

## Greenford High School

### Additionally Resources Provision (ARP) Entry and Exit Criteria

<b>School</b>	Greenford High School
<b>Tel:</b>	0208 578 9152
<b>Contact:</b>	Bal Jassal (ARP Manager) Fay Hudson (SENCO)
<b>Needs catered for:</b>	Speech, Language and Communication
<b>Age:</b>	11-16
<b>Number:</b>	26 students from Year 7-11 (changes each year)
<b>Admissions:</b>	Greenford High School provides an Additionally resources Provision (ARP) for children with a diagnosis of SLCN. Entry into the ARP is based on consultations received for children who have Education, Health and Care Plans which meet the needs above and are residing in the London Borough of Ealing and surrounding areas. This admission is co-ordinated by SEN Assessment Team at Carmelita House, 21-22 The Mall, London, W5 2PJ.

#### Entry Criteria

<b>Cognition and Learning</b>	Our ARP pupils are functioning up to three years below their peers. They will be able to access mainstream lessons, often with up to 30 students in a class, with additional in class support, as directed by their Education, Health and Care Plan. Most pupils in the ARP have speech, language and communication difficulties
<b>Communication and Interaction</b>	The ARP supports students with Speech, Language and Communication needs (SLCN). These students struggle with understanding social interaction and have expressive, receptive and verbal cognitive skills that are below average. Although behavioural challenges may be present, due to their SLCN diagnosis, this will not be their main area of need. A young persons language needs will be reviewed by the schools Speech and Language Therapists.
<b>Social, emotional and mental health.</b>	Our young people may be lacking confidence, self esteem suffering from anxieties, which may leave them socially vulnerable. Young people may find it difficult to understand social situations and navigating the school environment, this may include: making friendships, expressing opinions, communicating in the classroom.
<b>Physical, sensory, medical</b>	Priority will be given to students whose main area of need is SLCN. These students may have secondary needs including ASD, physical, sensory or medical needs.

#### School offer

Greenford High School is a large mainstream school, with over 2000 students, offering an Additionally Resources Provision (ARP). Priority is given to students with SLCN. The ARP provision sits within mainstream education and students will access the majority of their curriculum with their mainstream peers. This can be in classes of up to 30 students. Students will therefore need to be able to access the majority of the mainstream curriculum. Support will be offered by Teaching Assistants, based on student needs, with core subjects being prioritised.

The ARP is situated in the Year 7 I block, which is away from the main site. This is the base that students can come to for support and is not where their lessons will take place.

- Year 7 – majority of lessons take place in I block but students will be required to attend lessons on the main site.
- Year 8-11- all lessons will take place on main site, students can use the ARP resources before school, during break, lunch and after school.

Based on the needs of a child's EHCP, the following can be offered at Greenford High School:

- Phonics intervention for students with a reading age of 7 or below, this will replace languages from year 7-9.
- Small class teaching for Maths and English (based on availability of staffing)

- In class support, at a ratio of 1:3, prioritising core subjects.
- Morning, break and lunch indoor social spaces.
- Access to a Chromebook in lesson
- Weekly reports on student progress
- External intervention when required: Educational Psychologist, Occupational Therapist, Speech and Language Therapists.
- Exams Access Support
- Vocational pathway at Level 2.

### **Exit Criteria**

#### Moving from the ARP into the mainstream setting

- 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.
- 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**

#### Moving from the ARP to a specialist provision

- The ARP provision is unsuitable for the child's special educational needs as their needs are too severe and complex.