

Valley Gardens Middle School

Policy for Additionally Resourced Provision (ARP) for pupils with Moderate Learning Difficulties.

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**Welcome to Valley Gardens Middle School ARP**

**What is an ARP?**

ARP stands for **‘Additional Resource Provision’**. Valley Gardens Middle School has a ten- place, inclusive provision within the mainstream school, for pupils, aged 8-13, who have Moderate Learning Difficulties. We have teachers who work with pupils to address their specific learning needs, as well as Teaching Assistants to support them in lessons across the curriculum and deliver additional interventions. This approach makes effective use of a range of teaching and learning styles, differentiation, small group work and learning support in order to raise the achievement of its pupils.

**What are Moderate Learning Difficulties?**

Pupils with Moderate Learning Difficulties (MLD) have attainments significantly below expected levels in most areas of the curriculum, despite appropriate intervention. Their needs will not be able to be met by normal differentiation and flexibility of the National Curriculum.

They should be recorded as MLD if additional educational provision is made to help them access the curriculum.

Pupils with MLD have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills. (DFE Guidance)

These are the ranges in which children may be functioning to be considered for an ARP placement at Valley Gardens Middle School:

|  |  |  |  |
| --- | --- | --- | --- |
| Key stage 2 | | Key Stage 3 | |
| Yr5 | Yr6 | Yr7 | Yr8 |
| Y1/2 | Y2/3 | Y/3/4 | Y4/5 |

This provides a baseline for pupils who might be considered for additionally resourced provision and whose needs cannot be met from provision at School Support level.

They will have difficulty in understanding new or complex information, acquiring new skills as well as some difficulties coping independently.

A placement at the ARP can be requested through an Additional Educational Needs form that is sent to the Local Authority. The Special Educational Needs Coordinator at your child’s school should be able to put this into action.

The pastoral support of our ARP pupils is a priority to support their emotional well-being and self-esteem; each pupil has a ‘key worker’ who can support with any issues and provide that vital link between School and home.

**Admissions Criteria/ Referral routes**

Some pupils who attend the ARP have an Education, Health and Care plan (EHCP) identifying Moderate learning difficulties as their primary need. Some pupils have been allocated a place following a request to the Additional Educational Needs Panel; this allows for speedier and more flexible access to the provision. The local authority is responsible for placement decisions via this panel.

**Funding**

The ARP is funded for the following:

* Staffing
* Resources
* Whole-school training
* Training of ARP staff

Valley Gardens Middle School currently has three teachers and two key teaching assistants to deliver the specific provision to meet pupils’ needs. They are appointed by the mainstream school and receive professional supervision and support.

ARP Staff training has included supporting the emotional aspects of learning, Independent Travel Training and supporting in the mainstream classroom. Whole staff training has focused on differentiation and ways of using support in the classroom, resilience in the classroom and attachment difficulties.

As North Tyneside’s Specialist MLD School, Southlands School supports the work of the ARP through providing bespoke training to both teaching and support staff. This has included training on ASD, behaviour and nurture; plans are in place for teaching assistants to shadow in each context through a ‘skills swap’, to share and develop best practice.

**Parent Partnership**

Parents and carers are provided with information about the role and range of support available within the ARP and Valley Gardens Middle School. This supports parents to make an informed choice prior to transition. SENDIASS is a specialist service who are able to guide you in all aspects of Special Educational Needs.

**Relationship with Other Agencies**

The ARP has access to a number of local services to promote and support our work; health professionals, therapeutic services and local authority SEN Teams.

**How does my child access the ARP?**

Your child will be on the Special Educational Needs register at school, at school support level, and will have been receiving additional support and intervention in school. School should have requested further support and advice from an Educational Psychologist.

A placement at the ARP can be requested through an Additional Educational Needs form that is sent to the Local Authority. The Special Educational Needs Coordinator at your child’s school should be able to put this into action.

**What additional support will my child receive?**

Pupil’s provision is driven by need. Pupils are included mainstream classes for at least 80% of their time but there is flexibility for them to access individual and small group teaching and intervention, to consolidate learning from their mainstream classrooms. This can include pre and post-teaching, concept development, the teaching of specialist vocabulary and the development and reinforcement of basic skills.

Typically, they will be withdrawn from mainstream lessons to receive up to 5 hours per week teaching from our specialist teachers, with a focus on securing literacy and numeracy skills.

The pastoral support of our ARP pupils is a priority to support their emotional well-being and self-esteem; each pupil has a ‘key worker’ who can support with any issues and provide that vital link between School and home.

**Monitoring and accountability**

Valley Gardens Middle School utilises a self- evaluation framework which includes the resourced provision.

Monitoring is also subject to the Local Authority’s arrangements of link visits and school performance reviews.

Arrangements for national tests and target setting, is in accordance with national and LA requirements. VGMS ensures that pupil achievement is evaluated through the use of appropriate measures at key points (such as the Pre-key stage standards). Pupils’ progress is monitored as part of the whole-school tracking across subjects, with more specific additional assessment through the SEN department being carried out to track gains in reading, spelling and Maths.

The ARP is also subject to the Ofsted inspection arrangements for the Mainstream Schools with Additional Provisions.