

Central Street Infant School Autism Resource Provision Report



Central Street Infant and Nursery School is an inclusive one- form entry infant school with 75 children on roll from Nursery to Year 2. The school has an Autism Resource Provision (ARP) on site that provides 10 places for children with a diagnosis of Autism and an Education Health Care Plan (EHCP).

Frequently Asked Questions

1. How does my child gain a placement in the ARP? (Admissions procedure).

In order to be referred to the ARP your child must have both a diagnosis of Autism and an Education, Health and Care Plan (EHCP). The decision to request a change of placement can be made at your child's annual review. If it is felt that an ARP placement would be appropriate for your child the professionals currently working with them will inform Calderdale SEN team providing the relevant information about your child and their needs through the annual review process.

Once this form is received by Calderdale, the pupil's name, together with their ARP referral form and annual review papers, will be considered at an ARP admissions panel. The panel includes the Executive Head teacher, the school's SENCo, a representative from Calderdale SEN team, a representative from the ASD team. A decision is made based on the priority of need and the suitability of the placement. You will be informed in writing whether your child has been successful in obtaining an ARP placement.

2. Is an ARP place suitable for my child?

The ARPs in mainstream schools best meet the needs of children who are accessing some of the National Curriculum. Criteria for being considered for a place at one of Calderdale's Specialist Autism Provisions:

- a. The child has a diagnosis of ASD.
- b. There is an EHC Plan or Statement in place.
- c. An Annual Review has been held, at which referral to Specialist Autism Provision has been discussed.
- d. Needs are not being met appropriately in the current setting, and autism is the primary barrier to successful placement.
- e. Evidence is provided of what has been done already, with a list of professionals that have been involved, and reports.
- f. Parents have requested that specialist autism provision is considered for their child.

How can I decide if an ARP place is right for my child?

You can book a parent tour of the ARP by calling the school office. Please let the office know if you will be bringing your child or young person to the tour.

3. Can my child access the ARP without a place?

The Autism Resource Provision (ARP) is a resource for 10 pupils on the Autism Spectrum who have been allocated a place by Calderdale Council. One aspect of provision for an ARP pupil is access to small intervention groups planned and led by specialist ARP staff. At Central Street Infant School, some mainstream pupils (without an ARP place) may access specific intervention groups within the school's Autism Resource Provision (ARP). The decision to place a child in an intervention group taught by ARP staff will be made by school staff based on:

- The needs of the individual child.
- The existing pupils in the ARP.
- The ability and curriculum coverage of current ARP intervention groupings.
- Whole school provision mapping.

4. What additional support and intervention will my child receive in the ARP

The interventions and curriculum offer for pupils in the ARP are reviewed by the SENCo alongside external services termly.

The provision map for each child in the ARP is different, as it is tailored to their needs. All children will:

- Have a higher ratio of adult to child support than in typical mainstream classrooms.
- Have a higher ratio of adult to child support during unstructured times such as playtime.
- Be supported by staff who have extensive experience and training in Autism Spectrum Disorders.
- Have access to Speech and Language services.
- Be planned for and assessed using a small step tracker (BSquared)
- Attend both ARP and Mainstream taught sessions.

Some children might:

- Be taught in small intervention groups based in the ARP.
- Attend differentiated lessons within the mainstream to support their access to the curriculum.

5. Involving parents/carers in planning and reviewing support.

Central Street Infant School has three scheduled SEND review opportunities a year where parents/carers have a time slot to meet with their child's class teacher to discuss their progress in all areas of the curriculum. This is an excellent opportunity to find out about the progress your child is making. In this termly meeting you will meet with the SENCo to review targets and progress. The purpose of this meeting is to review progress towards your child's EHCP outcomes. In this meeting the parent/carer will receive an IEP that outlines the progress pupils have made towards their EHCP outcomes.

EHCP Review meetings

In addition, there will also be an Annual Review of the child's EHCP needs. External professionals working with the child will be invited.

6. Measuring pupil's progress

Tracking progress against the National Curriculum

All children's progress is assessed at the attainment level they are baselined at and described using either pre-key stage standards, or their equivalent year group band. They are then tracked using the corresponding progress tracker.

Target Tracker is a formative assessment tool that is used to track a child's progress in range of subjects. Pupil's English and Maths progress will be tracked using target Tracker where they are working within national curriculum expectations (from working towards Y1 upwards).

Where a child is working below the expected level of attainment for Y1 they are working at pre-key stage standards.

Connecting steps (BSquared) is a formative assessment tool that is used to track a child's progress in both English and Maths and Science for children working at pre-key stage standards.

Some children's assessment profile may have a combination of Connecting steps, and Target Tracker depending on their personal attainment and their specific learning needs.

Progress is tracked 3 times per year, in line with mainstream expectation.

7. How are school staff supported to work with pupils with autism?

All staff will receive training sessions from the ASD Team throughout the year. In addition, all ARP staff receive bespoke training on specific topics through regular school based CPD.

Outside agencies will also be invited into the school when training needs are identified to ensure that school staff are able to meet the needs of all the children in the Autism Resource Provision.

8. Who do I contact if I have questions or concerns about my child?

As the parent or carer, you know your child best and if you have concerns around their attainment in any area their class teacher and the SENCo will always be happy to speak to you. Louisa Bright is the SENCo, her primary responsibilities include managing the Autism Resource Provision at Central Street Infant School and coordinating the special educational needs for children across the school.

9. How are the school resources allocated?

ARP and school resources are used to recruit, employ and train ARP support staff as well as paying for curriculum and communication resources and services. Support is allocated as needed, based on the individual needs of each child, and this support is used flexibly. Children in the ARP, and all children with an EHCP, receive additional top up funding.

Central Street ARP plans interventions and support for the child based on the outcomes in the individual's EHC Plan. The way in which Central Street allocates funding to support the pupils in the ARP is dependent on the needs of the child and can change from year to year. In some circumstances a costed provision map may be required e.g., if it is agreed by all stakeholders in an EHCP annual review that an increase in high needs funding is required to meet the provision on the EHCP plan.

10. How will my child be included in activities at school, after school clubs, and on school trips?

All children at Central Street Infant School are entitled to attend school trips, after school clubs and to be included in activities at school where the level of risk has been assessed. Appropriate reasonable adjustments will be made in order to ensure this.

11. How will the school prepare my child when joining the ARP?

At Central Street Infant School there are systems and structures in place to ensure smooth transitions for all children starting our school. When a child joins the ARP there is a clear structure to support this process, including an agreed transition timetable.

Where new pupils are coming from another setting, information is gathered from that setting, including reports from any additional professionals who have been supporting your child. Pupil profiles or passports are also shared with all ARP staff to ensure your child's needs are fully understood.

Each child joining the ARP will have an opportunity to visit the school in the term prior to joining, to become familiar with the setting and allow ARP staff to fully assess the needs of the student.

Before your child joins the ARP there will be a planning meeting to allow for sharing of information between parents, current staff and the ARP to plan support needed for your child's transition e.g. a transition social story.

12. My child needs help with transport to school. How can you help?

Calderdale are responsible for organising transport when required to and from Central Street.

The children are mainly collected from their home addresses or a suitable pick-up point and taken to schools in the mornings and returned home in the afternoon. The SENCo can support you with an application for transport support. For more information and contact details please visit the link below:

<https://new.calderdale.gov.uk/schools-and-learning/home-school-transport>

13. What should I do if I have a complaint?

If you would like to complain, then make an appointment to see the SENCo, Louisa Bright, who will endeavour to ensure that appropriate actions are put in place so that your complaint is resolved effectively.

If, after meeting with the SENCo, you still feel that your complaint has not been dealt with effectively, you can write a letter to the Executive Head Teacher.

Contact details are below:

Executive Headteacher: Lucy Caswell

Email: head@centralstreet.calderdale.sch.uk