

The ARP Provision Map 2023-24

This provision map notes interventions that are different from or additional to that normally available to pupils or students of the same age. These are designed to help our pupils with ASD and Complex Communication Difficulties to access the National Curriculum and make progress in their learning.

	Literacy	Maths	Social Skill	Language Dev.	Motor Skills	Physical	Personal / Emotional
Yr ARP	Phonics- Read Write Inc Power of Reading The Write Stuff BSquared	Adapted White Rose BSquared Adapted Maths Mastery	PSHE Association Mainstream Inclusion Reverse Inclusion PAT Therapy Dog SALT Outings Modified play area SoSafe After school clubs	SALT x 2 days per week Communicate in Print Colourful Semantics	Sensory Diets Yr3 Swimming Fine motor activities Physical Warm-Up OT x 1 day per week	Sensory Diets Yr 3 Swimming Yoga Physical Warm-Up OT x 1 per week	PSHE Association Therapy Dog SALT OT Talk Time Board Games Groups Sensory / Break Out Outings to local community Daily reflection time SoSafe Cosmic Kids Puberty Sessions and Visual supports

							Parent coffee morning
Intervention		Description of Function					How often and Who
Attention Autism Curriculum		<p>Attention Autism gives a child with autism an irresistible invitation to learn and provides them with an experience worth communicating about. It also redirects the anxiety felt by many of our pupils at the beginning of a teaching session.</p> <p>Aims of Attention Autism</p> <ol style="list-style-type: none"> 1. To engage attention 2. To improve joint attention 3. To develop shared enjoyment in group activities 4. To increase attention in adult-led activities 5. To encourage spontaneous interaction in a natural group setting 6. To increase non-verbal and verbal communication through commenting 7. To build a wealth and depth of vocabulary 8. To have fun! 					Daily to introduce all formal teaching sessions in Seedling and Acorn classes.
The Teacch Approach (where appropriate)		<p>Structured Teaching</p> <p>Children with autism need structure, clear expectation and boundaries.</p> <p>Physical structure</p> <ul style="list-style-type: none"> • Gives clear areas for learning • Enables clear transition • Teaches independence in learning. <p>Visual structure</p> <ul style="list-style-type: none"> • Increases understanding and therefore learning • Calms and organizes • Builds independence 					Where appropriate

	<ul style="list-style-type: none"> • Reduces behavioural problems 	
Speech and Language Therapy	<p>Speech and Language development underpins all of our work within the ARP. We support the development of speech (talking clearly), language (understanding what other people are saying or expressing themselves) and communication (knowing how to use language with different people and for different purposes).</p> <p>SALT 1:1 with therapist</p> <ul style="list-style-type: none"> • As outlined in EHCP individual to each child • Social skills and pragmatics of language packages – inference and problem solving, making friends, regulating emotions • Test of Abstract Language Comprehension (TALC) • Clinical Evaluation of Language Fundamentals (CELF-4) • Transition work for pupils moving on to other schools <p>Sensory story group Increase exposure to and engagement in literacy through multi-sensory experiences, developing memory and recall, predictions, shared attention.</p> <p>Social Skills Groups Develop skills needed to navigate peer engagement and develop theory of mind.</p> <ul style="list-style-type: none"> • Social Thinking Programme • ‘Talk About’ by Alex Kelly • Social stories • Comic strip conversations <p>Lego Therapy Communication skills, cooperation, sharing of control, problem solving, following instructions.</p>	Speech and Language Therapist, and throughout our teaching and interactions with pupils

Occupational Therapy	<p>Occupational therapy addresses the physical, cognitive, psychosocial and sensory components of engagement and learning. In the ARP, there is a focus on academics, play and leisure, social participation, self-care skills and work skills.</p> <p>Occupational therapy 1:1 or 1:2</p> <p>Direct Occupational Therapy input 1:1 or 1:2</p> <p>Sensory Programme – implemented by school staff daily to focus on gross and fine motor skills and motor planning.</p> <p>Group</p> <p>A broader set of activities to support all eight areas that may be affected by sensory processing difficulties and create barriers for our pupils to learn :</p> <ul style="list-style-type: none"> • Visual – Sight • Auditory- Hearing • Tactile – Touch • Olfactory – Smell • Gustatory – Taste • Vestibular – Balance – body co-ordination • Proprioception – Sense of knowing one's position in space • Interoception – Sense of internal organ function <p>Movement Breaks</p> <p>Provide pupils with a chance to dispel any built up anxious energy, and to reorganise themselves in readiness for learning.</p>	<p>Occupational Therapist, and throughout our teaching and provision for pupils</p>
Parent Coffee morning	<p>Regular opportunities to meet with our OT and SALT professionals. Designed to help our parents to feel better engaged, more supported and increasingly confident to communicate their thoughts and feelings, strategies and suggestions. Creating a parent community which supports and encourages through face to face supported sessions. This will in turn support their children to be better supported, and maintain improved relationships between home and school which will help to support all pupils.</p>	<p>For all</p>

Targeted phonics teaching – Read Write Inc	Through all phases, incorporated into varied and engaging sessions. Ensuring that pupils learn more than one way so as to avoid the pitfalls of rigidity in learning and frustrations at exceptions to rules.	For all
Reading	<p>Bsquared Assessment and Evidence of Learning for Pupils with Special Educational Needs which can show small steps of progress and suits an uneven learning profile.</p> <p>Daily Guided Reading sessions focusing on all areas of reading as well as building confidence and self-esteem.</p>	For all
Writing	<p>The Write Stuff/The Power of Reading High quality texts in a range of genres are used to develop the children’s understanding of story structures and non-fiction texts. Through sharing the texts together in class, the children access a rich and varied vocabulary which will support their speaking, listening and writing. Lessons are modified to enable all children to experience success at a pace that is right for them.</p> <p>Bsquared Assessment and Evidence of Learning for Pupils with Special Educational Needs which can show small steps of progress and suits an uneven learning profile.</p>	For all
Maths	<p>Bsquared Assessment and Evidence of Learning for Pupils with Special Educational Needs which can show small steps of progress and suits an uneven learning profile.</p> <p>Adapted White Rose Modified to enable the children to access learning at a pace that is right for them.</p> <p>Adapted Maths Mastery</p>	For all

	Concepts are built in small, logical steps and are explored through clear mathematical structures and representations. The focus is on depth – not acceleration – so that all children have a chance to embed learning.	
PSHE Association	<p>To help pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work.</p> <p>The package focused on three key areas:</p> <ol style="list-style-type: none"> 1) Health and Wellbeing- Considering what it means to be healthy and the ways we can improve our health. 2) Relationships-What a healthy relationship is and the importance of embracing difference. 3) Living in the wider world- Our rights and responsibilities as well as those of others 	For all
After school clubs	<p>A weekly small club for members of The Arp to opt in to. The club focuses on music and singing.</p> <ul style="list-style-type: none"> - Creating music together promoting wellbeing and self-expression 	<p>Autumn term – Oak</p> <p>Spring term – Seedling</p> <p>Summer term - Acorn</p>
Reverse Inclusion	Pupils have the opportunity to engage with pupils from across the school in the safe and familiar environment of the ARP. The only challenge then is social, without the demand also being to navigate the more overwhelming main school environment.	For all where appropriate
Inclusion	Inclusion is planned for on an individual basis and is dependent on the needs of the individual child. Some children will go to mainstream for specific learning where the initial challenge is not their ability to complete the work, but their ability to tolerate and succeed within the mainstream classroom with up to 30 peers.	For all where meaningful, beneficial and purposeful

Communicate in Print	Symbols are images which are used to support text, making the meaning clearer and easier to understand. They provide a visual representation of a concept. In line with the TEACCH approach we use symbols to augment communication throughout the provision.	For all
Fine motor skill activities	Activities to develop finger/hand strength and coordination which are fundamental to engaging in many learning tasks: <ul style="list-style-type: none"> • Developing Pincer Grip - working toward strong tripod grip • Developing motor control • Encouraging bilateral hand use 	For all
Yoga	Yoga is used to help promote breath, posture, strength, flexibility, balance and emotional well-being. When the body can start to relax, blood returns to the core and the body can do its work of breathing and digestion.	For all
Physical Warm Up	Sensory Circuits is a sensory motor skills programme that helps to set children up for a school day. It enables children to reach the level of alertness needed to concentrate during sessions. Activities are structured to have maximum impact for pupils: <ol style="list-style-type: none"> 1. Alerting Activities that make the head change direction rapidly. 2. Organising Activities that provide a motor challenge. 3. Calming Activities that calm the child: deep pressure, proprioceptive input, and heavy work. 	For all
Inclusive swimming (Year 3)	Swimming helps to promote pupils' strength and flexibility, control of breath and emotional well-being. Swimming can improve focus and self-confidence and is an important life skill.	Year 3 children

Board Games Groups	Providing an opportunity for competitive games in a supported setting where the social complexities of play, as well as managing emotions around winning and losing can be explored and developed.	For all
Sensory Room / Breakout Room	Used as a separate to increase concentration, focus attention, improve alertness, social relations and communication. The varied optical, acoustic, olfactory and tactile stimuli also help hyperactive individuals concentrate and focus better.	For all
Outings to Local Community	Provide a focus on life skills such as using public transport, money, road safety, or communicating with strangers.	For all
Rock Steady	Fun and inclusive rock and pop band lessons in the main school, led by real musicians with live performances and a variety of instruments.	With mainstream children (Fee will apply)
PAT Therapy Dog	Community based Animal Assisted Therapy used to enhance communication skills. The dog acts as a non-judgemental listener and offers comfort to the child who may find communication difficult or stressful.	For all
Cosmic Kids	Online yoga and mindfulness sessions <ul style="list-style-type: none"> - Promoting wellbeing through developing breathing techniques, better mind-body connection and a quiet space within the day for pupils - Also taste testing sessions which promote confidence with trying new foods and expressing opinions 	For all