

**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.