

BARKING AND DAGENHAM SCHOOLS FORUM

18th June 2019

Title: Overarching Review of Additional Resourced Provisions (ARPs): Draft Terms of Reference	
Open	For Information
Wards Affected: All	Key Decision: No
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Accountable Operational Director: Jane Hargreaves – Commissioning Director for Education	
Accountable Strategic Director: Elaine Allegretti – Director for People and Resilience	
Summary: This report sets out a draft terms of reference for an overarching review of Additional Resourced Provisions in the Autumn term 2019. The borough has seen a rapid increase in demand over the past five years for specialist provision, increased complexity of need and a rise in numbers of children with Education, Health and Care (EHC) Plans. This changing local context offers a timely opportunity to carry out an external overarching review of the appropriateness and effectiveness of the ARP model, including how services work in partnership with ARPs to meet children’s needs.	
Recommendation(s) <ul style="list-style-type: none">• The Schools Forum is asked to note for information the draft terms of reference.	
Reason(s) <ul style="list-style-type: none">- N/A	

Overarching Review of Additional Resourced Provisions (ARPs)

Draft Terms of Reference

1. Scope

- The overarching review of Additional Resourced Provisions will focus on the following:
 - The appropriateness and effectiveness of ARPs as an educational model in Barking and Dagenham and how well they serve children, young people and families.

- How children's health, wellbeing and wider needs are met, including through working in partnership with other services.
- How the safeguarding of children and young people is prioritised and in particular how risks to safeguarding are minimised.
- The knowledge, expertise and practices of ARP staff to ensure that they can positively, effectively and safely support children and young people, for example, in the areas of manual handling and restraint.

2. Context

- ARPs have a long-established history in Barking and Dagenham, providing specialist education in mainstream settings for almost twenty years. ARPs were recognised as a model of good practice in the Council's Local Area SEND Inspection in March 2017. ARPs are statutory provisions with a designated process for opening and closing. Each ARP has a Service Level Agreement with the Council in which key requirements are set out.
- ARPs work to meet a range of education and wider needs for children and young people with special educational needs and/or disabilities. ARPs seek to:
 - Ensure good educational outcomes for children in an inclusive environment;
 - Meet children's wider needs in their education setting including health and wellbeing needs, working with partners as appropriate;
 - Support children's personal development; and
 - Work in partnership with families to meet children's needs.
- ARPs were developed in part to meet the demand from parents who wanted their children to attend a local mainstream school with specialist support, particularly in the primary phase when young children are still developing. In addition, the Council was placed in a difficult position nine years ago when the government's 'Building Schools for the Future' programme ended. This left the borough without a planned new special school and led to a delay of around three years before the opening of Riverside Bridge school; ARP provision was, to some extent, able to mitigate this. It should be noted that parents are legally entitled to choose the type of provision that their child attends. Some parents in the borough prefer mainstream provision with support, such as an ARP, as opposed to a special school place for their child.
- With the rapid increase in demand over the past five years for specialist provision and in the complexity of need and the rise in numbers of children with Education, Health and Care (EHC) Plans in Barking and Dagenham, the ARP model has significantly expanded. 60 new ARP places were created between 2014 and 2018, with 34 more places planned. In total, the Council now commissions 369 ARP places. Of 1,550 children and young people with EHC plans, there are approximately two thirds in mainstream or ARPs and one third in special schools. This spread has remained largely constant over the years.
- The above changing local context offers a timely opportunity to carry out an external, overarching review of the appropriateness and effectiveness of the ARP model, whilst incorporating lines of enquiry arising from a recent incident at one of the Council's ARPs.

3. Key lines of enquiry

- How are ARPs ensuring that children and young people are making good progress from their starting points? How well are ARPs preparing children and young people for the next stage of their education, career and for adulthood? What is the current curriculum offer within the ARP that will enable these children and young people to participate and flourish in society? Is the ARP curriculum appropriate to pupils' needs?
- How effective are the Council's arrangements for supporting ARP provision so that ARPs meet the needs of children and young people placed there? How effective are the Council's commissioning arrangements in supporting this objective?
- How effective is partnership working between ARPs and other services to meet children's education, health, wellbeing and broader needs? How well are ARPs maximising opportunities to support improved outcomes for children? What would further improve outcomes for children and their families?
- Do ARP staff feel well supported to carry out their roles effectively?
- How well are staff trained? Does this training reflect the needs of the children and young people attending the provision? How are new ARP staff inducted and supported, including in relation to using ARP systems and procedures?
- Do ARPs have appropriate systems in place to keep children and staff safe e.g. positive handling training and guidance, Team Teach training and manual handling training? How are systems and processes for keeping children and staff safe monitored, recorded and evaluated by ARP senior leaders? How do senior leaders ensure management oversight in the ARP within their school?
- Through conversations with children and young people, how do they feel about their ARP provisions e.g. do they like it, do they feel safe?
- How do ARPs capture the views of parents and families? How effective is communication and relationships with parents?

4. Methodology

- The review will comprise five main elements:
 - 1) Visits (up to one day per ARP) to at least 50% of provisions (around 12-13 ARPs) covering all types of ARP provision. Visits should include discussions with children, staff, parents, and other services where relevant. The balance of visits across the different types of provision should roughly reflect the proportion of each type of provision of the total number of ARP places commissioned in the borough. This is as follows:

Type of ARP provision	Proportion of total commissioned ARP places
Moderate to severe learning disabilities	24%
Autism	34%
Social, emotional and mental health (SEMH)	16%

Speech, language and communication	8%
Deaf	11%
Assessment (nursery ARPs)	8%

ARPs providing education for larger numbers of the most vulnerable children (e.g. Looked after Children, Children in Need and children on a Child Protection Plan etc) should be prioritised in terms of the balance of visits.

- 2) Two focus groups of headteachers which together cover all remaining ARPs.
 - 3) A minimum of two focus groups of parents. This should ensure that parents from all ARPs in the borough are included.
 - 4) Evidence of progress of pupils within ARPs e.g. schools' evidence and pupil tracking data, evidence from Council commissioned external reviews and case studies.
 - 5) A review of other available evidence, including Council and BDSIP processes and how well the Council plans for future provision.
- It is anticipated that the external review will be conducted by one or two appropriately qualified and experienced professionals across 20-25 days.

5. Outputs

- A full report with recommendations is expected on completion of the review.

6. Timescale

Milestone	Timing
Agreement by PRMG	16 May 2019
Recruit review lead (s)	June and July 2019
Review start date	September 2019
Report completed	End October 2019

7. Appendix: List of ARPs by provision type

Name	Type of ARP provision
Early years and pre-school	
Godwin Nursery ARP	Assessment
Valence Nursery ARP	Assessment
Primary phase ARPs	
Acorns at Ripple	SEMH
Cambell	SEMH
William Bellamy	SEMH
Gascoigne	SEMH

Dorothy Barley	Moderate to severe learning disabilities
Richard Alibon	Moderate to severe learning disabilities
St Peter's – The Nazareth Rooms	Moderate to severe learning disabilities
Eastbury	Deaf
Five Elms	Deaf
Hunters Hall	Speech, language and communication
George Carey	Autism
John Perry ARP	Autism
Manor Longbridge	Autism
Monteagle	Autism
Thomas Arnold	Autism
Secondary phase ARPs	
Eastbrook	SEMH
Dagenham Park	Moderate to severe learning disabilities
Warren Comprehensive	Moderate to severe learning disabilities
Eastbury Comprehensive	Deaf
Eastbrook	Speech, language and communication
Jo Richardson Community	Autism
Sydney Russell	Autism
Trinity (Living and Learning Centre)	Autism