



Additionally Resourced Provision (ARP)

Autism, Medical and/or Physical Needs

As a specialist 20 place provision, we aim to create a safe and happy environment for our students, while maintaining their sense of whole school inclusion. We pride ourselves on focussing on the individual needs of each student and creating opportunities for them to succeed both academically and socially. As a specialist 20 place provision, we aim to create a safe and happy environment for our students, while maintaining their sense of whole school inclusion. We pride ourselves on focussing on the individual needs of each student and creating opportunities for them to succeed both academically and socially. Places for the Additionally Resourced Provision are allocated via the Local Authority special educational needs and disabilities team. The Local Authority has the responsibility of identifying students who meet the criteria across Hartlepool. Most students with ARP places attend mainstream lessons with enhanced support and intervention.

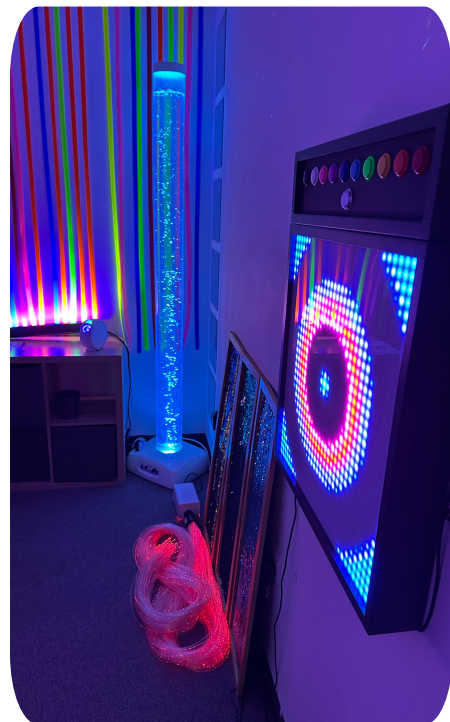


The key to the outstanding success of the Additionally Resourced Provision is working in partnership with various stakeholders. The ARP has close links with primary schools, other secondary schools, local colleges and parents and carers.

Purpose and Aims of the ARP

The purpose of The Additionally Resourced Provision is to:

- Support transition within the mainstream secondary school environment
- Provide high levels of support for students with their work in mainstream lessons, optimising their access to the National Curriculum.
- To provide a broad and balanced education for every individual student.
- Address communication difficulties and help students to develop their understanding of social situations.
- Implement programmes of study addressing social skills and social communication, so that students can make the most of their integration into the social, pastoral and extra-curricular life of the college.
- Encourage and facilitate independence and the fullest possible participation in whole college life.
- Work closely with parents/carers and external agencies in developing strategies and meeting the needs of identified students.
- Raise and maintain awareness of special educational needs and to disseminate information to all staff regarding:
 - Students' strengths and talents
 - The nature of their difficulties
 - Appropriate achievable targets
 - Strategies which support learning



Support at HTCS

Successful inclusion of our students depends on the existence of a strong collaborative relationship between the teachers within the mainstream school and The Additionally Resourced Centre. There is an ongoing exchange of information about the progress of our students with support given to help understand individual behaviours and identify strategies for each individual student.



To allow our students to overcome any barriers within the College, and achieve their full potential, we employ a range of individual and bespoke strategies:

- Specialist ASC and medical needs support within mainstream curriculum lessons that allows students to access learning and fulfil their academic potential
- Adaptation of materials used for teaching and learning within lessons.
- Collaboration between support staff and teachers, enabling students to reach their full potential and enhance their learning through sharing of individual personal Education Health and Care Plan outcomes.
- Access to a specialist social skills curriculum, helping students with their social awareness and encouraging peer friendships that can be maintained.
- Supported social time within the Additionally Resourced Centre to facilitate peer interaction and develop social skills
- Preparation for the challenges and opportunities of a complex and technologically advanced society through creative, innovative and motivating approaches to teaching and learning.
- Work closely with parents/carers and external agencies to allow students to achieve full potential.

Home/School Communication



At High Tunstall College of Science, the importance of a close home/school relationship is highly regarded. Parental/Carer input and an understanding of a student's needs is an integral dimension to their learning. The extent and frequency of contact with parents and carers depends on their wishes and the needs of the student. The following are examples of the way we foster and encourage a close home/school relationship:

- Synergy one to one messaging
- Key Worker who is a central figure for home/school communication. The key worker will make regular phone calls home/send Synergy correspondence to keep parents and carers informed day-to-day.
- Parents' Evenings- held for all year groups throughout the year. The Senior Specialist SENDCo are available during the event to assist parents and students and meet to discuss progress.
- Annual Education Health and Care Plan reviews.
- Facebook page for The Additionally Resourced Centre (ARC)



Transition

We recognise that transition can be difficult for a child with special educational needs and take steps to ensure that any transition is as smooth as possible.

Students are supported in all stages of transition:

Transition to Key Stage 3 – The Additionally Resourced Centre provides a structured programme for all incoming Year 7 students, with a detailed and personalised transition programme in liaison with primary schools, opportunities for students to develop a positive relationship with the Key Worker and staff in advance of starting at High Tunstall, visual supports and adapted transition materials, support for parents and carers and enhanced visits and transition days to High Tunstall.

Transition to Key Stage 4 – Students are supported by the Senior Specialist SENDCo to make informed choices about what options would be most appropriate and beneficial for GCSEs. The Inclusion Team helps students, parents and carers begin to focus on adulthood as students reflect upon what they would like to study Post-16. The Inclusion Team support students through the use of visual timetables, meeting staff in advance and supporting in transition lessons to prepare students for the expectations of Key Stage 4.

Transition to a Post-16 Provider – High aspirations are crucial to success and therefore discussions about longer-term goals start early and continue through Year 11. The Additionally Resourced Provision centres support around an extended transition and the young person's own interests and needs and focuses on further education, participating in society and being as healthy as possible in adult life. We work with the Post-16 providers to ensure they have all the relevant information they require and plan detailed extended transition opportunities for all ARP students. Students attend careers fairs and lessons with support from an Inclusion Assistant and are fully supported through the process of applying to Post-16 Providers. Post-16 Providers are also invited to Year 11 Education, Health and Care Plan reviews.

