



EMS Consultation 2024

Elisha Dyball - Strategic Lead

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Repurposing of Enhanced Mainstream Schools

Introduction

In Stockton-on-Tees we are committed to ensuring there is a sufficient range of provision and support within our borough to meet the needs of our children who have Special Educational Needs and or Disability (SEND) or who are educated in Alternative Provision (AP).

The Council's SEND Strategy, sets out ambitious and realistic objectives to ensure Stockton on Tees' local provision is the first choice for children and young people with SEND and their families. The local authority is committed to ensuring that children and young people with SEND benefit from inclusion in their local community by ensuring that they can access the right provision as close to home as possible, and thus reducing the need for them to have to travel long distances to access out of borough or independent provision due to a lack of suitable in-borough provision.

This document outlines our current proposals to make progress in this area and asks for your views on this.

What is the proposal?

To develop our graduated approach, the proposal is that the EMS (Enhanced Mainstream School) model in Stockton-on-Tees will move to an ARP (Additionally Resourced Provision) and SEN Unit model, which would align with Department for Education Guidance and allow for clear registration of the provision, with clear admissions and exit criteria.

The proposal identifies a revised number of places for children based on the present cohorts of need within the system. It also identifies the focus of the provision in line with the areas of need as defined in the SEND Code of Practice 2015: Communication and Interaction, Social, Emotional & Mental Health (SEMH), Sensory and Physical and Cognition and Learning.

It is hoped that as part of the outcome of the consultation with schools, that there would be an equal offer of provision in primary and secondary with a focus on transition planning at the earliest opportunity to identify pathways for children for their transition to secondary school. We feel that this cannot be achieved with the current EMS model.

The changes proposed are that there is a reintroduction of additionally resourced provision and SEND Units which are defined by the Department for Education as follows:

Additionally Resourced Provision

Additionally Resourced Provisions are where places are reserved at a mainstream school for pupils with a specific type of SEND, taught mainly within mainstream classes, but requiring a base and some specialist facilities around the school.

Resourced provisions receive additional funding from the local authority specifically for the purpose of the provision, cater for a specific type or types of SEND and are usually for pupils with EHCPs (but could include pupils with SEND but without a plan).

An ARP and SEND Unit model aims to provide children and young people with additional needs access to targeted and specialist support within a mainstream setting. This will include access to Local Authority commissioned targeted services, Educational Psychology advice, specialist teaching and teaching assistants and specialist health service input as necessary

SEND Unit

SEND units are special provisions within a mainstream school where the children are taught within separate classes. These units receive additional funding from the local authority specifically for the purpose of the provision, they cater for a specific type or types of SEND (e.g., autistic spectrum disorders) and are usually for pupils with EHCP Plans (but could include pupils with SEND but without a plan).

A summary of the key changes and benefits would be as follows:

- Clear entry and exit protocols.
- Parental clarity and engagement in the process
- Children & Young People with SEND benefit from provision as close to home as possible.
- Refined support offer to schools
- Refined financial offer to schools
- Strengthened CPD offer

Why are we consulting?

Stockton Borough Council wants to know your views on a proposal to create Additional Resource Provisions (ARP) and SEND Units within the borough and the proposal to replace existing EMS.

There has been a significant increase of children and young people with Education, Health and Care Plans (EHCPs) in Stockton-on-Tees. This upward trend in Stockton-on-Tees is predicted to continue and is also being seen across the North East and Nationally. Our SEND (Special Educational Needs and Disabilities) data tells us that we need to create additional places to cater for children and young people with SEND and we want to do this locally with high quality SEND provision which allows children the right support to meet their needs.

Background

During 2017, Stockton Borough Council introduced the EMS model, like other local authorities we have seen a significant rise in Children & Young People with SEND and consequently, an increase in requests for SEN Provision.

- The number of children and young people with an EHCP increased from 897 in 2017 to 2286 in 2024.
- We have seen a significant increase in EHC Plans required for children aged 0-5 and we need to future proof our provision to ensure we can continue to meet their needs.
- We continued to see an increase in children needing support for needs relating to communication and interaction difficulties including speech, language and communication needs and Autism.

Given the increasing demand for SEN provision, there is a clear need to create more provision within mainstream schools to ensure they are equipped and resourced to meet the needs of children with SEND who require support over and above what would normally be available. This will allow us to meet need at the earliest opportunity, support our young people with SEND to be educated in mainstream settings alongside their peers where possible, and have swift access to special school places, when required, to meet assessed need.

In January 2024, the Council asked education providers in Stockton-on-Tees to collaborate in developing the SEND offer within their settings. A number of providers expressed an interest in helping to plan for the borough's future SEND needs. This proposal sets out the plan to fulfill this vision over the next academic year.

How will the ARPs and SEN Units be organised?

ARPs and SEN Units within mainstream schools specialise in providing focused and specific education for SEND needs and will often have dedicated classrooms and other facilities within the school, as well as qualified SEND professionals.

Children typically spend part of their time in the ARP and the remaining time with their mainstream peers in class.

Children in a SEN Unit typically spend most their time within the unit and may access some learning opportunities within mainstream school if this is appropriate to their needs.

Children in ARPs and SEN Units will be on the school roll of the mainstream school that has the provision they attend, but the ARP and SEN Unit will be separately registered from the main school roll.

Admission to the ARP & SEND Units

The allocation of places for ARP and SEND Units will be made by the Local Authority's Education, Health and Care Panel using agreed admissions criteria, following the statutory consultation period of 15 days.

All children will have an Education, Health and Care Plan (EHCP) or undergoing EHC Assessment which identifies their primary need, this will determine the most appropriate ARP or SEND Unit allocation.

When will the changes take place?

If the proposals are approved, it is expected that the new ARPs & SEN Units and will be operational from September 2025.

If a current EMS decides not to transfer to an ARP, then plans will be put in place and admissions to this EMS will stop in line with the current service level agreement. This will **not** impact places of children currently in these settings and there will be a commitment from the school to continue to support children in situ until their natural transition point i.e. Nursery to Reception, Year 6 to 7, Year 11 to 12.

How will the new ARP and SEN Units be funded?

Place funding for ARP's and SEND Units is as required by DfE. This is a combination of per-pupil funding through the local schools funding formula, plus £6,000 High Needs funding per place for those occupied by pupils on roll and £10,000 High Needs funding per place for the remainder of places to be funded. This will be calculated in the same way as the existing EMS provisions (i.e. based on the previous October school census).

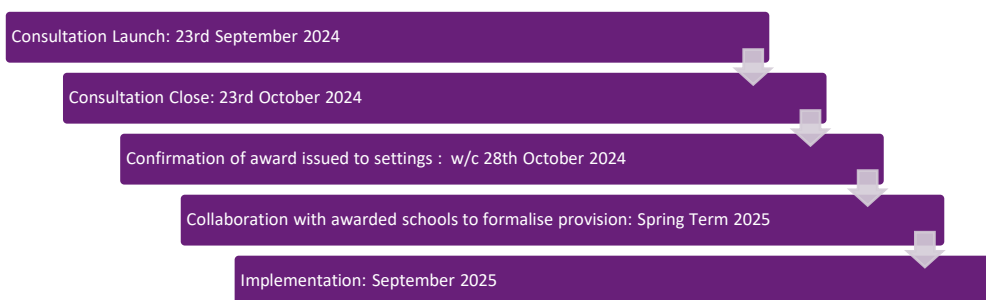
The Council will provide the place funding for maintained schools, but DfE will provide the place funding directly for academies. The Council will also provide additional funding on the same basis for any ARP or SEN Unit with over-number places.

However, we recognise that this place funding alone is not always enough to provide the level of provision and support that each child requires and therefore it is proposed that additional High Needs funding will be provided by the Council depending on the type of provision. This is intended to cover agreed staffing requirements (as specified in the provision specification), some equipment, CPD, resources and specific services depending on the type of provision.

Points to note:

- It is proposed to introduce ARPS /SEND Units which can support children with a mixed presentation of need.
- It is proposed to reintroduce an ARP for children with speech, language and communication needs at Mill Lane Primary School, this provision will be from Nursery onwards.
- It is proposed to close the SEMH EMS at Stockton Sixth Form College known as Endeavour. This provision currently acts as the offer for anxious pupils in the borough, however, separate consultation will be launched on proposal of provision offered for pupils who cannot attend schools owing to anxiety, as it is a recognised growing area of need.
- It is proposed to cease admissions to the HI/VI EMS at Preston Primary School and this provision will phase out as the children currently in placement naturally transition to their next phase of education. It is proposed to reduce the number of places at Northfield School for HI/VI needs to 5 places. Stockton Borough Council are undertaking a separate piece of work to develop teaching approaches and learning environments that support children and young people with hearing and vision impairment.

Timeline



Consultation Meetings

If you would like further information about the proposal, or to arrange a meeting to discuss the proposal, please contact the SEND Team via email at emsconsultations2024@stockton.gov.uk

How do I respond to this consultation?

If you wish to comment on this consultation, you can do so via the following link:

[Stockton-on-Tees Borough Council - Consultation Response Form \(objective.co.uk\)](#)

The deadline for consultation responses is midday on 23rd October 2024.

This document is available in alternative formats. If you require an alternative version, please email us at emsconsultations2024@stockton.gov.uk

This consultation document is circulated to:

- Parents and Carers
- All Headteachers of Stockton Schools
- Ward Councillors and MPs
- All statutory stakeholders

Current EMS Model

Communication and Interaction	Key Stage	Places Commissioned
Rosebrook C+I	KS1 & KS2	10
Junction Farm C+I	KS1 & KS2	10
Thornaby Academy C+I	KS3 & KS4	10
OLSB C+I	KS3 & KS4	10
North Shore C+I	KS3 & KS4	10
Egglescliffe C+I	KS3 & KS4	5
Pentland C+I	KS1 & KS2	10

Cognition and Learning		
Billingham South C+L	KS1 & KS2	10
St John the Baptist C+L	KS1 & KS2	10
Myton Park C+L	KS1 & KS2	10
Conyers Academy C+L	KS3 & KS4	10
Outwood Academy C+L	KS3 & KS4	10

Social, Emotional, Mental Health		
St Mark's SEMH	KS1 & KS2	6
St Paul's SEMH	KS1 & KS2	6

Physical Disabilities and Medical needs		
Outwood Academy P+M	KS3 & KS4	20
Billingham South P+M	KS1 & KS2	10
St John the Baptist P+M	KS1 & KS2	10

Visual and Hearing Impairment		
Northfield HI/VI	KS3 & KS4	20
Preston Primary VI/Hi	KS1 & KS2	20

Anxious/former Redhill		
Stockton 6th Form Endeavour	KS3 & KS4	20

Proposed ARP & SEND Unit Model Overview

Primary

Area of Need	Type of provision	Total Places available
Communication and Interaction	ARP	60
Cognition and Learning	ARP	50
Social, Emotional and Mental Health	ARP	30
Sensory and Physical	ARP	10
Communication and Interaction / Cognition and Learning	SEND Unit	64
Communication and Interaction / Social, Emotional and Mental Health.	SEND Unit	16
Speech and Language	ARP	10

Secondary

Area of Need	Type of provision	Places available
Communication and Interaction	ARP	50
Cognition and Learning	ARP	40
Social, Emotional and Mental Health	ARP	10
Sensory and Physical	ARP	5
Communication and Interaction / Cognition and Learning	SEND Unit	16
Communication and Interaction / Social, Emotional and Mental Health.	SEND Unit	8

Proposed ARP & SEND Unit Model

The provision in all ARPS should be a nurturing learning environment where pupils will access small groups to meet the individual EHCP & SEN support targets which will be incorporated into everyday teaching.

The learning environment should be highly aspirational, and pupils should be part of the wider school community with well-structured opportunities to transition into the mainstream environment.

There should be ample opportunities for sessions around social interaction, communication, turn taking and waiting skills, and emotional and social regulation.

Pupils should have access to develop life skills and independence that help them in everyday life outside of the school environment.

Pupils should access the right curriculum for their age and stage in order to make progress. This may include an offer of Functional Skills, Entry Level curriculum and/or vocational qualifications.

Communication and Interaction ARP - Primary

Eligibility Criteria

The child should have communication and interaction difficulties which include but are not limited to barriers with social interaction and identified difficulties with learning, whilst still being able to access a differentiated mainstream curriculum or have a diagnosis of Autism or Autism plus one co-morbid condition with complex learning and behaviour needs.

- In addition to Communication and Interaction needs or Autism, pupils may also need support for personal care, safety and wellbeing.
- Pupils will need access to a range of targeted approaches, a structured and personalised learning environment and curriculum.
- Will be placed via EHC Panel.

Admission Criteria

At the point of entry into the ARP the pupil is either undergoing Statutory assessment, has a draft EHCP or a final EHCP

* Reception age onwards see provision

Staffing

Qualified teacher with experience of teaching pupils with C&I/ASD/SLCN needs

1 x Teaching assistant Level 3

All staff should either have or be working towards a neuro diverse recognised qualification or have had relevant training

The setting must embed Autism standards such as those provided by the Autism Education Trust Framework. Knowledge and/or experience of this would be helpful/preferrable. This could also be mentioned in the provision section.

Provision -

- Low arousal environment with pre teaching prior to accessing mainstream classes. There should be environmental adaptations to manage social, environmental and sensory demands
- Plan and deliver bespoke sessions around social interaction, communication, turn taking and waiting skills, emotional and sensory regulation and organisational skills
- Gives pupil access to bespoke support to develop essential life skills and independence, that help them in everyday life outside the school
- Planned bespoke support to develop fine and gross motor skills
- Pupils' individual targets are incorporated into everyday teaching across the learning environments including mainstream (where appropriate), outdoor provision and home to develop generalisation skills
- The pupils may also need support for personal care, safety and well being
- Prior to any transitions taking place, there is a careful plan developed and followed to ensure best outcomes for the children

- Communication between ARP teacher/teaching assistant and mainstream class teacher/ teaching assistants must be ongoing, consistent and detailed
- Extended transition to secondary education should be planned at the notification of the placement

Monitoring –

- Reviews to be held and regularly reviewed by SEN Panel around exit criteria for those pupils with a pathway out of the ARP
- 1 x QA of ARP annual review to be completed by a specialist teacher.
- Termly progress data should be shared and monitored.
- Termly visits by specialist teachers to review and support schools

Communication and Interaction ARP - Secondary

Eligibility Criteria

The pupil should be on the Neurodevelopmental pathway or have a diagnosis of Autism or Autism plus one co-morbid condition with complex learning and behaviour needs.

- In addition to Autism, pupils may also need support for personal care, safety and wellbeing.
- Pupils will need access to a range of targeted approaches, a structured and personalised learning environment and curriculum.
- Will be placed via EHC Panel.

Admission Criteria

At the point of entry into the ARP the pupil is either undergoing Statutory assessment, has a draft EHCP or a final EHCP

* Reception age onwards see provision

Staffing Lead –

- Qualified Teacher with experience of teaching C&I/ASD pupils and across the curriculum
- 1 x TA level 3
- Staff with a passion for working with children and young people
- A consistent member of staff where possible to be in the ARP
- Subject teachers to liaise with ARP teacher and to have an overview and scaffold work to enable needs of ARP pupils to be met.
- All staff should either have or be working towards a neuro diverse recognised qualification or have had relevant training
- The setting must embed Autism standards such as those provided by the Autism Education Trust Framework. Knowledge and/or experience of this would be helpful/preferrable. This could also be mentioned in the provision section

Provision -

- Bespoke career support to prepare and plan for adulthood
- Develop links with external providers for bespoke work placements which meet the needs of the pupils
- Low arousal environment pre teaching prior to accessing mainstream classes There should be environmental adaptations to manage social, environmental and sensory demands.
- Plan and deliver bespoke sessions around social interaction, communication, turn taking and waiting skills, emotional and sensory regulation.
- Planned bespoke support to develop fine and gross motor skills
- Give access to bespoke support to develop essential life skills and independence, that help them in everyday life outside the school.

- Pupils' individual targets are incorporated into everyday teaching across the learning environments including mainstream (where appropriate), outdoor provision and home develop generalisation skills.
- Prior to any transitions taking place, there is a careful plan developed and followed to ensure best outcomes for the children.
- Communication between ARP teacher/teaching assistant and mainstream class teacher/ teaching assistants must be ongoing, consistent and detailed
- Extended transition to secondary education should be planned at the notification of the placement
- Extended transition to Post 16 should be planned at the notification of the placement

Monitoring –

- Reviews to be held and regularly reviewed by SEN Panel around exit criteria for those pupils with a pathway out of the ARP
- 1 x QA of ARP annual review to be completed by a specialist teacher.
- Termly progress data should be shared and monitored.
- Termly visits by specialist teachers to review and support schools

Cognition and Learning ARP - Primary

Eligibility Criteria

- Pupils who have evidence of a moderate (MLD) learning difficulty, a specific learning difficulty (SpLD), which encompasses a range of conditions such as dyslexia, dyscalculia, or dyspraxia, or who require extra time
- Pupils who have diagnosed medical conditions that contribute to learning difficulties, such as epilepsy, or prolonged absence due to illness causing a significant learning gap
- Pupils who are working at 3years or more below age-related expectations, despite additional support, scaffolding and targeted interventions, including those recommended by specialists
- Pupils who have cooccurring needs, such as with aspects of language, motor coordination, personal organisation, attention, and concentration. Social, emotional, and mental health needs will be linked to academic self-concept, self-esteem and/or general emotional well-being, which is affected by the impact of their learning difficulties
- Placement will be via EHC Panel.

Admission Criteria

At the point of entry into the ARP the pupil is either undergoing Statutory assessment, has a draft EHCP or a final EHCP

* Reception age onwards see provision

Staffing

- Qualified teacher with knowledge, skills, experience, and expertise of teaching pupils with C+L needs.
- 1 x TA Level 3
- Staff should have up to date appropriate qualifications and/or recent training which equips them to support a range of C&L needs
- Staff should have knowledge and expertise in supporting pupils with specific learning difficulties along with broader challenges in areas such as memory, attention and executive functioning

Provision -

- The use of precision teaching where appropriate
- The curriculum needs of the individual pupil are carefully planned for by the relevant staff members, working together with the pupil, family and when necessary, colleagues from specialist outside agencies.
- The pupil will follow the full primary curriculum at the right age and stage, remaining ambulant with a flexible timetable arrangement and the opportunity to mix with mainstream peers for breaktimes and assemblies. The pupil should be fully included in the wider school and all activities.
- An adapted, flexible environment to support the learning needs, where lighting, concrete resources, wall displays, board presentation, collaborative seating, distraction free workstations and quiet areas are carefully considered and reviewed.
- A modified maths and English curriculum dependent on the needs and development of the pupil.

- Targeted, measured interventions to build key skills and a high emphasis on developing functional basic skills and independence
- Access to a range of assistive technology.
- A robust tracking system where a range of assessments are used.
- Opportunities to pre-learn new vocabulary and overlearn lesson content for consolidation.
- Planned bespoke support to develop fine and gross motor skills.
- Use of multisensory teaching methods, visual materials and cues and online programmes.
- Opportunities to base learning around a pupil's learning style, area of interest and aspirations.
- Prior to any transitions taking place, there is a careful plan developed and followed to ensure best outcomes for the children.
- Communication between ARP teacher/teaching assistant and mainstream class teacher/ teaching assistants must be ongoing, consistent and detailed
- Transition to secondary education should be planned at the notification of the placement

Monitoring –

- Reviews to be held and regularly reviewed by SEN Panel around exit criteria for those pupils with a pathway out of the ARP
- 1 x QA of ARP annual review to be completed by a specialist teacher.
- Termly progress data should be shared and monitored.
- Termly visits by specialist teachers to review and support schools

Cognition and Learning ARP - Secondary

Eligibility Criteria

- Pupils who have evidence of a moderate (MLD) learning difficulty, a specific learning difficulty (SpLD), which encompasses a range of conditions such as dyslexia, dyscalculia, or dyspraxia, or who require extra time.
- Pupils who have diagnosed medical conditions that contribute to learning difficulties, such as epilepsy, or prolonged absence due to illness causing a significant learning gap.
- Pupils who are working at 3 years or more below age-related expectations, despite additional support, scaffolding and targeted interventions, including those recommended by specialists.
- Pupils who have cooccurring needs, such as with aspects of language, motor coordination, personal organisation, attention, and concentration. Social, emotional, and mental health needs will be linked to academic self-concept, self-esteem and/or general emotional well-being, which is affected by the impact of their learning difficulties.
- Placement via EHC Panel.

Admission Criteria

At the point of entry into the ARP the pupil is either undergoing Statutory assessment, has a draft EHCP or a final EHCP

Staffing

- Qualified teacher with knowledge, skills, experience, and expertise of teaching pupils with C+L needs.
- 1 x TA Level 3
- Staff should have up to date appropriate qualifications and/or recent training which equips them to support a range of C&L needs
- Staff should have knowledge and expertise in supporting pupils with specific learning difficulties along with broader challenges in areas such as memory, attention and executive functioning

Provision -

- The curriculum needs of the individual pupil are planned for by the relevant staff members, working together with the pupil, family and when necessary, colleagues from specialist outside agencies.
- The pupil will follow the secondary curriculum, remaining ambulant with a flexible timetable arrangement and the opportunity to mix with mainstream peers for breaktimes and assemblies. The pupil should be fully included in the wider school.
- An adapted, flexible environment to support the learning needs, where lighting, concrete resources, wall displays, board presentation, collaborative seating, distraction free workstations and quiet areas are carefully considered and reviewed.
- A modified maths and English curriculum dependent on the needs and development of the pupil.
- A flexible Key Stage 4 offer including vocational qualifications taking into account the learning needs and reasonable adjustments required.
- Targeted, measured interventions to build key skills and a high emphasis on developing functional basic skills and independence.

- Access to a range of assistive technology.
- A robust tracking system where a range of assessments are used.
- Opportunities to pre-learn new vocabulary and overlearn lesson content for consolidation.
- Planned bespoke support to develop fine and gross motor skills.
- Use of multisensory teaching methods, visual materials and cues and online programmes.
- Prior to any transitions taking place, there is a careful plan developed and followed to ensure best outcomes for the children.
- Communication between ARP teacher/teaching assistant and mainstream class teacher/ teaching assistants must be ongoing, consistent and detailed
- Extended transition to secondary education should be planned at the notification of the placement
- Extended transition to Post 16 should be planned at the notification of the placement

Monitoring –

- Reviews to be held and regularly reviewed by SEN Panel around exit criteria for those pupils with a pathway out of the ARP
- 1 x QA of ARP annual review to be completed by a specialist teacher.
- Termly progress data should be shared and monitored.
- Termly visits by specialist teachers to review and support schools

Social, Emotional and Mental Health ARP - Primary

Eligibility Criteria

- Indicators are used rather than criteria, to permit individual cases to be considered according to the particular needs and circumstances of the pupil.
- SEMH needs that present barriers to learning, risk factors that impact on learning and ability to function in school settings. Limited age-related learning progress, concerns about lack of necessary resilience to manage difficulties and challenges. Evidence of emerging mental health difficulties which impacts on progress.
- High risk, challenging emotional, social or conduct behaviours. These may be but are not exhaustive to persistent high levels of hyperactivity, impulsivity and/or lack of concentration. Behaviour that can be defiant and/or non-compliant. Frequently challenging or unusual behaviour that is evident in more than one setting and with a variety of adults and peers despite a range of approaches having been utilised.
- May have a diagnosis of ADD/ADHD, ODD, Insecure Attachment or ADHD plus one co-morbid condition with complex learning, SLCN and behaviour needs. In addition, pupils may also need support for personal care, safety and wellbeing. Pupils will need access to a range of targeted approaches, a structured and personalised learning environment and curriculum.
- Placement via EHC Panel.

Admission Criteria

At the point of entry into the ARP the pupil is either undergoing Statutory assessment, has a draft EHCP or a final EHCP

* Reception age onwards see provision

Staffing

- Qualified teacher with experience of teaching pupils with SEMH needs. Staff to have had practical experience with using Trauma Informed and Attachment Aware practices and/ or THRIVE approaches.
- 2 x TA Level 3
- All staff should either have or be working towards a recognised qualifications to support pupils with SEMH or have had relevant training
- Staff should have experience of multi-agency collaborative problem solving in relation to complex family circumstances and mental health needs

Provision-

- Use of standardised assessments for SEMH to set baselines, plan personalised interventions and measure impact
- An understanding of how to support and develop positive learning behaviours, emotional behaviours, social behaviours and conduct behaviours
- Approaches /strategies which are based on neuroscience, attachment and child development
- A physical environment that promotes a sense of security, nurture, healthy attachment and emotional well being

- Bespoke sessions that include social skill groups to improve peer relationships, targeted mindfulness activities to enhance self-awareness and regulation, as well as consistent positive reinforcement to bolster self-esteem.
- A supportive learning environment that encourages open dialogue about emotional wellbeing and normalising conversations around mental health. A nurturing ethos where every child feels safe and understood.
- A structured bespoke approach to develop essential life skills and independence, that help them in everyday life outside the school.
- A focus for Upper Key Stage 2 pupils on psychoeducation to build resilience and social and emotional awareness
- Systems of communication and feedback which fosters positive relationships with parents/ carers and celebrates the pupil's achievements and strengths
- Children in the ARP accesses their mainstream environment throughout their week, which will be purposely planned and staffed. Communication between ARP teacher/teaching assistant and mainstream class teacher/ teaching assistants must be ongoing, consistent and detailed
- Transition to secondary education should be planned at the notification of the placement

Monitoring –

- Reviews to be held and regularly reviewed by SEN Panel around exit criteria for those pupils with a pathway out of the ARP
- 1 x QA of ARP annual review to be completed by a specialist teacher.
- Termly progress data should be shared and monitored.
- Termly visits by specialist teachers to review and support schools

Social, Emotional and Mental Health ARP - Secondary

<p>Eligibility Criteria</p> <ul style="list-style-type: none"> - Indicators are used rather than criteria, to permit individual cases to be considered according to the particular needs and circumstances of the pupil. - SEMH needs that present barriers to learning, risk factors that impact on learning and ability to function in school settings. This can include vulnerability to, or participation in anti-social activity within the community. Limited age-related learning progress, concerns about lack of necessary resilience to manage difficulties and challenges. Evidence of emerging mental health difficulties which impacts on progress. - High risk, challenging emotional, social or conduct behaviours. These may be but are not exhaustive to persistent high levels of hyperactivity, impulsivity and/or lack of concentration. Behaviour that can be defiant and/or non-compliant. - Frequently challenging or unusual behaviour that is evident in more than one setting and with a variety of adults and peers despite a range of approaches having been utilised. - May have a diagnosis of ADD/ADHD, ODD or Insecure Attachment or ADHD plus one co-morbid condition with complex learning, SLCN and behaviour needs. In addition, pupils may also need support for personal care, safety and wellbeing. Pupils will need access to a range of targeted approaches, a structured and personalised learning environment and curriculum. - Placement via EHC Panel.
<p>Admission Criteria</p> <p>At the point of entry into the ARP the pupil is either undergoing Statutory assessment, has a draft EHCP or a final EHCP</p>
<p>Staffing</p> <ul style="list-style-type: none"> - Qualified teacher with experience of teaching pupils with SEMH needs - 2 x TA Level 3. - Staff to have had practical experience with using Trauma Informed and Attachment Aware practices and/ or THRIVE approaches. - All staff should either have or be working towards a recognised qualifications to support pupils with SEMH or have had relevant training - Staff should have experience of multi-agency collaborative problem solving in relation to complex family circumstances and mental health needs
<p>Provision.</p> <ul style="list-style-type: none"> - Mediation and restorative approaches utilised in order to develop and manage relationships and addressing difficulties when they occur. - Use of standardised assessments for SEMH to set baselines, plan personalised interventions and measure impact

- An understanding of how to support and develop positive learning behaviours, emotional behaviours, social behaviours and conduct behaviours
- Approaches /strategies which are based on neuroscience, attachment and child development
- A supportive learning environment that encourages open dialogue about emotional wellbeing and normalising conversations around mental health. A nurturing environment where every child feels safe and understood
- Planned programmes to develop essential life skills and independence, that help them in everyday life outside the school.
- A focus on psychoeducation to build resilience and social and emotional awareness
- Pupils' individual targets are incorporated into everyday teaching across the learning environments including mainstream (where appropriate), outdoor provision and home.
- Systems of communication and feedback which fosters positive relationships with parents/ carers and celebrates the pupil's achievements and strengths
- Children in the ARP accesses their mainstream environment throughout their week, which will be purposely planned and staffed.
- Communication between ARP teacher/teaching assistant and mainstream class teacher/ teaching assistants must be ongoing, consistent and detailed
- Prior to any transitions taking place, there is a careful plan developed and followed to ensure best outcomes for the children.
- Extended transition to secondary education should be planned at the notification of the placement
- Extended transition to Post 16 should be planned at the notification of the placement

Monitoring –

- Reviews to be held and regularly reviewed by SEN Panel around exit criteria for those pupils with a pathway out of the ARP
- 1 x QA of ARP annual review to be completed by a specialist teacher.
- Termly progress data should be shared and monitored.
- Termly visits by specialist teachers to review and support schools

Sensory and Physical ARP - Primary

Eligibility Criteria

- If a child's physical &/or medical disability is a barrier to learning, then a Sensory and Physical ARP placement may be considered.
- Placement of the child in the Sensory and Physical ARP should not result in any significant Health and Safety risks.

The child:

- May need some supervision for mobility/safe movement around school.
- May need some assistance with toileting/personal care.
- May need support for learning/recording/communicating/interacting
- Could be educated inclusively in mainstream classes.

- A child is eligible to be offered a Sensory and Physical ARP placement if they meet ALL of the following criteria:
 - The child has (or is likely to have, if undergoing assessment) a physical &/or medical disability as the primary need as confirmed by a multi-professional assessment.
 - There is evidence from professionals that the child will benefit from access to a mainstream environment and curriculum alongside typically developing peers given appropriate support from the Sensory and Physical ARP.
 - The ability of the child lies within the broad average range. (The child is able to access a broadly age-appropriate curriculum with suitable differentiation, i.e. not children whose abilities are significantly below their peers and who may need an alternative developmentally appropriate curriculum).
 - The child is able to access mainstream inclusion with an appropriate peer group.
 - In exceptional cases, a child who does not fully meet the criteria may be considered for a Sensory and Physical ARP placement. Individual cases will be discussed by a panel and in such cases the final decision will rest with the Local Authority who will explain the basis for such a decision.

Admission Criteria

At the point of entry into the ARP the pupil is either undergoing Statutory assessment, has a draft EHCP or a final EHCP

* Reception age onwards see provision

Staffing

- Qualified teacher with experience of teaching pupils with S/P needs
- 1 x TA Level 3

Provision

- Staff trained in Moving and Handling techniques and the use of specialist equipment

- Opportunities for individualised learning away from the main classroom when appropriate.
- Access to Speech and Language Therapy/Occupational Therapy/Physiotherapy according to individual needs. (To be determined by EHCPs.)
- Access to alternative and/or augmentative means of communication and recording, where appropriate.
- All of the above is with the aim to support individuals in accessing mainstream inclusion. The Sensory and Physical ARP should not be seen as a class in itself, but the mechanism to supporting access to mainstream classes and inclusion with peers.
- Systems of communication and feedback which fosters positive relationships with parents/ carers and celebrates the pupil's achievements and strengths
- Transition to secondary education should be planned at the notification of the placement

Monitoring –

- Reviews to be held and regularly reviewed by SEN Panel around exit criteria for those pupils with a pathway out of the ARP
- 1 x QA of ARP annual review to be completed by a specialist teacher.
- Termly progress data should be shared and monitored.
- Termly visits by specialist teachers to review and support schools

Sensory and Physical ARP - Primary

Eligibility Criteria

The young person:

- May need some supervision for mobility/safe movement around school.
- May need some assistance with toileting/personal care.
- May need support for learning/recording/communicating.
- Must be willing to communicate/interact (not necessarily verbally).
- Could be educated inclusively in mainstream classes.

A young person is eligible to be offered a Sensory and Physical ARP placement if they meet ALL of the following criteria:

- The young person has (or is likely to have, if undergoing assessment) a physical &/or medical disability as the primary need on their EHCP as confirmed by a multi-professional assessment.
- There is evidence from professionals that the young person will benefit from access to a mainstream environment and curriculum alongside typically developing peers given appropriate support from the Sensory and Physical ARP.
- The ability of the young person lies within the broad average range. (The young person is able to access a broadly age-appropriate curriculum with suitable differentiation, i.e. not young people whose abilities are significantly below their peers and who may need an alternative developmentally appropriate curriculum).
- The young person is able to access mainstream inclusion with an appropriate peer group.
- In exceptional cases, a young person who does not fully meet the criteria may be considered for a Sensory and Physical ARP placement. Individual cases will be discussed by a panel and in such cases the final decision will rest with the Local Authority who will explain the basis for such a decision.

Admission Criteria

At the point of entry into the ARP the pupil is either undergoing Statutory assessment, has a draft EHCP or a final EHCP

Staffing

- Qualified teacher with experience of teaching pupils with S/P needs
- 1 x TA Level 3

Provision

- Staff trained in Moving and Handling techniques and the use of specialist equipment
- Opportunities for individualised learning away from the main classroom when appropriate.
- Access to Speech and Language Therapy/Occupational Therapy/Physiotherapy according to individual needs. (To be determined by EHCPs.)
- Access to alternative and/or augmentative means of communication and recording, where appropriate.

- All of the above is with the aim to support individuals in accessing mainstream inclusion. The Sensory and Physical ARP should not be seen as a class in itself, but the mechanism to supporting access to mainstream classes and inclusion with peers.
- Systems of communication and feedback which fosters positive relationships with parents/ carers and celebrates the pupil's achievements and strengths
- Extended transition to secondary education should be planned at the notification of the placement
- Extended transition to Post 16 should be planned at the notification of the placement

Monitoring –

- Reviews to be held and regularly reviewed by SEN Panel around exit criteria for those pupils with a pathway out of the ARP
- 1 x QA of ARP annual review to be completed by a specialist teacher.
- Termly progress data should be shared and monitored.
- Termly visits by specialist teachers to review and support schools

Speech and Language ARP - Primary

Eligibility Criteria

- 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:
 - An educational psychologist working with the school.
 - The specialist local Speech and Language Therapist.

Admission Criteria

At the point of entry into the ARP the pupil is either undergoing Statutory assessment, has a draft EHCP or a final EHCP

* Reception age onwards see provision

Staffing

- Qualified teacher with experience of teaching pupils with speech, language and communication needs
- 2 x TA Level 3

Provision -

- A language rich environment which supports language development
- Sessions around social interaction, communication, turn taking and waiting skills with targeted interventions in regard to their speech and language needs.
- Access to develop essential life skills and independence, that help them in everyday life outside the school.
- Pupils' individual speech and language targets are embedded into everyday teaching across the learning environments including mainstream (where appropriate), outdoor provision and home.
- Children in the ARP can access their mainstream environment throughout the week, which will be purposely planned by the school SENCo and staffed. Prior to any mainstream integration taking place, there is a careful plan followed to ensure best outcomes for the children.
- Communication between ARP teacher/teaching assistant and mainstream class teacher/ teaching assistants must be ongoing, consistent and detailed
- Prior to any transitions taking place, there is a careful plan developed and followed to ensure best outcomes for the children.
- Transition to secondary education should be planned at the notification of the placement

Monitoring –

- Reviews to be held and regularly reviewed by SEN Panel around exit criteria for those pupils with a pathway out of the ARP
- 1 x QA of ARP annual review to be completed by a specialist teacher.
- Termly progress data should be shared and monitored.
- Termly visits by specialist teachers to review and support schools

SEN Units Proposed Specifications and Criteria

The provision in all SEN Units should be a nurturing learning environment where pupils will access small groups to meet the individual EHCP & SEN support targets which will be incorporated into everyday teaching.

The learning environment should be highly aspirational, and pupils should be part of the wider school community.

There should be ample opportunities for sessions around social interaction, communication, turn taking and waiting skills, and emotional and social regulation.

Pupils should have access to develop life skills and independence that help them in everyday life outside of the school environment.

Pupils should access the right curriculum for their age and stage in order to make progress.

Cognition and Learning & Communication and Interaction SEN Unit – Primary

Eligibility Criteria

- Children on the Neurodevelopmental pathway, have a diagnosis of Autism or Autism plus one co-morbid condition with complex learning needs. Or pupils with Cognition and Learning difficulties with associated SEND. The pupil is likely to have long-term SEND needs which are persistent, complex and making very limited progress.
- In addition to Autism or Cognition and Learning needs, 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.
- The pupil will present with communication and interaction difficulties, and these will significantly affect curriculum access and social development to the extent that needs cannot usually be met in a mainstream classroom
- Difficulties are so significant that specialist daily teaching and access to a modified curriculum is required. The level of adjustment and specialist teaching across the curriculum required is significantly greater than is normally provided in a mainstream classroom.
- The pupil may have severe and persistent difficulties in the acquisition/use of basic skills and with the curriculum.
- Pupils will be working significantly below age related expectations. In Year 6 pupils will be working within the Year 2 curriculum or below
- Placement via EHC Panel.

Admission Criteria

At the point of entry into the ARP the pupil is either undergoing Statutory assessment, has a draft EHCP or a final EHCP

Staffing

- Qualified teacher with experience of teaching pupils with Cognition & Learning needs
- Staff to have knowledge and expertise supporting pupils with specific learning difficulties along with broader challenges in areas such as memory, attention and executive functioning
- 2 x TA Level 3

Provision-

- Access to bespoke and highly specialist interventions that help to develop their social interaction skills, life skills, study skills, anxiety management and self-regulatory skills.
- Access to specialist teaching and interventions in small groups/ 1:1 and to speech and language therapy as their needs require.
- Pupils taught by subject specialists with additional targeted support, as required. There is high emphasis on developing functional basic skills, social interaction and independence.
- A predictable and structured routine with explicit teaching within a reduced group size and regular access to additional adult support.

- Adapted environments which support the learning needs of each pupil.
- Robust systems to track small – step progress.
- Modified curriculum dependent on needs and development.
- Direct instruction with very finely graded tasks.
- Pre learning of vocabulary or lesson content for class-based activities.
- Use of visual materials and cues including a total communication approach where necessary.
- Development of fine and gross motor skills.
- Prior to any transitions taking place, there is a careful plan developed and followed to ensure best outcomes for the children.
- Transition to secondary education should be planned at the notification of the placement

Monitoring

- Reviews to be held and regularly reviewed by SEN Panel around exit criteria for those pupils with a pathway out of the SEN Unit
- 1 x QA of SEN Unit to be completed by a specialist teacher
- Termly progress data should be shared and monitored.
- Visits by specialist teachers to review and support schools

Cognition and Learning & Communication and Interaction SEN Unit – Secondary

Eligibility Criteria

- Children on the Neurodevelopmental pathway, have a diagnosis of Autism or Autism plus one co-morbid condition with complex learning needs. Or pupils with Cognition and Learning difficulties with associated SEND. The pupil is likely to have long-term SEND needs which are persistent, complex and making very limited progress.
- In addition to Autism or Cognition and Learning needs, 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.
- Difficulties are so significant that specialist daily teaching and access to a modified curriculum is required. The level of adjustment and specialist teaching across the curriculum required is significantly greater than is normally provided in a mainstream classroom.
- The pupil may have severe and persistent difficulties in the acquisition/use of basic skills and with the curriculum.
- The pupil will present with communication and interaction difficulties, and these will significantly affect curriculum access and social development to the extent that needs cannot usually be met in a mainstream classroom
- Placement via SEND multi agency decision making panel.

Admission Criteria

At the point of entry into the ARP the pupil is either undergoing Statutory assessment, has a draft EHCP or a final EHCP

Staffing

- Qualified teacher with experience of teaching pupils with Cognition & Learning needs/ Communication & Interaction needs
- Staff to have knowledge and expertise supporting pupils with specific learning difficulties along with broader challenges in areas such as memory, attention and executive functioning
- The setting should embed Autism standards such as those provided by the Autism Education Trust Framework. Knowledge and/or experience of this would be preferable
- 2 x TA Level 3

Provision -

- Access to bespoke and highly specialist interventions that help to develop their social interaction skills, life skills, study skills, anxiety management and self-regulatory skills.
- Access to specialist teaching and interventions in small groups/ 1:1 and to speech and language therapy as their needs require.
- Pupils taught by subject specialists with additional targeted support, as required. There is high emphasis on developing functional basic skills, social interaction, independence, and preparation for adulthood.
- A predictable and structured routine with explicit teaching within a recued group size and regular access to additional adult support.

- Adapted environments which support the learning needs of each pupil.
- Robust systems to track small – step progress.
- Modified curriculum dependent on needs and development.
- Direct instruction with very finely graded tasks.
- Pre learning of vocabulary or lesson content for class-based activities.
- Use of visual materials and cues including a total communication approach where necessary.
- Development of fine and gross motor skills.
- Prior to any transitions taking place, there is a careful plan developed and followed to ensure best outcomes for the children.
- Transition to secondary education should be planned at the notification of the placement
- Transition to post 16 should be planned at the notification of the placement

Monitoring

- Reviews to be held and regularly reviewed by SEN Panel around exit criteria for those pupils with a pathway out of the SEN Unit
- 1 x QA of the SEN Unit review overall to be completed by a specialist teacher
- Termly progress data should be shared and monitored.
- Visits by specialist teachers to review and support schools

Communication and Interaction & Social Emotional Mental Health SEN Unit – Primary

Eligibility Criteria

Have Social, Emotional and Mental Health Difficulties. These can include indicators such as:

- Complex, long term SEMH needs that present barriers to learning.
- Limited age-related learning progress, concerns about lack of necessary resilience to manage difficulties and challenges.
- Evidence of persistent mental health difficulties which impacts on progress.
- High risk, challenging behaviours that may increasingly require physical intervention.
- Persistent high levels of hyperactivity, impulsivity and/or lack of concentration.
- Behaviour that can be defiant and/or non-compliant.
- Frequently challenging or unusual behaviour that is evident in more than one setting and with a variety of adults and peers despite a range of approaches having been utilised.
- May have a diagnosis of ADHD, Insecure Attachment or ADHD plus one co-morbid condition with complex learning and behaviour needs
- Are on the Neurodevelopmental pathway, Autism diagnosis or Autism plus one co-morbid condition (may include 'PDA profile') with complex learning and behaviour needs. Pupils will need access to a range of specialist approaches, a structured and personalised learning environment and curriculum. Placement via EHCP Panel.

Admission Criteria

At the point of entry into the ARP the pupil is either undergoing Statutory assessment, has a draft EHCP or a final EHCP

* Reception age onwards see provision

Staffing

- Qualified teacher with experience of teaching pupils with Social, emotional and mental health needs
- Staff to have knowledge and expertise supporting pupils using trauma informed and attachment aware practices and/or THRIVE approaches
- Staff should have experience of multi-agency collaborative problem solving in relation to complex family circumstances and mental health needs
- 2 x TA Level 3

Provision -

- Access to bespoke and highly specialist interventions that help to develop their social interaction skills, life skills, study skills, anxiety management and self-regulatory skills.
- Access to specialist teaching and interventions in small groups/ 1:1 and to speech and language therapy as their needs require.
- Learning environment underpinned by Attachment Aware and or/ Trauma informed practices. Progress targets to include developmental social and emotional focuses.

- Pupils taught by subject specialists with additional targeted support, as required. There is high emphasis on developing functional basic skills, social interaction, and independence.
- 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 pupils.
 - Distraction free workstations.
 - Modified tasks.
 - Individualised timetables.
 - Bespoke reward systems (where appropriate).
- Sensory regulation opportunities 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 will be continuously assessed using a combination of SEN specific packages.
- Prior to any transitions taking place, there is a careful plan developed and followed to ensure best outcomes for the children.
- Transition to secondary education should be planned at the notification of the placement
- Transition to post 16 should be planned at the notification of the placement

Monitoring

- Reviews to be held and regularly reviewed by SEN Panel around exit criteria for those pupils with a pathway out of the SEN Unit
- 1 x QA of the SEN Unit review overall to be completed by a specialist teacher
- Termly progress data should be shared and monitored.
- Visits by specialist teachers to review and support schools

Communication and Interaction & Social Emotional Mental Health SEN Unit – Secondary

Eligibility Criteria

Have Social, Emotional and Mental Health Difficulties. These can include indicators such as:

- Complex, long term SEMH needs that present barriers to learning.
- Limited age-related learning progress, concerns about lack of necessary resilience to manage difficulties and challenges.
- Evidence of persistent mental health difficulties which impacts on progress.
- High risk, challenging behaviours that may increasingly require physical intervention.
- Persistent high levels of hyperactivity, impulsivity and/or lack of concentration.
- Behaviour that can be defiant and/or non-compliant.
- Frequently challenging or unusual behaviour that is evident in more than one setting and with a variety of adults and peers despite a range of approaches having been utilised. May be vulnerable to or be participating in anti-social activities within the community.
- May have a diagnosis of ADHD, Insecure Attachment or ADHD plus one co-morbid condition with complex learning and behaviour needs
- Are on the Neurodevelopmental pathway, Autism diagnosis or Autism plus one co-morbid condition (may include 'PDA profile') with complex learning and behaviour needs. Pupils will need access to a range of specialist approaches, a structured and personalised learning environment and curriculum. Placement via EHCP Panel.

Admission Criteria

At the point of entry into the ARP the pupil is either undergoing Statutory assessment, has a draft EHCP or a final EHCP

Staffing

- Qualified teacher with experience of teaching pupils with SEMH/ Communication & Interaction needs
- Staff to have knowledge and expertise supporting pupils using trauma informed and attachment aware practices and/or THRIVE approaches
- Staff should have experience of multi-agency collaborative problem solving in relation to complex family circumstances and mental health needs
- The setting should embed Autism standards such as those provided by the Autism Education Trust Framework. Knowledge and/or experience of this would be preferable
- 2 x TA Level 3

Provision -

- Access to bespoke and highly specialist interventions that help to develop their social interaction skills, life skills, study skills, anxiety management and self-regulatory skills.
- Access to specialist teaching and interventions in small groups/ 1:1 and to speech and language therapy as their needs require.

- Pupils taught by subject specialists with additional targeted support, as required. There is high emphasis on developing functional basic skills, social interaction, independence, and preparation for adulthood.
- 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 pupils
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 - Modified tasks
 - Individualised timetables
 - Bespoke reward systems (where appropriate).
- Sensory regulation opportunities 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 will be continuously assessed using a combination of SEN specific packages.
- Prior to any transitions taking place, there is a careful plan developed and followed to ensure best outcomes for the children.
- Transition to secondary education should be planned at the notification of the placement
- Transition to post 16 should be planned at the notification of the placement

Monitoring

- Reviews to be held and regularly reviewed by SEN Panel around exit criteria for those pupils with a pathway out of the SEN Unit
- 1 x QA of the SEN Unit review overall to be completed by a specialist teacher
- Termly progress data should be shared and monitored.
- Visits by specialist teachers to review and support schools