

# Ealing Additionally Resourced Provision (ARP) Entry and Exit Criteria

<b>School</b>	Elthorne Park High School
<b>Tel:</b>	02085661166
<b>Email:</b>	admin@ephs.ealing.sch.uk
<b>School website</b>	<a href="http://www.ephs.ealing.sch.uk/">http://www.ephs.ealing.sch.uk/</a>
<b>Needs catered for</b>	Speech Language and Communication
	11 - 16
<b>Admissions</b>	Elthorne Park High School provides an Additionally Resourced Provision (ARP) for children with SLCN aged from <b>11-16</b> . Entry to the ARP is for children and young people who are resident in the London Borough of Ealing with Statements of SEN or Education, Health and Care Plans, who meet the criteria described below . Admission is coordinated by the SEN Assessment Team at Carmelita House, 21-22 The Mall, London, W5 2PJ.
<b>ENTRY Criteria</b>	
Cognition and learning	Our ARP pupils are broadly functioning at the same cognitive level as their mainstream peers, and are no more than 2 years behind aged related expectations allowing them to access 60% of the mainstream curriculum. All pupils attached to the ARP have significant speech, language and communication difficulties requiring some small group teaching, specific interventions, modified environments with fewer distractions, and a fully personalised curriculum and therapy input.
Communication and interaction	The ARP supports students with Speech, Language & Communication Needs (SLCN) with a specific diagnosis of Development Language Disorder. These learners have severe receptive and expressive language disorder owing to their developmental language disorder (DLD) and their verbal cognitive skills are below average.  Although these children may present with behavioural problems or ASC, this is not their main area of need. The extent of a children's language needs will be reviewed by our NHS Speech and

	Language Therapists, through the consultation process, to ascertain that we can adequately meet their needs.
Social, emotional and mental health	Pupils may be socially vulnerable, lacking confidence and experiencing low self-esteem or anxiety about themselves as learners. Pupils may have significant difficulties understanding social communication and expressing needs and opinions in different situations. Pupils may have delayed friendship making skills and will need support with this.
Physical, sensory, medical.	The school will prioritise placements for students whose main need is developmental language disorder. These students may have additional physical, sensory or medical needs that are secondary to their SLCN.

### School offer

Elthorne Park High School provides an Additionally Resourced Provision (ARP) for children with SLCN aged from 11-16. All pupils must have an EHCP detailing their speech/language difficulties to be eligible. Students follow a highly tailored Key Stage 3 curriculum preparing them for the Elthorne Park ARP Certification (EPAC) at Key Stage 4.

#### Facilities

The ARP is part of the learning inclusion base (Hub), which is at the heart of our high school. This is located within a brand-new state of the art facility. The ARP is made up of a brand-new classroom, access to a class garden area overlooking the park with some outdoor space, a kitchen facility, brand new ICT equipment and specialised software. There are also two meeting rooms for multi-disciplinary working and small group or 1:1 interventions. The ARP is next to the school library, computer rooms and new hall area. It is situated near the TA base and the offices of Assistant Headteacher for Access and Achievement (SENCo) and Assistant Headteacher for Inclusion.

ARP students have access to their own personal locker within the Learning Support Area. There is a weekly homelearning club after school which takes place in the library.

#### Staff

The ARP has its own SENCO and specialist class teachers; alongside Speech and Language Therapists, Occupational Therapist, Emotional Literacy Support Assistant (ELSA) Therapist and experienced Teaching Assistants, specialising in developmental language disorder.

**A Kelley** – ARP SENCO and Teacher

**L Weedy** – ARP Teacher

**Kayleigh Barr** ARP Speech and Language Therapist.

**D Mirza** - ARP Speech and Language Therapist.

**D Durand** – ARP Occupational Therapist

**M Horan** – Prince's Trust Co-ordinator

**L Brown** – Emotional Literacy Support Assistant (ELSA) Therapist

**Susannah Eatock** – ARP pastoral Support Worker

**Christine Tarbarton** – Speech and Language Teaching Assistant

**J Barton** – Teaching Assistant

**M Horan** – Teaching Assistant – KS4/5 pathway specialist

### **Professionals**

The ARP staff work with a range of external professionals. For example, pupils may receive input from speech and language therapists, occupational therapists, educational psychologists and any additional outside agencies as required, such as the Child and Adolescent Mental Health Service (CAMHS). In house, some of our pupils may require the supervision of Pastoral Support Workers or on-site staff from the Behaviour Inclusion Service.

### **Access to curriculum**

We get to know our pupils as individuals so we can plan and deliver personalised interventions to support the pupil with their particular SLC Need. For example:

- Tailored programme of study in English, Maths, Science and Humanities.
- Colourful Semantics and Shape Coding to support vocabulary development and syntax.
- 1:1 or small group precision teaching of vocabulary through pre and post learning sessions.
- Positive Pals, Social Thinking and Zones of Regulation for social skills development.
- Exam access arrangements when required.
- In addition, pupils have regular access to Speech and Language Therapy, Occupational Therapy and Music Therapy and an experienced Teaching Assistants specialising in developmental language disorder to support their progress.

The provision is reviewed regularly to assess whether the child is making progress and amended accordingly. We are passionate about providing person-centred learning pathways which will lead to long-term outcomes, such as life skills, social communication skills and career progression are integrated into the curriculum. In addition to adapting resources and equipment so it's communication friendly, we also work on enhancing pupils' 'learning to learn' skills, such as: listening to others, debating, presenting to an audience and peer assessment. In literacy, there is small group teaching to enable pupils' to develop reading, writing and communication skills. In general, we deliver the curriculum using a range of SEN-friendly approaches, such as the use of visuals and multi-sensory activities (communication friendly strategies). We use ICT to support multi-sensory learning and also engage with activities like gardening and cooking to enhance life skills, communication and independence, as well as social skills and interpersonal skills.

### **EXIT Criteria**

The pupil has consistently achieved expected average National Curriculum levels in core subjects (English – reading, writing, speaking and listening, Numeracy and Science) and has made expected progress in most areas of the National Curriculum taking into account base line assessment and learning styles.

- The pupil is motivated to learn, is becoming more independent and can learn alongside peers in a mainstream class.
- The pupil has a constant and effective method of communicating his/her needs confidently and can work in groups with some oversight by adults.
- The pupil can manage their anxiety levels and develop friendships with minimal adult support because they are more resilient and have a more positive view of themselves.

- The young person has achieved the short and long term objectives in their EHC plans e.g. they are prepared for fulfilling adult lives: including employment; good health; inclusion in local communities and living independently.

OR

- The ARP provision is unsuitable for the child's special educational needs as their needs are too severe and complex, or they aren't specifically SLCN.