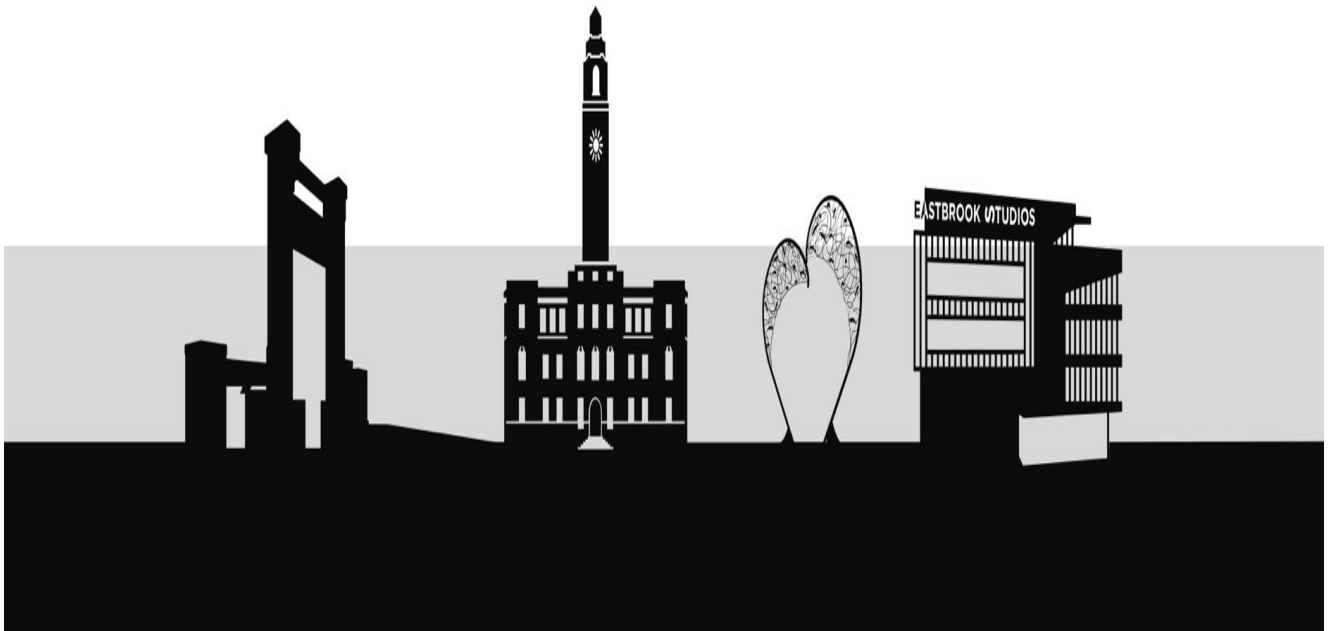


**Barking &
Dagenham**

**Additionally Resourced SEND Provision in
Mainstream Schools (ARPs)**

Working towards excellence

2023-2026



Contents Page

Contents	Main Specialism of ARP	Page No.
Introduction to ARPs		4
ARP Descriptions		5
Early Years and Pre-School	Main Specialism of ARP	
Godwin Nursery ARP	Assessment	7
Valence Nursery ARP	Assessment	8
Primary Phase ARPs	Main Specialism of ARP	
Acorns at Ripple	Social, Emotional and Mental Health	10
Campbell	Social, Emotional and Mental Health	11
Dorothy Barley Junior	Complex Moderate Learning Difficulties	12
Richard Alibon	Complex Moderate Learning Difficulties	13
Ripple Primary	Complex Moderate Learning Difficulties	14
St Peter's	Complex Moderate Learning Difficulties	15
Eastbury Primary School	Deaf	16
Five Elms Primary School	Deaf	
Hunters Hall	Speech, Language and Communication Needs	17
Becontree Primary School	Autism Spectrum Condition	19
Eastbrook Primary School	Autism Spectrum Condition	20
George Carey	Autism Spectrum Condition	21
Grafton	Autism Spectrum Condition	22
John Perry	Autism Spectrum Condition	24

Manor Longbridge	Autism Spectrum Condition	25
Monteagle Primary School	Autism Spectrum Condition	26
Ripple Primary School	Autism Spectrum Condition	27
Rose Lane Primary School	Autism Spectrum Condition	28
Thomas Arnold Primary School	Autism Spectrum Condition	29
Valence	Autism Spectrum Condition	23
Secondary Phase ARPs	Main Specialism of ARP	30
Barking Abbey School	Complex Moderate Learning Difficulties	31
Dagenham Park	Moderate Learning Difficulties	32
The Warren School	Complex Moderate Learning Difficulties	33
Eastbury Community School	Deaf	36
Barking Abbey School	Autism Spectrum Condition	34
Jo Richardson	Autism Spectrum Condition	35
The Sydney Russell School	Autism Spectrum Condition	36
Trinity (Living and Learning Centre)	Autism Spectrum Condition	37
Eastbrook Secondary School	Speech, Language and Communication Needs	38

Section 1: Introduction to ARPs

What is the purpose of this guidance?

This guidance is designed to give information to parents, carers and school professionals about Additionally Resourced Provisions (ARPs) which are educational provisions within the borough's mainstream schools. If a placement in an ARP is being recommended, it is important that you know where these places are and what they specialise in. This is an outline guide only. More detailed information is always available at the school or from the borough's statutory special educational needs team.

What is an ARP?

Many young people with additional learning needs can make better, more sustained progress when they attend mainstream schools. An ARP is a provision, within a mainstream school, designed to provide specialist and targeted support for children with long term special educational needs (SEND). ARPs are additionally funded which means that a school ARP receives additional resources.

They are able to offer:

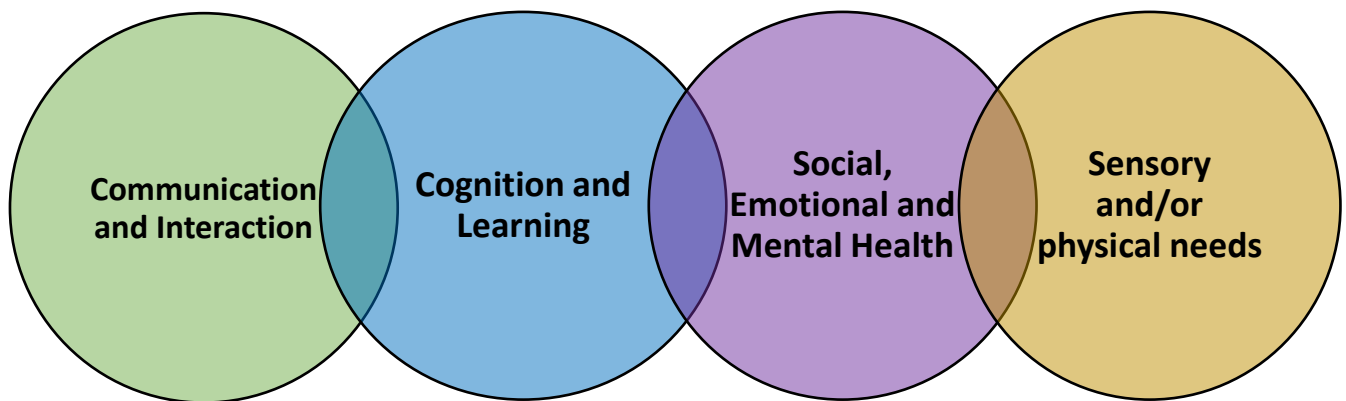
- Teaching staff and support staff with additional knowledge, skills, expertise and allocated time in a particular area of SEND.
- Specialist environments which support the learning, behaviour and social and emotional needs of each pupil.
- Systems to identify, plan for and track small-step progress to inform next steps.
- Lessons in mainstream classes, but with additional specialist resources and teaching.
- Additional Educational Psychologist and specialist health input as necessary.

Each ARP specialises in a particular area of special educational needs and places are allocated according to the specific needs of the child or young person. Each ARP is an integral part of the school. ARP pupils are supported in their own year groups alongside their peers. This is beneficial to their social development. Pupils will spend time in the ARP and where appropriate, time in mainstream. This will be agreed so that their access is fully successful through careful and adapted planning by the mainstream class teacher, supported by the Special Education Needs Co-Ordinator and ARP Manager.

How is a young person allocated to an ARP?

Pupils allocated an ARP place nearly always have an Education, Health and Care Plan (EHC Plan). The borough's local authority specialist panels are the only agency that can allocate an ARP place. The Panel will decide whether a place in an ARP is the most appropriate way of meeting a young person's needs and, if so, which ARP is the most suitable. There are clear criteria for naming an ARP on a pupil's EHC Plan. Within any identified category of need, different pupils will experience difficulties at different levels of severity, for example, in the category of Cognition and Learning, an individual's needs may range from minor difficulty with attention, concentration and independence to considerable difficulty with short and long-term memory, self-care skills and independence.

The 4 Areas of Need



Pupils often have needs that cut across all these areas **and** their needs may change over time.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASC are likely to have difficulties with social interaction. They may also experience difficulties with language, communication, and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning.

Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or environment.



Early Years and Pre-School Godwin Nursery ARP Host School: Godwin Primary School

Contact Details:

020 8270 4150
office@godwin.bardaglea.org.uk
Godwin Primary School
Finnymore Road, Dagenham, RM9 6JH

Capacity:

8 per session (morning and afternoon)
Total 16.
Age Range Supported:
Nursery, ages 3 and 4 Placement at the NARP is for
the nursery year only.

Primary Need Focus of NARP:

Children are placed here to undergo statutory assessment and/or to receive intensive early intervention for needs in one or more of the following areas:

- Communication and interaction
 - Cognition and learning
- Social, Emotional & mental health
 - Sensory and/or physical needs
 - Medical conditions

NARP admissions are made via NARP Panel in April for September start each year.

Website Information:

The NARP is situated within the mainstream Nursery and provides places for up to 8 children per session (16 in total). The child to adult ratio is 2:1.


Children who attend the NARP will have access to their peer group in the mainstream nursery, as appropriate.

- There are two sessions available, morning and afternoon. Your child will be allocated either a morning or an afternoon session, according to their level of need.
- Children attend the NARP for four sessions per week. Monday, Tuesday, Wednesday, and Thursday
- Friday is a non-teaching day. This day is allocated for teachers and support staff to carry out miscellaneous activities such as home support, assisted visits, planning and report writing.

The NARP use personalised teaching and learning; to help all children to progress, each child will have individual targets that will be worked on throughout their session in nursery. This may be as part of a small group, 1:1 at their workstation, or as part of a larger group.

Some children in the NARP will require a very structured approach to learning and will access the TEACCH system. This will involve the child using a schedule and having a workstation to complete their activities.

[NARP Virtual Visit | Godwin Primary School](#)



Early Years and Pre-School Valence Nursery ARP

Host School: Valence Primary School

Contact Details:

020 30069888
office@valenceprimaryschool.com
Bonham Road, Dagenham, RM8 3AR

Capacity:

8 per session (morning and afternoon)

Total 16.

Age Range Supported:

Nursery, ages 3 and 4 Placement at the NARP is for the nursery year only.

Primary Need Focus of NARP:

Children are placed here to undergo statutory assessment and/or to receive intensive early intervention for needs in one or more of the following areas:

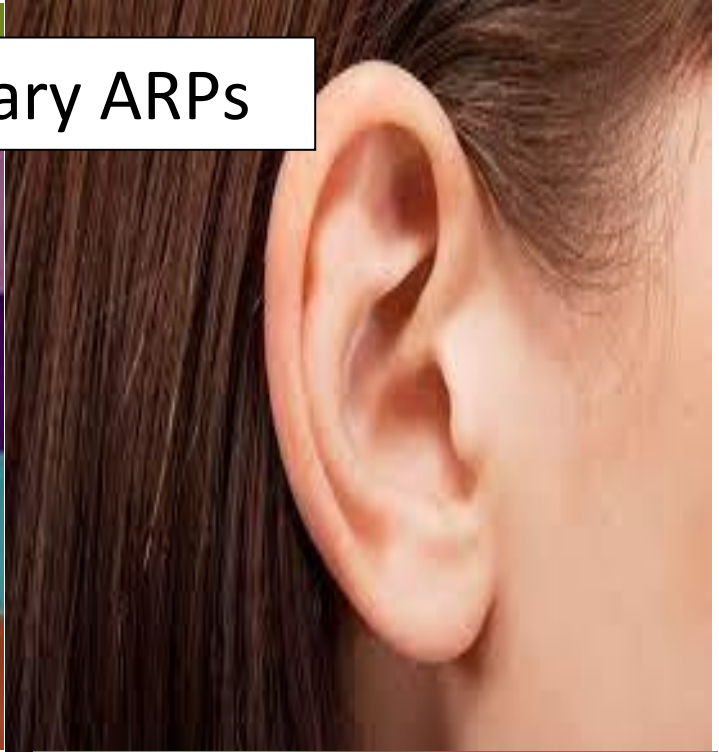
- Communication and interaction
 - Cognition and learning
- Social, Emotional & mental health
 - Sensory and/or physical needs
 - Medical conditions

NARP admissions are made via NARP Panel in April for September start each year.

Website Information:

The NARP provides a personalised curriculum. It focuses on building communication, interaction and independence. These are the building blocks for our children to secure their foundations before they move on to their next setting. This enables children to take part in a wide range of experiences tailored to their needs, interests and motivation. This is implemented through structured teaching, one-to-one and small group work and ensuring children are transferring skills. The NARP implements all outside professionals' input throughout. Children have access to their own outside area which continues to be structured with a high level of adult support as this is the most successful method for our children to learn. They also have access to the mainstream nursery outside area where they can transfer the skills, they have learnt in the NARP to a free flow setting with a larger group of peers. [Valence Primary School - NARP](#)

Primary ARPs



Acorns ARP for SEMH

Host School: Ripple Primary School
Westbury Site

Contact Details:

office@ripple.bardaglea.org.uk

Address:

225 Ripple Road, Barking. IG11 7FP

Capacity:16

Age Range Supported:

5-11

Primary Need Focus of ARP:

Children are placed here if they have Social, Emotional and Mental Health Difficulties. Places are time limited and depending on level of need this may be one term or up to three terms. Placement may also be part-time which could be 4 or 5 days per week depending on how best to meet the pupils needs.

Pupils are placed here if they are at risk of exclusion due to SEMH needs.

SEMh intervention ARP admissions are made via Rapid Response or Education Placement Panel (Inclusion Team).

Website Information:

The Acorns is a small preventative, pupil-centred behaviour provision working to promote the inclusion of young people who have been identified as at risk of exclusion in their mainstream school. It works with schools and parents/carers of pupils who show significant and enduring social, emotional and mental health (SEMh) difficulties, both in school and at home, which are interfering with their learning and relationships.

The focus of this support is vulnerable pupils in the lower end of the Primary Phase. The needs of 'looked after' children are prioritised and pupils with Educational Health Care Plans (EHC) in this age group who meet the criteria can also be referred for support at The Acorns.

The team provide individually tailored, intensive, joint school/home packages of support for up to 16 vulnerable young pupils, their families and schools from across the borough. The pupils attend Monday to Thursday at The Acorns with Fridays spent in their mainstream schools to maintain links in readiness for their full-time return. The support package lasts for approximately one year and the aim is to help each pupil, their family and school overcome the difficulties they are experiencing and for the pupil to enjoy success and return to their mainstream school if this is appropriate following the placement.

[Acorns ARP | Ripple Primary](#)

Cambell ARP for SEMH

Host School: Cambell Primary School

Contact Details:
office@jamescambellprimary.org.uk
Address:
Langley Crescent, Dagenham, RM9 6TD.

Capacity:16
(4 places for day 6 provision)
Age Range Supported:
4-11

Primary Need Focus of ARP:

Children are placed here if they have Social, Emotional and Mental Health Difficulties.

Places are time limited and depending on level of need this may be one term or up to three terms. Placement may also be part-time which could be 4 or 5 days per week depending on how best to meet the pupils needs.

Pupils are placed here if they are at risk of exclusion due to SEMH needs.

SEMH intervention ARP admissions are made via Rapid Response or Education Placement Panel (Inclusion Team).

Website Information:

Cambell Primary Centre is a behaviour recovery provision. Pupils are placed for a fixed-term period, usually three terms, to provide them with strategies to regulate their behaviour, build emotional resilience and become confident in their social skills. The team of teachers and support staff receive specialist training to do this. They work closely with mainstream schools, therapists and SEMH experts in order to secure the best possible outcomes for the pupils. CPC work in partnership with each child's mainstream school with an aim to eventual re-integration, usually after two to three terms.

Lessons within the centre follow the National Curriculum but also have an additional focus on "Emotional Literacy" and "Social Skills" with lots of opportunities for reflection on behaviour. There is a consistent positive behaviour management policy in place, with a clear set of rules, rewards and consequences to help modify their behaviour.

The aims of the centre are:

- To provide a thorough and ongoing assessment of each pupil's needs.
- To provide time limited, personalised support to pupils whose SEMH needs exceed the resources of the mainstream school.
- To equip pupils with the tools they need to learn.
- To use multi-agency links to provide the highest quality support packages for families.
- To support pupils with reintegration back into mainstream school or make recommendation for alternative specialist provision.

[James Cambell Primary School » CPC](#)

Dorothy Barley Junior ARP for CMLD/ CLD

Host School: Dorothy Barley Junior Academy.

Contact Details:
office@dbja.co.uk
Address:

Ivinghoe Road, Dagenham, RM8 2NB.

Capacity:

12

Age Range Supported:

7-11

Primary Need Focus of ARP:

Pupils are placed here if they have Cognition and Learning difficulties with associated SEND. The pupil is likely to have long-term SEND needs.

The pupil may have additional physical difficulties. There is a strong focus on inclusion and pupils are fully included in the wider school. Lunch and break times are fully inclusive. ARP pupils can also use the base at these times.

Pupils follow the full primary curriculum and are taught by subject specialists with additional targeted support, as required.

There is high emphasis on developing functional basic skills.

Placement via EHCP Panel.

Website Information:

The ARP is known as the Learning Centre, or Cherry Class and is staffed by specialist teachers and a range of support staff.

the ARP pupils are registered in a mainstream class and depending on their level of need, their timetables will be divided between the mainstream class and the ARP classroom.

The ARP pupils also mix with mainstream peers every break and lunch time; they attend whole school celebrations, year group trips, including residential trips and can also attend clubs and lunchtime activities.

Additional support that can be offered in the ARP includes:

- Adapted environments which support the learning needs of each pupil.
- Robust systems to track small – step progress.
- Additional Educational Psychologist and specialist health input as necessary.
- Daily focus on individual targets.
- Support for communication and social skills.
- Modified maths and English curriculum dependent on needs and development.
- Pre-learning of vocabulary or lesson content for class-based activities.
- Use of visual materials and cues including Communication In Print, Colourful Semantics, Numicon and signing where necessary.
- Development of fine and gross motor skills.
- Social and emotional support.

[SEND & Equality - Dorothy Barley Junior Academy](#)

ARP for CMLD/ CLD

Host School: Richard Alibon Primary School

Contact Details:

office@r-alibon.bardaglea.org.uk
Address:
Alibon Road, Dagenham, RM10 8DE

Capacity: 20

Age Range Supported:
4-11

Primary Need Focus of ARP:

Pupils are placed here if they have Cognition and Learning difficulties with associated SEND. The pupil is likely to have long-term SEND needs. The pupil may have additional physical difficulties. There is a strong focus on inclusion and pupils are fully included in the wider school. Lunch and break times are fully inclusive. ARP pupils can also use the base at these times. Pupils follow the full primary curriculum and are taught by subject specialists with additional targeted support, as required. There is high emphasis on developing functional basic skills, social interaction and independence.
Placement via EHCP Panel.

Website Information:

The Rainbow Class is staffed by specialist teachers and a range of support staff. ARP pupils are registered in a mainstream class and depending on their level of need their timetable will be divided between the mainstream class and the ARP classrooms. Pupils mix with mainstream peers every break and lunch time; they attend whole school celebrations, year group trips, including residential trips and attend clubs and lunchtime activities.

Additional support that can be offered in the ARP includes:

- Adapted environments which support the learning needs of each pupil.
- Robust systems to track small – step progress.
- Additional Educational Psychologist and specialist health input as necessary.
- Daily focus on individual targets.
- Support for communication and social skills.
- Modified maths and English curriculum dependent on needs and development.
- Pre learning of vocabulary or lesson content for class-based activities.
- Use of visual materials and cues including Communication In Print and Makaton signing where necessary.
- Development of fine and gross motor skills.
- Social and emotional support.

[Complex Needs Resource \(Rainbow class\) - Richard Alibon Primary School \(bardaglea.org.uk\)](http://bardaglea.org.uk)

ARP for CMLD/CLD: Ripple Primary School

Contact Details:
office@ripple.bardaglea.org.uk

Address:
Ripple Primary School, Suffolk Road, Barking, IG11
7QS

Capacity: 6

Age Range Supported:
4-11

Primary Need Focus of ARP:

Pupils are placed here if they have Cognition and Learning difficulties with associated SEND. The pupil is likely to have long-term SEND needs. The pupil may have additional physical difficulties. There is a strong focus on inclusion and pupils are fully included in the wider school. Lunch and break times are fully inclusive. ARP pupils can also use the base at these times. Pupils follow the full primary curriculum and are taught by subject specialists with additional targeted support, as required. There is high emphasis on developing functional basic skills, social interaction and independence.
Placement via EHC Panel.

Website Information:

Ripple Primary school, Barking is situated across two sites, the Westbury site on Ripple Road and the Suffolk Road site. Within the school we also have the alternative provision of the 'Brooking ARP.' Children attending the ARP range from Reception age through to Year 6.

The SENCO team, along with ARP teachers hold annual reviews to discuss children's progress along with 2 smaller reviews throughout the year. In addition to this, parents/carers are invited to coffee afternoons twice a year to share in the progress and work of their children. Daily routines are carefully structured to encourage language development alongside high aspirations for learning. Communication and the promotion of communication is a large part of the work that staff undertake with children.

Staff working with children are trained to use visual resources to enhance the ability for children to communicate and make their needs known along with the use of Makaton signing. Emotional regulation is also an area of focus and staff encourage children to be able to identify how they are feeling and ways to regulate emotions.

As part of inclusive practice and where possible children are encouraged to join with the lessons in the mainstream school accompanied by support staff, as needed. Dependent on individual children and need, children are encouraged to share lunchtime and playtimes with the mainstream school.

[Statutory | Ripple Primary](#)

CMLD ARP: St Peter's- The Nazareth Rooms

Contact:

office@st-peter.bardaglea.org.uk

Address:

St Peter's Catholic Primary School.
Goresbrook Road, Dagenham RM96UU.

Capacity:

12

Age Range Supported:

5 to 11 (no EYFS)

Primary Need Focus of ARP:

Pupils are placed here if they have Cognition and Learning difficulties with associated SEND. The pupil is likely to have long-term SEND needs.

The pupil may have additional physical difficulties. There is a strong focus on inclusion and pupils are fully included in the wider school. Lunch and break times are fully inclusive. ARP pupils can also use the base at these times.

Pupils follow the full primary curriculum and are taught by subject specialists with additional targeted support, as required.

There is high emphasis on developing functional basic skills, social interaction and independence.

Website Information:

At St. Peter's RC Primary School, our Additional Resource provision is for children with moderate to severe learning difficulties and complex needs. On top this, some children may have complex medical needs. Our ARP is known as the Nazareth Rooms, is a 12-place resources that accommodates pupils from Reception to year 6. With our Nazareth Rooms, we are able to offer education for children staffed by specialist teachers and support staff.

All children that have a place in our Nazareth Room, have Education Health Care Plans and the children are allocated spaces by the local authority. As we are an ARP for children with moderate to severe learning difficulties, we are unable to admit pupils with autism and behaviour difficulties (please refer to ARP admission criteria).

All pupils based in our Nazareth Rooms, also have a mainstream class. Depending on their needs, the majority of the Nazareth Rooms pupils spend 3 afternoons a week in their mainstream class with some children being supported by support staff from the Nazareth Rooms. The children in the Nazareth Rooms mix with their mainstream peers every break and lunch time; they attend whole school assemblies, class and whole school mass, whole school celebrations, year group trips and they attend clubs and lunchtime activities.

[Nazareth Rooms | St Peter's Catholic Primary School \(bardaglea.org.uk\)](http://bardaglea.org.uk)

ARP for Sensory Needs (Deaf). Eastbury Primary School ARP

Contact:

office@eps.barking-dagenham.sch.uk

Address:

Dawson Avenue, Barking, IG11 9QQ

Capacity:

12

Age Range Supported:

4 to 11

Primary Need Focus of ARP:

Pupils in the ARP have Moderate to Profound permanent deafness in both ears. The pupil's speech and language will be significantly affected by deafness and there will be difficulties with developing vocabulary, understanding and expression of speech. Pupils may need the support of manual communication methods such as BSL and will need regular input from a teacher of the Deaf, as well as support in mainstream lessons.

Placement via EHCP Panel.

Website Information:

All pupils will have access to:

- Daily support and monitoring from Qualified Teachers of Deaf Children and Young People (QToDs)
- A multimodal communication approach.
- Support from Specialist Communication Support Workers, who can support with language modifying, BSL or SSE provision, note-taking and intervention support.
- Daily audiology checks from qualified and experienced staff.
- Termly visits from an Audiology Technician.
- Bespoke curriculum to meet individual needs (all children will learn within the provision and within their mainstream class).
- A battery of language assessments and language targets.
- Annual updating of Education, Health and Care Plans (EHCPs).
- Weekly Personal Understanding of Deafness (PUD) sessions.
- A deaf peer group.
- Access to Deaf Role Models.
- All school staff Deaf Awareness trained annually.
- Homework Club.
- Support transitioning to secondary school, and strong links to Eastbury Community School.

Some pupils will have access to weekly SALT and English and Maths interventions.

[Deaf ARP – Eastbury Primary School \(eps.barking-dagenham.sch.uk\)](https://www.eps.barking-dagenham.sch.uk)

ARP for Sensory Needs (Deaf). Five Elms ARP

Contact:

office@five-elms.bardaglea.org.uk

Address:

Wood Lane Dagenham, RM9 5TB

Capacity:

20 places

Age Range Supported:

3 to 11

Primary Need Focus of ARP: Deafness

Pupils in the ARP have Moderate to Profound permanent deafness in both ears. The pupil's speech and language will be significantly affected by deafness and there will be difficulties with developing vocabulary, understanding and expression of speech. Pupils may need the support of manual communication methods such as BSL and will need regular input from a teacher of the Deaf, as well as support in mainstream lessons.

Placement by EHCP Panel.

Website Information

The ARP uses a Total Communication approach to teaching and learning. Total Communication uses sign language alongside speech. This approach is used as pupils are diverse in their language needs. By using sign and speech, the ARP are able to facilitate language development and provide the fullest access to the curriculum. The range of pupils' needs within the ARP means that the approach to communication is as individual to each pupil as possible. Through high quality language models, pupils are given the opportunity to experience a language rich environment.

All pupils have weekly speech and language therapy with their Specialist Speech and Language Therapist. The school actively promotes British Sign Language (BSL) within the school environment to facilitate the learning of all pupils. In addition, many mainstream teachers, LSAs and mid-day assistants have sign language qualifications.

The pupils follow the National Curriculum that is adapted appropriately to match the needs of each individual child. Using sign language, spoken English and visuals, there is high quality communication between staff, pupils and peers within the classroom, to maximise effective learning. The majority of pupils have English and maths lessons in their ARP class where the teaching is adapted a differentiated within small ability groups. Deaf pupils with age-appropriate levels of language (signed or spoken) access learning within mainstream classes as well as having specialist teaching from Teacher of the Deaf. If needed, they will have the support of an ARP LSA. All pupils take part in assemblies, plays, concerts, sports days and school trips.

[Five Elms Primary School - Deaf & Complex Needs ARP](#)

ARP for Communication and Interaction (SLCN) Hunters Hall ARP

Contact:
office@hunters-hall.bardaglea.org.uk
Address:
Alibon Road, Dagenham, RM10 8DE

Capacity:
6 Places
Age Range Supported:
4 to 11

Primary Need Focus of ARP: Speech and / or language disorder

Pupils in the ARP will have a combination of the following needs:

- Expressive language disorder.
- Receptive Language disorder.
- Semantic/pragmatic language disorders.
 - Verbal dyspraxia.

Pupils will previously have been referred to:

- The advisory teacher for speech and language.
- An educational psychologist working with the school.
- The specialist local Speech and Language Therapist.
- Placement in this provision is intended to be short to medium term.
- Regular reviews of pupil progress and coping strategies will inform future placement. When sufficient progress has been made and the pupil no longer requires the specialist provision offered, the outcome of the review would be referred to the Additional Needs (SEND) Panel.
- Ongoing SALT requirements will need to be met within the context of a local mainstream school.



Website Information:

The Speech, Language and Communication ARP has been developed to ensure that pupils can access intensive speech therapy and specialist teaching within a mainstream setting. It provides up to 6 places for children whose primary need has been identified as Speech, Language and Communication (SLC). It is expected that pupils will make significant progress in their speech and language and it is for this reason that ARP placements are short-term, typically 1-3 years. Therefore, this ARP is unable to admit pupils with behaviour difficulties, global delay, complex needs or known biomedical conditions such as autistic spectrum disorder (ASD).

[A.R.P. - S.L.C.N. - Hunters Hall Primary School](#)

**ARP for Communication and Interaction.
Autism.
Becontree
Four Seasons ARP**

Contact details:

office@becontreeprimaryschool.com

Address:

Becontree Primary School, Stevens Road,
Dagenham, RM8 2QR.

Capacity:

12

Age Range Supported:

4-11

Primary Need Focus of ARP:

Autism or Autism plus one co-morbid condition with complex learning and behaviour needs. In addition to an Autism Spectrum Condition (ASC), pupils may also need support for personal care, safety and wellbeing.

Pupils will need access to a range of specialist approaches, a structured and personalised learning environment and curriculum.

Placement via EHC Panel.

Website Information:

One of our mottos at Four Seasons, is to ENGAGE and have FUN! The more fun that is being had, the more our pupils will learn. They provide a positive attitude and a solution-focused approach and always celebrate the small successes.

The Four Seasons offer a personalised curriculum in which all of the pupils take part in small group and 1:1 interventions to ensure that their EHCP targets are being met. At the heart of these interventions are the pupils and their interests.

As well as a flexible and personalised curriculum, every single child in the ARP accesses their mainstream class throughout their week. Every day, all pupils join their mainstream peers for break time and some of the children access relevant assemblies, such as singing assemblies. Some of the pupils go with their mainstream classes to swimming lessons, others attend extra-curriculum lessons such as PSHE, PE, Music and ICT, and others that can, access Maths and Literacy lessons.

The wider community is also of high importance to Four Seasons ARP and so they endeavour to get pupils out and about as much as possible, providing half termly trips into the local community, as well as weekly park trips.

[Special Educational Needs Provision | Becontree Primary School](#)

**ARP for Communication and Interaction.
Autism.
Eastbrook Primary School
Apollo ARP**

Address:
Eastbrook Primary School, Dagenham Road,
RM10 7UR
Contact Details:
office@eastbrookschoo.org.uk

Capacity:
24
Age Range Supported:
4 to 11.

Primary Need Focus of ARP:

Autism or Autism plus one co-morbid condition with complex learning and behaviour needs.
In addition to an Autism Spectrum Condition (ASC), pupils may also need support for personal care, safety and wellbeing.
Pupils will need access to a range of specialist approaches, a structured and personalised learning environment and curriculum.
Placement via EHC Panel.

Information:

In the Apollo we offer three curriculum pathways to ensure personalised approach to effectively meet and support the needs of individual learners. The pathways are: Pre-Formal (sensory based/engagement model), Semi-Formal and The Formal Learners, with careful links made to mainstream curriculum and ARP pupils' integration into the mainstream provision. The Apollo is a highly structured provision, and each child accesses a curriculum tailored to their individual needs, ability and interests. All ARP pupils have individual targets acquired from careful, ongoing assessments.

Children in the Apollo have daily access to a wide range of additional learning opportunities. These include sessions around social interaction, communication, turn taking and waiting skills, emotional and sensory regulation. Children have daily access to develop essential life skills and independence, that help them in everyday life outside the school.

Children in the Apollo are also allocated a mainstream class appropriate to their age group. Some learners, especially those who follow our Formal curriculum pathway, are able to join their mainstream classroom learning, depending on the individual regulatory needs of each child. Prior to any Mainstream Integration taking place, there is a careful plan followed to ensure best outcomes for the children.

The Apollo team work with a range of external professionals and outside agencies to ensure the ARP pupils are well supported. [Apollo - Primary - Eastbrook School](#)

**ARP for Communication and Interaction.
Autism.
George Carey ARP**

Contact Details:
office@george-carey.bardaglea.org.uk.
Address:
Rivergate Centre, Minter Road, Barking, IG11 0FJ.

Capacity:
18 places.
Age Range Supported:
Ages 4-11.

Primary Need Focus of ARP:

Autism or Autism plus one co-morbid condition with complex learning and behaviour needs.

In addition to an Autism Spectrum Condition (ASC), pupils may also need support for personal care, safety and wellbeing.

Pupils will need access to a range of specialist approaches, a structured and personalised learning environment and curriculum.

Placement via EHC panel.



Website Information:

It is recognised that pupils in the ARP need access to a wide range of learning opportunities and not just the academic skills. Pupils need teaching and learning to cover social interaction, communication skills, emotional regulation and sensory regulation techniques. It is also important that children are taught life skills, particularly those that will keep themselves and others safe.

The ARP is highly structured, and each pupil accesses a curriculum tailored to their individual needs and ability, using targets acquired from assessments. The curriculum is carefully planned to help motivate the pupils to learn, making use of interests and learning styles. Pupils have individual targets that are incorporated into everyday teaching across the learning environments including mainstream, outdoor provision and home.

[ARP - Information for Parents | George Carey Church of England Primary School
\(georgecareyprimaryschool.com\)](http://georgecareyprimaryschool.com)

ARP for Communication and Interaction.

**Autism.
Grafton
The Ark**

Contact Details:
office@graftonprimary.co.uk

Address:
Grafton Road, Dagenham, RM8 3EX.

Capacity:
12 places.
Age Range Supported:
Ages 4-11.

Primary Need Focus of ARP:

Autism or Autism plus one co-morbid condition with complex learning and behaviour needs.

In addition to an Autism Spectrum Condition (ASC), pupils may also need support for personal care, safety and wellbeing.

Pupils will need access to a range of specialist approaches, a structured and personalised learning environment and curriculum.

Placement via EHCP Panel.



Website Information:

It is recognised that pupils in the Ark need access to a wide range of learning opportunities and not just the academic skills. Pupils have access to teaching and learning to cover social interaction, communication skills, emotional regulation and sensory regulation techniques. It is also important that pupils are taught life skills, particularly those that will keep themselves and others safe. The Ark is highly structured, and each pupil accesses a curriculum tailored to their individual needs and ability, using targets acquired from our assessments.

The Ark offer three curriculum pathways in order to develop and support the needs of individual learners. Each curriculum pathway is carefully planned to help motivate the pupils to learn, making use of interests and learning styles. Pupils have individual targets that are incorporated into everyday teaching across the learning environments.

The pathways in the ARP are pre-formal (sensory based/engagement), semi-formal explorers and semi-formal challengers. Then there are the formal learners (mainstream).

All pupils take part in daily small group sessions. The focus of these group sessions is to practice social skills such as sitting in close proximity, turn taking and sitting at a table as a group. This aids with integration into mainstream and teaches group skills.

[about \(graftonprimary.co.uk\)](http://about.graftonprimary.co.uk)

**ARP for Communication and Interaction.
Autism.
Valence ARP**

Contact Details:
office@valenceprimaryschool.com
Address:
Valence Primary, St George's Road, RM9 5AH

Capacity:
18 places.
Age Range Supported:
Ages 4-11.

Primary Need Focus of ARP:

Autism or Autism plus one co-morbid condition with complex learning and behaviour needs. In addition to an Autism Spectrum Condition (ASC), pupils may also need support for personal care, safety and wellbeing.

Pupils will need access to a range of specialist approaches, a structured and personalised learning environment and curriculum.

Placement via EHCP Panel.

Website Information:

A personalised curriculum enables pupils to take part in a wide range of experiences tailored to their needs, interests, and motivations. It is based on cognitive science and autism research. The curriculum provides a provision map identifying curriculum content and coverage and a framework of suggested learning opportunities for how learning can be scaffolded. It offers pupils frequent and regular opportunities to repeat, retrieve and generalise knowledge and skills across contexts. Individual priorities (as identified in EHCP Outcomes) are embedded in daily learning, which is implemented through structured, personalised, and flexible teaching. The ARP uses a combination of teaching methods and adapt them to support the pupils learning styles and needs.

Sensory (pre-formal learners): Pupils with profound and complex needs learn through consistent routines, sensory experiences and interaction with adults.

Primary (semi-formal and formal learners): Pupils learn through play, exploration, practical activities and community involvement.

Pupils are allocated a mainstream class where they can take part in learning in areas of strength. This enables pupils to learn within larger groups of pupils, transfer learnt skills and knowledge to a different environment and teaching staff. A member of ARP staff supports pupils in interacting with others and extending their learning as needed. [Valence Primary School - ARP](#)

**ARP for Communication and Interaction.
Autism.
John Perry ARP**

Contact Details:

office@johnperry.bardaglea.org.uk

Address:

Charles Road, Dagenham, Essex, RM10 8UR.

Capacity:

12 places.

Age Range Supported:

Ages 4-11.

Primary Need Focus of ARP:

Autism or Autism plus one co-morbid condition with complex learning and behaviour needs.

In addition to an Autism Spectrum Condition (ASC), pupils may also need support for personal care, safety and wellbeing.

Pupils will need access to a range of specialist approaches, a structured and personalised learning environment and curriculum.

Placement via EHCP Panel.

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Website Information:

John Perry Primary school ARP is a 12- place additional resource provision attached to the mainstream school. There are two classes (SEA & SKY) and our learners follow one of three learning pathways – Pre-Formal, Semi-Formal or Formal. Pre-Formal learners require a higher level of adult support, both for their learning and their personal care, and are likely to need a bespoke curriculum broken down in small steps. Our Pre-Formal learners follow a personalised timetable that includes specialised interventions such as attention bucket, intensive interaction Tacpac, clever fingers, Lego therapy, social skills groups, sensory circuits, messy play and circle time. The ARP have established a very close work relationship with external agencies such as Speech and Language Therapy and Educational Psychologist.

[ARP-leaflet-1.pdf \(johnperryprimary.co.uk\)](#)

**ARP for Communication and Interaction.
Autism.
Manor Longbridge ARP**

Contact Details:
office@manor-i.bardaglea.org.uk
Address:
40 Scholars Way, Dagenham, RM8 2FL.

Capacity:
12 places.
Age Range Supported:
Age 4-11.

Primary Need Focus of ARP:

Autism or Autism plus one co-morbid condition with complex learning and behaviour needs. In addition to an Autism Spectrum Condition (ASC), pupils may also need support for personal care, safety and wellbeing.
Pupils will need access to a range of specialist approaches, a structured and personalised learning environment and curriculum.
Placement via EHCP panel.



Website Information:

Each pupil in the ARP undergoes rigorous assessment in order to ensure that their learning experiences are personalised and lead to good progress. A range of approaches and interventions are used to support and enhance the learning experience for all pupils.

All pupils in the ARP have a schedule. This is a visual timetable of objects, photographs or symbols which explains where they need to go to next in the classroom and wider school environment. Pupils work for short periods at the group table, moving to a distraction free workstation or area to work on their personal learning targets. They have access to a range of outside play and leisure areas.

The ARP has several work areas; there is a main classroom which contains a number of workstations and play areas. Adjoining this is a sensory room where there is a messy play tray, a dark tent with ultra violet toys which is used for sensory activities and a book area with bean bag. There is an outdoor play area which is equipped with a range of outside play equipment.

All pupils are on role in a class group within the main school which they integrate into throughout the school week. These sessions are allocated according to each pupil's individual strengths and needs. They have support from of a member of staff from the ARP for this integration.

[ARP | Manor Infants Longbridge](#)

**ARP for Communication and Interaction.
Autism.
Monteagle ARP**

Contact Details:
office@monteagle.bardaglea.org.uk
Address:
Monteagle Primary School, Burnham Road,
Dagenham, RM9 4RB

Capacity:
36 places.
Age Range Supported:
Ages 4-11.

Primary Need Focus of ARP:

Autism or Autism plus one co-morbid condition with complex learning and behaviour needs.
In addition to an Autism Spectrum Condition (ASC), pupils may also need support for personal care, safety and wellbeing.

Pupils will need access to a range of specialist approaches, a structured and personalised learning environment and curriculum.

Placement via EHCP Panel.



Website Information:

Three of the ARP classrooms are located alongside the mainstream classrooms within the main school campus. The ARP also has classrooms in a separate building next to the main school campus. Pupils in the ARP play an active part in school life. Monteagle aims for every pupil to spend some time in the main school although this is based on their abilities and needs within the context of a mainstream classroom.

[Additional Resource Provision - Monteagle School \(bardaglea.org.uk\)](http://bardaglea.org.uk)

**ARP for Communication and Interaction.
Autism.
Moore ARP at Ripple Primary School**

Contact Details:
office@ripple.bardagelea.org.uk
Address:
Ripple Primary Westbury Site.
225 Ripple Road, Barking, Essex, IG11 7FP.

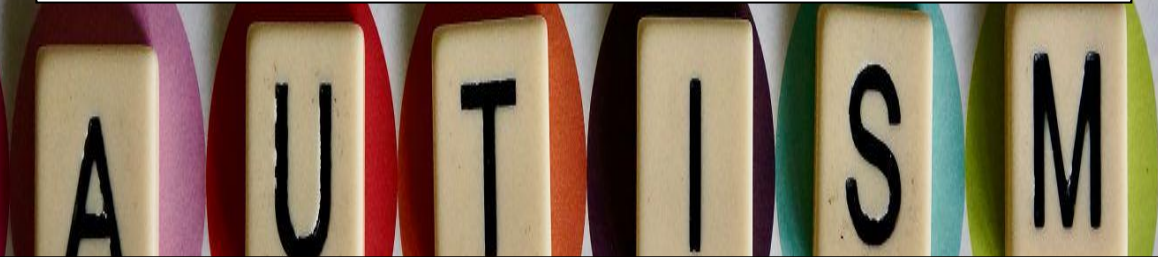
Capacity:
24 places.
Age Range Supported:
Ages 4-11.

Primary Need Focus of ARP:

Autism or Autism plus one co-morbid condition with complex learning and behaviour needs. In addition to an Autism Spectrum Condition (ASC), pupils may also need support for personal care, safety and wellbeing.

Pupils will need access to a range of specialist approaches, a structured and personalised learning environment and curriculum.

Placement via EHCP Panel.



Website Information:

Ripple Primary school, Barking is situated across two sites, the Westbury site on Ripple Road and the Suffolk Road site. The SENCO team, along with ARP teachers hold annual reviews to discuss children's progress along with 2 smaller reviews throughout the year. In addition to this, parents/carers are invited to coffee afternoons twice a year to share in the progress and work of their children.

Communication and the promotion of communication is a large part of the work that staff undertake with children. Children attending have various levels of being able to communicate, from pre-verbal to those who are language partners.

Staff working with children are trained to use visual resources to enhance the ability for children to communicate and make their needs known along with the use of Makaton signing. Emotional regulation is also an area of focus and staff encourage children to be able to identify how they are feeling and ways to regulate emotions. As part of inclusive practice and where possible children are encouraged to join with the lessons in the mainstream school accompanied by support staff, as needed. Dependent on individual children and need, children are encouraged to share lunchtime and playtimes with the mainstream school.

[ARPs | Ripple Primary](#)

**ARP for Communication and Interaction.
Autism.
Rose Lane Primary ARP
The Meadow**

Contact Details:
office@roselane.bardaglea.org.uk
Rose Lane Primary School,
187 Rose Lane, RM6 5NR

Capacity:
12 places.
Age Range Supported:
Ages 4-11.

Primary Need Focus of ARP:

Autism or Autism plus one co-morbid condition with complex learning and behaviour needs.

In addition to an Autism Spectrum Condition (ASC), pupils may also need support for personal care, safety and wellbeing. Pupils will need access to a range of specialist approaches, a structured and personalised learning environment and curriculum.

Placement via EHCP Panel.



Website Information

Pupils in The Meadow have a very individualised curriculum. The ARP has a play space, sensory room and an outdoor garden. The Meadow is located on the lower site and pupils are very much a part of the main school at Rose Lane and integrate the alongside their mainstream peers regularly. The aim is for the pupils to gain as much independence as possible and to add structure and routine to the school day. This is done through a range of interventions, speech and language work, workstations and communication time. The learning and curriculum are individualised, each pupil is equipped with the knowledge and skills they need to achieve to their highest potential.

[SEND Information | Rose Lane Primary School](#)

**ARP for Communication and Interaction.
Autism.
Thomas Arnold Primary ARP**

Contact Details:

Office.thomasarnold@bdcs.org.uk

Address:

Thomas Arnold Primary School, Rowdowns
Road, Dagenham, RM9 6NH

Capacity:

30 places.

Age Range Supported:

Ages 4-11.

Primary Need Focus of ARP:

Autism or Autism plus one co-morbid condition with complex learning and behaviour needs.

In addition to an Autism Spectrum Condition (ASC), pupils may also need support for personal care, safety and wellbeing. Pupils will need access to a range of specialist approaches, a structured and personalised learning environment and curriculum.

Placement via EHCP Panel.

Website Information:

The ARP consists of 4 classrooms which are located alongside the mainstream classrooms within the school. All at Thomas Arnold ensure the pupils who learn in these classrooms are part of the school community and we ensure they feel included and play an active part in school life. They aim for every pupil to spend some time in the main school although this is based on their abilities and needs within the context of a mainstream classroom.

[Additional Resource Provision - Thomas Arnold Primary School \(bardaglea.org.uk\)](http://bardaglea.org.uk)

Secondary Phase ARPs



CMLD ARP: Barking Abbey

Contact Details:

office@barkingabbeyschool.co.uk

Address:

Barking Abbey School, Longbridge Road, Barking,
IG11 8UF.

Age Range Supported:

11 to 16.

Primary Need Focus of ARP:

Pupils are placed here if they have Cognition and Learning difficulties with associated SEND. The pupil is likely to have long-term SEND needs. The pupil may have additional physical difficulties. There is a strong focus on inclusion and pupils are fully included in the wider school.

Website Information:

The provision offers structured teaching with clear routines and structure, clear expectations and boundaries and consistent behaviour management.

Based on structured teaching principles the provision has:

- Physical structure
- Visual timetables for students
- Distraction free workstations
- Modified tasks
- Individualised timetables
- Reward system
- Sensory room to allow pupils who are finding the environment and the work at certain periods of the day an opportunity to independently recover and be ready for learning.

On top of this there are opportunities for social play to develop social skills, small group work to help develop attention and listening skills, circle time to develop social behaviours (turn taking, sharing, paying attention to others etc).

Pupils have full access to the national curriculum at the appropriate level according to individual need.

Modifications may include:

- Opportunities to take part in small group, individual or 1-1 activities within the provision.
- Individual support for mainstream lessons
- Broken down tasks to enable maximum ability to concentrate on the task and complete work to the best of ability.
- Sensitivity to pupils' sensory difficulties
- Work and reward system to provide motivation.

Pupils will be continuously assessed using a combination of SEN specific packages including PIVATS, SCERTS and Literacy tests to monitor progress of the pupils. This information will be shared termly with parents to ensure that they are aware of the progress being made. Pupils attending mainstream lessons will be subject to assessment and reporting through the school's policy.

[ARP - Barking Abbey School](#)



MLD ARP
Dagenham Park Church of England School.

Contact Details:
office@dagenhampark.org.uk
Address:
School Road, Dagenham, RM10 9QH

Capacity:
45 places
Plus 10 ringfenced for post-16
Age Range Supported:
11-19.

Primary Need Focus of ARP:

Pupils are placed here if they have Cognition and Learning difficulties with associated SEND. The pupil is likely to have long-term SEND needs. The pupil may have additional physical difficulties. There is a strong focus on inclusion and pupils are fully included in the wider school.

Placement via EHC Panel.

Website Information:

Additional support that can be offered in the ARP includes:

- Adapted environments which support the learning needs of each pupil.
- Additional Educational Psychologist and specialist health input as necessary.
- Support for communication and social skills.
- Modified curriculum dependent on needs and development.
- Pre learning of vocabulary or lesson content for class-based activities.
- Development of fine and gross motor skills.
- Social and emotional support.

[Dagenham Park Church of England School](http://www.dagenhampark.org.uk)

**CMLD ARP
The Warren
Comprehensive.**

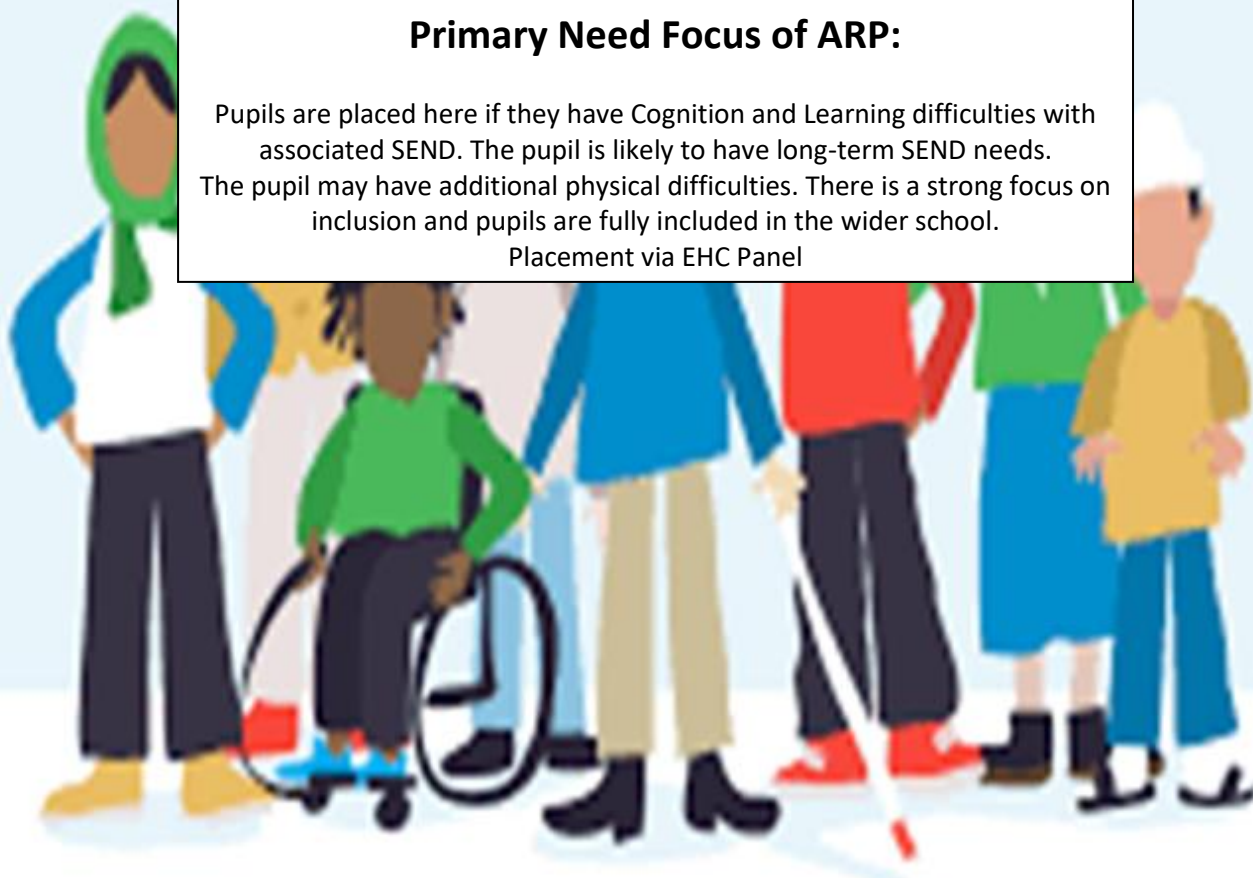
Contact Details:
office@thewarrenschoo.net
Address:
Whalebone Lane North, Chadwell Heath,
Romford, RM6 6SB

Age Range Supported:
11-16.

Primary Need Focus of ARP:

Pupils are placed here if they have Cognition and Learning difficulties with associated SEND. The pupil is likely to have long-term SEND needs. The pupil may have additional physical difficulties. There is a strong focus on inclusion and pupils are fully included in the wider school.

Placement via EHC Panel



Website Information:

'The ARP (Additional Resource Provision) classes at The Warren School are set up to provide small group teaching for pupils who have an EHCP.

The ARP is a provision within the mainstream setting designed to provide specialist and targeted support for children with long term needs. Specialised Learning support assistants deliver interventions targeted to our student's individual needs.

Children enjoy a safe and dedicated space within the mainstream school setting as well being taught in the mainstream classes to experience a broad curriculum.

[Welcome to The Warren School](#)

ARP for Communication and Interaction.

Autism: Barking Abbey

Contact Details:

office@barkingabbeyschool.co.uk

Address:

Barking Abbey School, Longbridge Road, Barking,
IG11 8UF.

Capacity:

30

Age Range Supported:

11 to 16.

Primary Need Focus of ARP:

Autism or Autism plus one co-morbid condition with complex learning and behaviour needs. In addition to an Autism Spectrum Condition (ASC), pupils are likely to be working in N.C level 1 at end of KS2. Levels in maths or science may be higher. Pupils will need access to a range of specialist approaches, a structured and personalised learning environment and curriculum.

Placement via EHCP Panel

Website Information:

The provision offers structured teaching with clear routines and structure, clear expectations and boundaries and consistent behaviour management.

Based on structured teaching principles the provision has:

- Physical structure
- Visual timetables for students
- Distraction free workstations
- Modified tasks
- Individualised timetables
- Reward system
- Sensory room to allow pupils who are finding the environment and the work at certain periods of the day an opportunity to independently recover and be ready for learning.

There are opportunities for social play to develop social skills, small group work to help develop attention and listening skills, circle time to develop social behaviours (turn taking, sharing, paying attention to others etc).

Pupils have full access to the national curriculum at the appropriate level according to individual need.

Modifications may include:

- Opportunities to take part in small group, individual or 1-1 activities within the provision.
- Individual support for mainstream lessons
- Broken down tasks to enable maximum ability to concentrate on the task.
- Sensitivity to pupils sensory difficulties relating to their autism
- Work and reward system to provide motivation.

Pupils will be continuously assessed using a combination of SEN specific packages including PIVATS, SCERTS and Literacy tests to monitor progress of the pupils. Pupils attending mainstream lessons will be subject to assessment and reporting through the school's policy. [ARP - Barking Abbey School](#)

ARP for Communication and Interaction. Autism.

The Jo Richardson Community School

Contact Details:

office@jorichardsonschool.org.uk

Address:

Castle Green, Gale Street, Dagenham, RM9 4UN

Capacity:

24

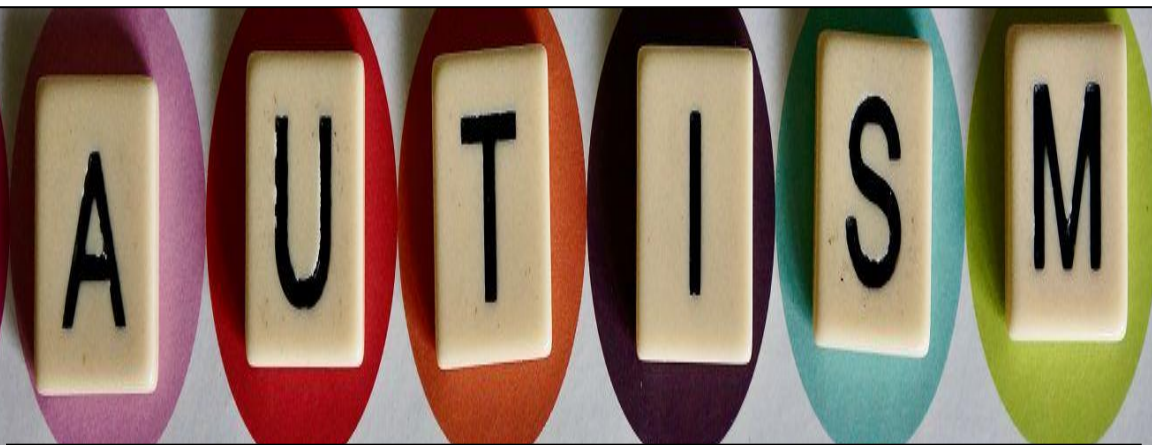
Age Range Supported:

11 to 16.

Primary Need Focus of ARP:

Autism or Autism plus one co-morbid condition with complex learning and behaviour needs. In addition to an Autism Spectrum Condition (ASC), pupils are likely to be working in N.C level 1 at end of KS2. Levels in maths or science may be higher. Pupils will need access to a range of specialist approaches, a structured and personalised learning environment and curriculum.

Placement via EHCP Panel



Website Information:

Pupils in the ARP are supported in class by ARP staff who assist them to access their lessons by using appropriate strategies.

Pupils in the ARP attend weekly social skills classes run by the ARP staff. During this time, students focus on improving their self-esteem, social skills, friendships and assertiveness. As part of this intervention students are encouraged to take part in day trips where they are assisted in deciding appropriate conversations, handling their own money, communicating with public figures.

[Jo Richardson Community School | Student Development \(SDD\)](#)

**ARP for Communication and Interaction.
Autism.
Sydney Russell School**

Contact Details:
office@sydneyrussellschool.com
Address:
Parsloes Avenue, Dagenham, Essex, RM9 5QT

Capacity:
8
Age Range Supported:
11 to 16.

Primary Need Focus of ARP:

Autism or Autism plus one co-morbid condition with complex learning and behaviour needs.

In addition to an Autism Spectrum Condition (ASC), pupils are likely to be working in N.C level 1 at end of KS2. Levels in maths or science may be higher. Pupils will need access to a range of specialist approaches, a structured and personalised learning environment and curriculum.

Placement via EHCP Panel



Website Information:

Many young people with additional learning needs can make better, more sustained progress if they attend mainstream schools.

An ARP is provision, within a mainstream school, designed to provide specialist and targeted support for children with long-term special educational needs.

The Sydney Russell ARP is dedicated to supporting Autism or Autism plus one co-morbid condition with complex learning and behaviour needs. We have the capacity to support twelve students in the ARP, but an outreach service offers help and advice to both staff and students managing an Autistic Spectrum Condition in the classroom.

Our ARP students are likely to be working in P Levels or NC Level 1 at the end of Year 6 (KS2) for English. Levels in Mathematics or Science may be higher.

Our ARP students will have access to a range of specialist approaches and a structured and personalised learning environment and curriculum.

[Welcome to Sydney Russell School.](#)



Trinity School Living and Learning Centre

Contact Details:
office@trinity.bardaglea.org.uk
Address:
Heathway, Dagenham, Essex, RM10 7SJ

Age Range Supported:
Ages 10-19.

Primary Need Focus of ARP:

Autism with severe learning difficulties with highly complex and/or extremely challenging behaviours. Autism with severe learning difficulties plus one or more co-morbid conditions with complex and / or challenging behaviours.

Pupils will need access to a wide range of specialist approaches and interventions within a highly structured and personalised learning environment and curriculum.
Placement via EHCP Panel.

Provision of 48 weeks per year which includes transport.

Website Information:

Pupils are taught to implement the principles of structured teaching throughout all aspects of their lives i.e. routine and visual structure. Pupils are taught the skills to regulate their emotions using sensory integration techniques. A team approach is used to address the personal challenges that each pupil encounters. Attention skills are developed in small, focused groups.

Pupils are supported to live safe, healthy and fulfilling lives. They are taught functional communication skills throughout the day and encouraged to advocate for themselves on a daily basis. Pupils are supported to develop independent living and self-help skills. They have access to 48 week a year provision. Transition of pupils to and from school supported by LLC staff. LLC environments are set up and organised in a way to reduce levels of stress and anxiety. Pupil's reactions and responses throughout each day are recorded, then analysed as necessary. Transitions to other settings including respite, residential care and adult services are well supported by LLC staff. A Multi agency approach and links with other professionals are embedded.

Each pupil's curriculum is developed through Personalised Learning and Person-Centred Objectives.

[Trinity School - LLC \(trinityschooldagenham.org.uk\)](http://trinityschooldagenham.org.uk)

ARP for Sensory Needs (Deaf). Eastbury Community School

Contact Details:

office@eastbury.bardaglea.org.uk

Address:

Hulse Avenue, Barking, IG11 9UW.

Capacity:

24

Age Range Supported:

11 to 16.

Primary Need Focus of ARP:

Deafness

Pupils in the ARP have Moderate to Profound permanent deafness in both ears. The pupil's speech and language will be significantly affected by deafness and there will be difficulties with developing vocabulary, understanding and expression of speech. Pupils may have additional needs; literacy and other skills may be significantly delayed. Pupils may need the support of manual communication methods such as BSL and will need regular input from a teacher of the Deaf, as well as support in mainstream lessons.

Placement by EHCP Panel.

Website Information:

The ARP aims to meet the children 'where they are at' and support them to close the gap and achieve or exceed their potential. They offer a multi modal environment where BSL and spoken language are equally valued and encouraged. The ARP believes this helps all pupils to develop their communication skills and progress in their learning. The ARP want to give our pupils the specialist support they need to grow into independent, confident D/deaf young people able to interact and thrive in both the deaf and hearing worlds.

A personalised curriculum is devised for each D/deaf (ARP) pupil to meet their individual needs and support them to narrow or close the gap with their hearing peers. Where appropriate they follow the whole school curriculum and attend mainstream classes with communication support.

Alternative pathway options are available in KS4.

Specialist teaching and a broad programme of interventions and enrichment sessions are delivered each day by Qualified Teachers of Deaf Children and Young People (QTOD) and the expert team of deaf professionals. In addition, ARP pupils receive weekly BSL and Deaf studies classes with a Deaf Instructor and Speech and Language therapy sessions with a Speech and Language Therapist.

The ARP is committed to providing a wide range of experiential learning opportunities for students to support their personal development, independence skills and understanding of their world and community. [Eastbury Community School - ARP \(bardaglea.org.uk\)](http://EastburyCommunitySchool-ARP(bardaglea.org.uk))



**ARP for Communication and Interaction
(SLCN)
Eastbrook Comprehensive School ARP**

Contact Details:
office@eastbrookschool.org.uk

Address:
Dagenham Road, Dagenham, Essex, RM10
7UR

Capacity:
30

Age Range Supported:
11 to 16.

Primary Need Focus of ARP:

Speech and / or language disorder

Pupils in the ARP will have a combination of the following needs:

- Expressive language disorder.
- Receptive Language disorder.
- Semantic/pragmatic language disorders.
 - Verbal dyspraxia.

Pupils will previously have been referred to:

- The advisory teacher for speech and language.
- An educational psychologist working with the school.
- The specialist local Speech and Language Therapist.
- Placement in this provision is intended to be short to medium term.
- Regular reviews of pupil progress and coping strategies will inform future placement. When sufficient progress has been made and the pupil no longer requires the specialist provision offered, the outcome of the review would be referred to the Additional Needs (SEND) Panel.
- Ongoing SALT requirements will need to be met within the context of a local mainstream school.

Website Information

ARP pupils have full access the National Curriculum in their mainstream classrooms. The ARP works in partnership with NHS Speech and Language Therapy colleagues to provide a range of additional opportunities to ensure the Speech, Language and Communication needs of pupils are met. The ARP provides on-going individual and/or group learning interventions to meet the specific academic needs of the ARP pupils. Nurturing their ability to cope with stresses and adversity when they arise is also an important part of the provision. Pupils have access to both social skills and vocabulary interventions.

[Additional Resource Provision: SLCN - Secondary - Eastbrook School](#)