- have access to up to date ICT resources and equipment

Teaching and Learning

- to carry out a full range of assessments to ensure that the child/young person's needs are met
- ensure the appropriate equipment is provided within the resource base. This should include: ICT facilities to enable physical access to the curriculum where advised by Occupational Therapy (OT) ; specialist writing equipment; specialist equipment for seating and mobility as advised by OT or Physiotherapist

Service Delivery Specification – Additionally Resourced Mainstream Provision (ARP) for secondary aged young people with a physical disability: Langley Secondary School

1. Provision

In line with this Service Level Agreement and the Local Offer, Langley Secondary School ARP will provide:

- This provision is for a maximum of 16 pupils across Key Stage 3 and Key Stage 4, with 4 pupils in each year group.
- Staffing will be a minimum of one teacher in charge with 2.5fte 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 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.
- Langley Secondary School and ARP will provide a socially, emotionally and academically supportive environment which fully involves parents in their child's learning, including wider outcomes.
- Pupils will access mainstream classes as appropriate to their needs.
- Support for pupils will be in-class Teaching Assistant (TA) support, where required, and study skills sessions where pupils require additional time to focus on their core subjects. Depending upon individual pupil needs, there may be some lessons that will require small group teaching within the ARP, but this will not exceed more than 40% by the end of KS3.
- Adaptations to planning for specific subjects such as PE, DT, Music and Art will be made to ensure that all ARP pupils have inclusive access to the mainstream curriculum.

- Pupils will be appropriately supported according to their needs throughout the whole school day including breaks and lunchtimes
- Some young people within the ARP will require adult support for their personal care needs, requiring the provision to follow the SMBC Intimate Care policy guidelines.

2. Entry Criteria

- The placing authority is Solihull MBC. The young person will have a physical disability identified by appropriately qualified specialists. Children may also have additional learning or sensory needs.
- The young person will have an Education, Health and Care Plan with physical disability as a primary need.
- The young person requires adaptations to the physical environment (as recommended by an OT or PD specialist as part of individual risk assessment), specialist equipment (as advised by OT/Physiotherapist) and adult support to be able to access the mainstream curriculum.
- 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 100% of their timetable working within a mainstream classroom.
- The young person may require some aspects of the curriculum to be taught in a small group within the resource class area and requires access to daily programmes such as physiotherapy.
- A LA Physical Disability teacher 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
- Langley PD 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 Langley ARP.

3. Required evidence

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

- An Education and Health Care Plan which identifies physical disability as the young person's primary need.
- Evidence of partnership work with parents and the outcomes of this.
- Evidence of involvement of Support Services and professionals including Specialist Teachers and/or Educational Psychology, this must include written evidence from these professionals.
- Evidence of the provision and monitoring of a manual handling plan and risk assessment (if applicable to the individual) - using the functional independence measure as a clear criteria for the need for manual handling to support their physical disability.
- 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 Physical Disability 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. This will need to include consideration for any equipment, appropriate staff ratios and staff training that needs implementing ahead of the child's transition into the 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.

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 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.
 - Termly planning and review meetings and through Annual Reviews.
 - Reports generated by other agencies involved with the young person.
 - Targets for inclusion within mainstream lessons to be set and reviewed regularly to ensure that each pupil makes appropriate individual progress.
 - Wider outcomes, including measures of self-concept/ self-esteem, inclusion in the whole life of the school and outcomes identified by pupils.
 - 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 Service and termly half day visits.
- The focus of the LA visits will be on, staff training, pupil specific strategies and will be determined through discussion with the ARP manager and the Assistant Head Teacher.
- 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 an annual basis.

9. Quality assurance

- The Head Teacher will:
 - Ensure that staff in the ARP have appropriate qualifications and maintain their on-going professional development. This must include maintaining up to date manual handling training as per recommendations by the SMBC Health and Safety team
 - 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 Lead Officer in ensuring service delivery and intended outcomes are achieved.
- Ensure staff participate in multi-agency meetings as appropriate (e.g. EHC 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.
- 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 16 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
- Manage admissions and exit criteria to and from the ARP, in line with the SLA
- Monitor outreach requests/provision

Application for placement at Additionally Resourced Provision for pupils with Physical Disability

Pupil Name: _____ **Date of**

birth: _____

School: _____

The following evidence must accompany the standard application form for additional resourced provisions in Solihull	Evidence Provided (please indicate Yes /No)	
Written evidence of a diagnosis of a physical disability from an appropriately qualified professional. <i>Copy of medical reports or report from Paediatrician (if not Solihull pupil)</i>	Yes	No
Written evidence of an Education, Health and Care Plan with physical disability as the primary need. <i>Copy of EHC plan</i>	Yes	No
Evidence that there has been specialist support required to enable the child to access their learning including the implementation of a manual handling plan, risk assessments, training for staff in place, physiotherapy programmes and use of specialist equipment. e.g. OT reports and recommendations, manual handling plan with evidence of each review and update, physiotherapy programme, equipment list <i>Copy of external agency reports. If pupils are working below year group expectations cognitive assessments are required to indicate full learning profile.</i>	Yes	No

<p>Evidence of partnership work with parents and the outcomes of this. Parents views supporting the Annual Reviews process and Review meetings for target setting/ Needs Based Plans.</p> <p><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></p>	<p>Yes</p>	<p>No</p>
<p>Evidence of involvement of Support Services and professionals including Physical Disability Specialist Teachers and/or Educational Psychology, this must include written evidence from these professionals.</p> <p><i>From the SISS PD Specialist teachers: manual handling plan, ISP intervention records, risk assessments, evidence of level of intervention provided over time</i></p>	<p>Yes</p>	<p>No</p>
<p>Evidence of actions and strategies already implemented by school and those recommended by other professionals involved and the impact /outcomes of these. To include Provision Mapping and target setting, schools.</p> <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>Yes</p>	<p>No</p>

<p>Evidence of progress made by the pupil and current levels of attainment. To include the Progression Framework and end of year/ Key Stage data.</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>	<p>Yes</p>	<p>No</p>
<p>The pupil's perception of their own strengths and what they would like support with. To include a pupil profile.</p> <p><i>Formats personal to schools</i></p>	<p>Yes</p>	<p>No</p>

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.

Service Delivery Specification – Additionally Resourced Mainstream Provision (ARP) for primary aged children with Social Emotional and Mental Health needs and associated Attachment needs.

Yew Tree Primary School

1. Provision

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

- A provision for a maximum of 8 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.
- New pupils will not normally be placed in the provision at year 6.
- Pupils will be dual rolled, remaining on the roll of their home school, with Yew Tree being named as subsidiary.
- The day-to-day running of the provision is the responsibility of the Head Teacher.
- The Yew Tree offer will be up to four and a half days. Children will spend at least one half day in their home school.
- Pupils will generally spend most of their time in the ARP, accessing mainstream classes in their home school where this is appropriate to their needs. This will be a key aspect in transition and reintegration planning.
- Yew Tree ARP will provide a socially and emotionally supportive environment which fully involves the home school and parents in their child's learning, including wider outcomes.
- Yew Tree ARP is theoretically under-pinned by the 'Nurture Group' model (Boxall)
- 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 identified SEMH need made by appropriately qualified specialists.
- The child needs substantial adult and environmental support to manage the social, emotional, 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 return full time to their mainstream classroom, following the intervention placement.
- 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 nurture programmes.
- All possible school based SEMH interventions will have been explored, under the direction of the schools external SEMH professional (SISS or other), and there is evidence over at least two terms, to support this with clear outcomes.
- Interventions recommended by external specialists will have been used and despite these the pupil shows little or no progress or intensive support is required to ensure progress.
- An SEMH 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.**
- Pupils undergoing a statutory assessment for an EHCP will not normally be placed in Yew Tree ARP. Any change of provision should be identified through the assessment process. In exceptional circumstances, a short term Yew Tree ARP placement may be identified as an aspect of transitioning to permanent specialist provision.

3. Required evidence

- Places will be allocated through a referral panel. Referrals to the panel will only be accepted where evidence is provided that parents are in support of the referral and schools have evidence from appropriate SEMH professionals that support the need for an intervention placement.

The following evidence **MUST** accompany the referral form for additionally resourced provision

- Written evidence of involvement from an appropriately qualified professional(s).
- Evidence that there has been exploration of and identification of contributing factors to the pupil's 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 SEMH 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 referral form for Yew Tree ARP provision. It must be accompanied by evidence set out in section 3 above. The referral must have been discussed with parents at a review meeting and be signed by them indicating consent. The referral must be sent to the Head teacher at Yew Tree Primary School.
- The application will be considered by the Placement Panel at a dedicated termly admissions panel. **Panel dates and dates for referrals to be received by**, will be circulated at the end of the summer term for the next academic year. Papers will be circulated **at least two weeks** prior to the Panel, to all Panel members.
- The Panel will be chaired by the Head Teacher of Yew Tree School and will comprise of a representative from the ARP, Head teacher from a Solihull primary school, LA representatives from School Admissions, Statutory Assessment and Review Team the Specialist Inclusion Support Service (SISS), and a member of the school's Governing Body.
- In cases where the admissions criteria are met, a member of the ARP staff will visit the pupil in school and report findings to the Referral Panel.
- If admissions criteria are not met the referral will be cross referenced with the Support Service involved who supported the referral and school informed by Yew Tree Head Teacher.
- 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 ARP staff and the child's mainstream school, to ensure a successful transition for the young person and their family. During this time the ARP team will support the school in completing a Boxall Profile, scoring and carrying out an initial analysis of the results.
- On admission, the SISS SEMH Team will analyse and interpret the assessment materials (Boxall Profile, Observation Checklist and any other relevant assessments). They will provide an overview of the child's strengths and weaknesses and recommend strategies/ activities.
- During the placement there will be 4 weekly reviews.

5. Exit criteria

- Generally, pupils will remain in the provision for 12 weeks, and continue to attend their home school for one afternoon each week. It is expected that the majority of children will start transitioning back into their mainstream school after the 12 weeks additional ARP support. In the exceptional case referred to in section 2, 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 has made significant progress in their social interaction, social communication and behaviour indicated by successful inclusion into their mainstream school for the sessions attended
 - the pupil requires a level of support which can be provided at SEN Support/ with an EHC Plan
 - the pupil is not benefitting from the provision and /or the provision is no longer deemed appropriate to meet their needs.
- 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 SEMH, the child has not made academic progress in line with expected levels indicating additional learning difficulties

- despite accessing an appropriate environment, curriculum and staffing designed to maximise socialisation and communication 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 Additionally Resourced Provision

6. Exit process

- Through the on-going regular process of review, the ARP and home school will identify when the pupil meets the criteria to reintegrate back to their home school. A meeting will be held with the local authority, parents/carers and relevant professionals to discuss and plan this.
- The ARP will develop a transition plan with the home school or the new provision to ensure a smooth transition back into their home school/ new setting for the young person.
- A programme of transition will be supported by the ARP staff team for a maximum of 6 weeks. The pupil and setting will then be supported by LA SISS SEMH Team who will monitor transition and provide guidance to the home school/ new setting, which may include reviewing the positive handling plan and specific recommendations.

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)
 - regular planning and review meetings.

- reports generated by other agencies involved with the child
- targets for reintegration back to home school 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
- The LA SISS SEMH Team will support the home school to complete a second Boxall Profile one term after the pupil's re-integration back into their home school. This will support the measurement of the impact of the intervention.
- 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 SEMH Team. Support will be provided through attendance at the Referral Panels and regular meetings with the Head teacher and/or ARP Staff.
- The Lead Teacher will have half termly 1:1 meetings with SEMH Team Coordinator
- The focus of the LA visits will be on implementing the Nurture Model framework, staff training, pupil specific strategies and will be determined through discussion with the ARP Teacher In Charge and the Head Teacher.
- The LA through its specialist teaching service will coordinate termly network meetings for staff working in the 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 significant experience and/or qualifications in SEMH 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. Home School Responsibilities

- Pupils in receipt of short term intervention through Yew Tree ARP remain the responsibility of the Home School, who should be an integral member in all of the planning, review and other decisions taken in relation to the child.
- Schools are expected to identify a lead professional to be the first point of contact, and ensure that the school remains involved with the child. The Home School will agree to support the 'Nurture' model by identifying a key adult who can maintain and develop a sound attachment with the pupil enabling best chances for a successful reintegration back into full time mainstream school
- The named key adult will spend at least one regular session, ideally weekly, in the ARP and support the pupil on their weekly 'Home School' session.
- The responsibility for arranging transport between the ARP and the home school will remain the responsibility of the home school.

11. Governor responsibilities

- The Head Teacher and governing body will work in collaboration with the LA Admissions and SEMH Lead in ensuring service delivery and intended outcomes are achieved.
- Ensure staff participate in multi agency meetings as appropriate (e.g. My 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 Teacher in Charge to Governors on a termly basis. A detailed written report should be produced annually.

12. Solihull Council Children's Services will

- Fund up to 8 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.
- Support school to manage admissions and exit criteria to and from the ARP, in line with the SLA.
- Monitor outreach requests/provision.

Additionally Resourced Provision for children and young people with: Speech, Language and Communication Disorders (SLCD).

3. OVERVIEW

These centres are directly managed by Solihull Local Authority and are staffed and resourced by the Specialist Inclusion Support Service.

They are for pupils with Speech, Language and Communication Disorders 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.

4. 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
- to ensure staffing ratios are as in the model agreed with the LA and any permanent changes are in consultation with the LA and school
- to be responsible for the supervision of staff
- to ensure the school Senior Leadership Team and 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 specific qualifications and experience including 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 Speech, Language and Communication Framework, Communication Trust, Solihull Communication Friendly Setting Audit and Toolkit. and
- work in partnership with the local collaborative schools including mainstream, special schools other resource bases and the SISS Speech, Language and Communication Disorder Team, in regards to Speech and Language 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 SLCD

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 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;; visual information etc.
- incorporate a range of teaching and learning strategies which have been shown to be effective for children and young people with SLCD and for which there is an evidence base

**Service Delivery Specification – Additionally Resourced Mainstream Provision (ARP) for
primary aged children with- SLCD:
Valley Primary School and Bishop Wilson C of E Primary School**

1. Provision

In line with this Service Level Agreement and the Local Offer, Valley Primary School and Bishop Wilson C of E Primary School ARP will provide:

- Valley Primary School, SLCD provision is for a maximum of 16 pupils across Reception, Key Stage 1 and Key Stage 2 for pupils **who require more than 50%** of their teaching within a specialist resource base.
- Permanent staffing (who are employed by the Specialist Inclusion Support Service) will be a minimum of 2 specialist teachers and 2 Inclusion Support Practitioners (ISPs)
- Bishop Wilson provision is for a maximum of 12 pupils across Key Stage 1 and 2 and is for pupils **who require up to 50%** of their teaching within a specialist resource base.
- Permanent staffing (who are employed by the Specialist Inclusion Service) will be a minimum of 1 specialist teacher and 1 ISP.
- Pupils will be admitted on the roll of the Primary School.
- The day-to-day running of the provision is the responsibility of the specialist teachers, overseen by the Teacher in Charge.
- The overall management of the ARP is the responsibility of the SISS Manager and SLCD Team Coordinator, working closely with the Head teacher and school governing body.
- Pupils will access mainstream classes as appropriate to their needs both with and without support.
- Class teachers will take an active role in ensuring progress and well-being when in their care in consultation with ARP staff as necessary.
- In Valley Primary ARP 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.
- In Bishop Wilson ARP Pupils will be placed by the local authority from year 1 to year 5. New pupils will not normally be placed in the provision at year 6.
- Valley and Bishop Wilson 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.
- The Teacher in Charge of the ARP will work closely with the school SENCo so that learning is shared across the school and ARP staff.
- Staff in the ARP will share expertise across the whole school enabling communication friendly practice to be embedded across the setting.
- The ARP staff will work alongside the SLCD Outreach Team to support other schools in Solihull to develop communication friendly practice through a range of outreach activities e.g. providing training for TAs, support for parents and opportunities for schools to observe the Communication Friendly practice within the ARP etc.

2. Entry Criteria

- The placing authority is Solihull MBC. The child will have a verified diagnosis of speech and/or language disorder or severe speech and language difficulties that have a significant impact upon their learning and well-being. This will be made by appropriately qualified specialists from the health service.
- The child will not always require an Education, Health and Care Plan but will have SLCD identified as their primary need.
- The child has potential to benefit from access to an intensive speech and language approach to learning, delivered by specialist teachers, in conjunction with a Speech and Language Therapist.
- The child will also benefit from a differentiated mainstream curriculum and function with the peer group available.
- The expectation is that the child will work towards returning to a full mainstream curriculum without ARP support.
- Interventions recommended by external specialists in SLCD will have been used and despite these, the pupil shows little or no progress or intensive support is required to ensure progress.
- An SLCD Specialist and Speech and Language Therapist 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 SLCD/DLD from an appropriately qualified professional e.g.: Speech and Language Therapist
- Evidence of work with SLCD Team including initial assessments, Pupil Support Plan carried out and reviewed by school.
- A completed cycle of support from an SLCD Inclusion Support Practitioner including a review of outcomes.
- Evidence of partnership work with parents and the outcomes of this.
- 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 SLCDARP 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 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 an Educational Psychologist, and a Speech and Language Therapist.

- 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 based upon the need of the child, 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 a review within the first term and subsequently there will be 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 SLCD 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 speech and/or language to enable successful access to a full time mainstream placement.
 - 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 SLCD, the child has not made academic progress in line with expected levels indicating additional learning difficulties alongside SLCD.
 - despite accessing an appropriate environment, curriculum and staffing designed to maximise socialisation and communication for children with SLCD, 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 SLCD 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. termly planning and review meetings and through Annual Reviews
 - reports generated by other agencies involved with the child
 - evidence of successful outcomes related to SLCD by Speech and Language Therapist 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 SLCD Team Coordinator.
- The LA, through its specialist teaching service, will coordinate regular meetings for staff working in the Primary SLCD ARPs and SLCD Outreach Team, 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 SISS Manager, Head teacher and Governors on a termly basis.

9. Quality assurance

- The LA SISS Manager 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 SISS Manager, SLCD Team Coordinator and Teacher in Charge to ensure service delivery and intended outcomes are achieved.

- Ensure staff participate in multi agency meetings as appropriate (e.g. 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.
- Ensure that the need to continue building the capacity, capability and confidence of all ARP 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 the maximum number of places allocated to each ARP.
- 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.