

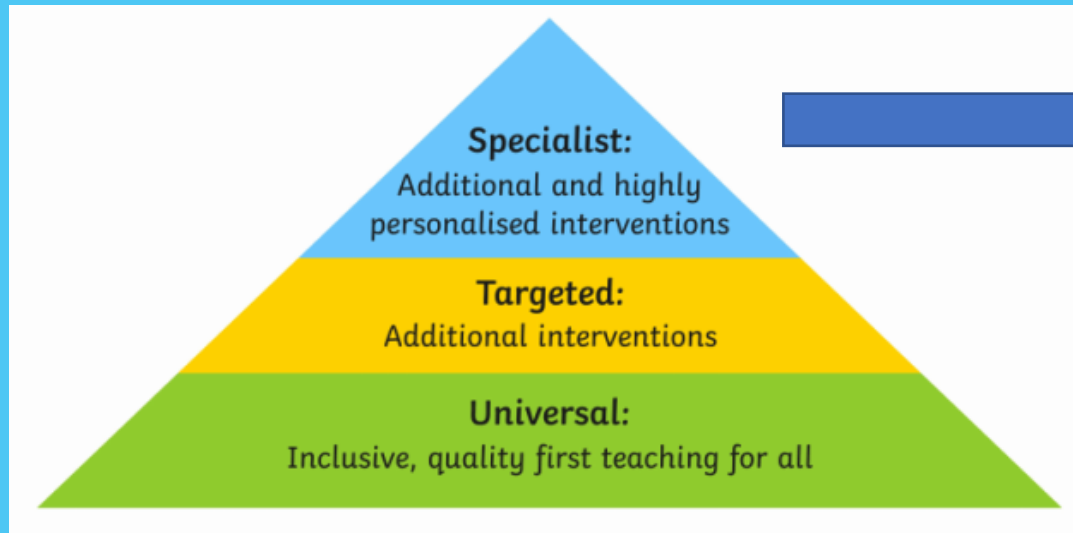


# Strategy Statement for Four Seasons ARP (Additional Resource Provision)





# The Becontree Journey: A Commitment to Inclusion





# The Four Seasons ARP

Four Seasons ARP is a 12 place local authority maintained provision for children aged 4-11 with Autism Spectrum Conditions (ASC).



The children who attend have a wide variety of needs and present differently on the spectrum.

The secret, is to  
surround  
yourself with people who  
make your heart  
smile.  
It is then, only then, that  
you will find  
Wonderland.





## ***Equality Mission Statement*** (Equality Act 2010)

We are committed to ensuring equality of educational opportunity and support for all pupils, parents, carers, staff and visitors irrespective of age, sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment and socio-economic background.

We aim to provide a fully inclusive school in which every person feels proud of their identity and is able to participate fully within the school community. We believe that a diverse school community is a strength which should be respected and celebrated by all those who learn, teach and visit here. These statements are enshrined in our school motto, **‘Respecting One Another.’**





# Our Shared Vision

**Striving for excellence in everything we do**



High Quality  
Education for  
ALL

Effective  
home/school  
and community  
partnerships





# Our Core Purpose (Mission)



Highly effective teaching and learning for ALL children, within a culture of challenge, nurture and support. All members of our team are valued and make a positive contribution to children's learning by:

Understanding children's needs and having high expectations of them

Being a positive role model

Putting children first

Contributing effectively to our work as a team

Being enthusiastic and showing dedication and commitment





# Our Shared Vision

***A special place where*** children know how to keep themselves safe and healthy. They love learning and become:



Effective  
communicators

Responsible  
and caring  
citizens

Active  
contributors

Successful and  
independent  
learners

Confident and  
ambitious  
individuals





# Our Shared Vision



**A special place where** parent and community partnerships are strong, underpinned by a sense of **trust** and **shared ownership** of our **core values**. Together we make a positive contribution to:

Our school vision,  
mission and values

Children's learning  
and development

Our school  
improvement  
priorities





# Meet the Team



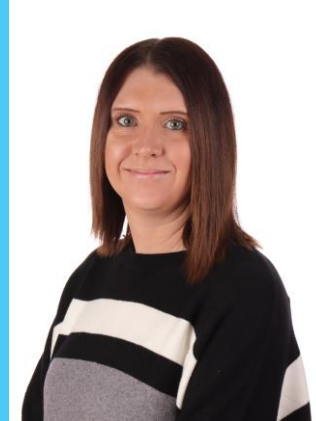
Mandy Cracknell  
(ARP Lead)



Rachida Bousbaa  
(ARP Teacher)



Sarah Farquhar  
(SLSA)



Lisa Allen (LSA)



Natasha Tuitt (LSA)



Aleksandra Goj  
(LSA)



Lorraine Gallagher  
(Mid-Day)

Sabia Raham  
(Mid- Day)



# Learning Environments



Summer Room



Sensory Room

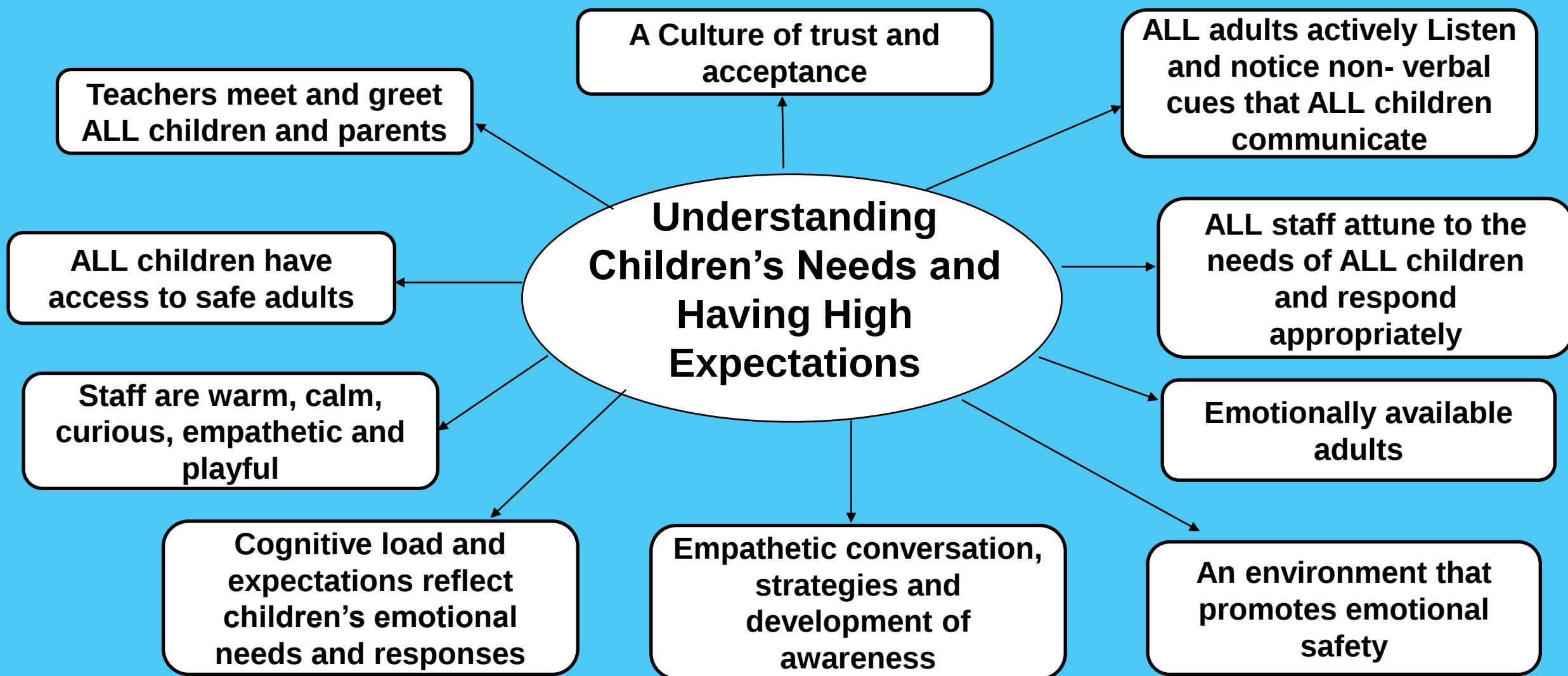


Autumn Room



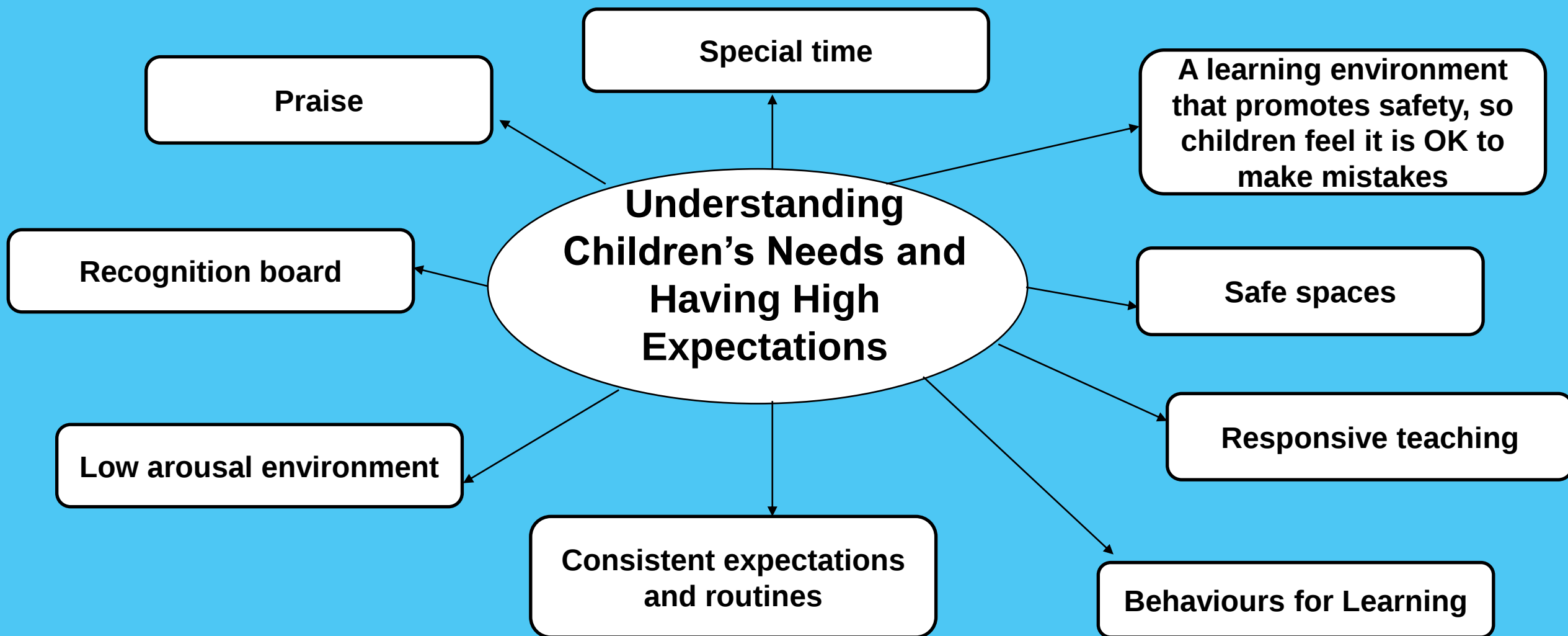


# Relational Approach: All children feel safe and supported as a result of:



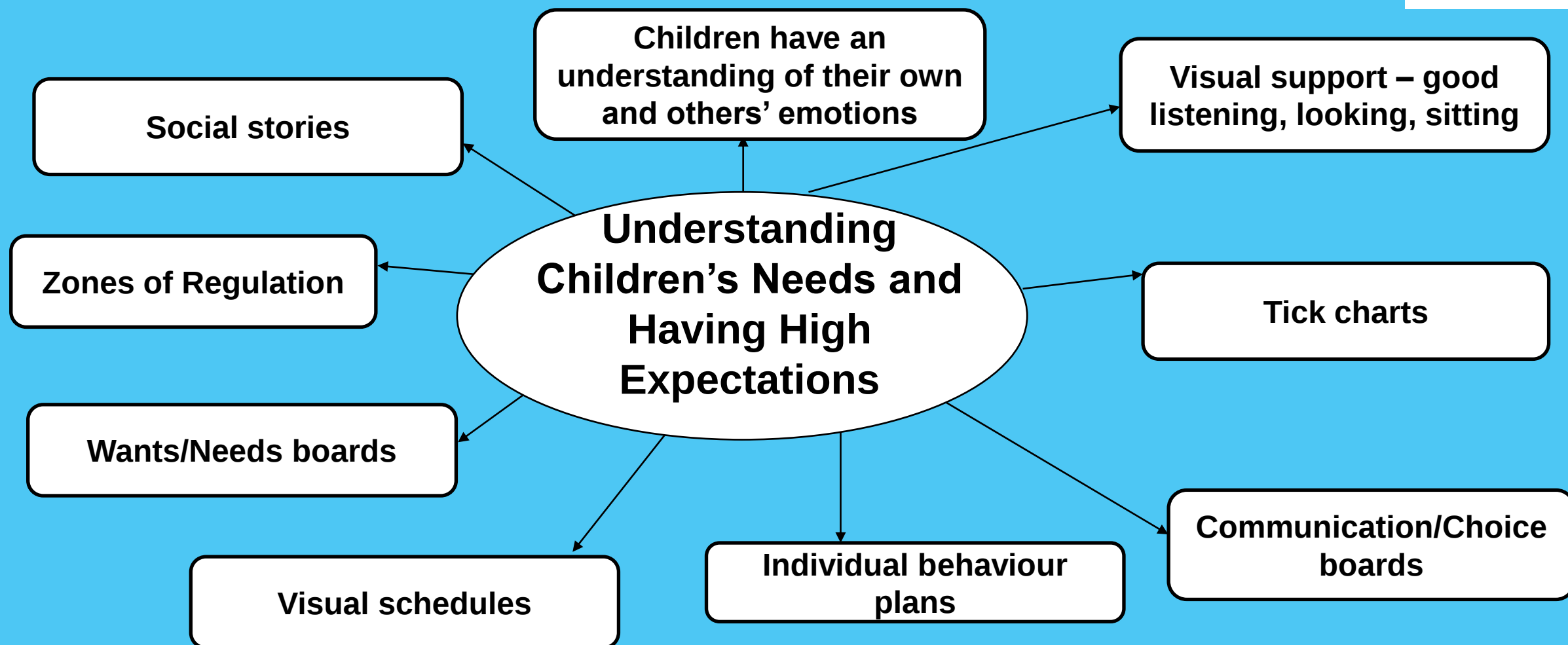


*Relational Approach: All children feel safe and supported as a result of:*





*Relational Approach: All children feel safe and supported as a result of:*





# Intent



## Intent

The Four Seasons ARP is an integral part of our school community. While nurturing the personal qualities and individual needs of every child, we also strive to ensure that children who learn in the ARP feel included and play an active part in our school life.

We value the development of ALL children's communication skills, social interaction, development of successful relationships, positive behaviour, emotional and sensory regulation, empathy and life skills.

Our children are encouraged and supported to become increasingly confident, happy, and independent at home and at school. Our aim is to equip ALL children with the skills they require for the next phase of their education.



# Implementation



## Implementation

The design of our curriculum reflects the way ALL children learn. It provides highly effective teaching and learning within a culture of challenge, nurture and support. The personalised teaching sequences are carefully planned to provide an exciting, multi-sensory, language rich environment, where children can experience learning through a wide range of activities and opportunities. Teaching is structured to meet the needs of ALL our children.

Each child has access to a curriculum that matches their ability and developmental stage, using targets gathered through assessments in line with EYFS Ages and Stages/Pre-Key Stage Standards/National Curriculum.

The design and delivery of the curriculum, offers three pathways, to support the way each child learns. The pathways are:

- Pre-Formal
- Semi-Formal
- Formal

Curriculum design is also informed by our approaches to teaching subject-specific knowledge and skills, e.g. reading, writing and maths. Refer to key documents for detail.

Curriculum pathways are planned to reflect the children's interests and facilitate engagement. The children's individual targets are interleaved daily through interventions, practical activities and teaching.

All children take part in group learning sessions throughout the day. These focus on developing pre-requisite skills, communication, physical, social, and emotional, cognitive skills, oracy, early conceptual understanding, problem solving and independence.

More detail is available on the following slides and in the ARP curriculum section of the school website.



# Impact



## Impact

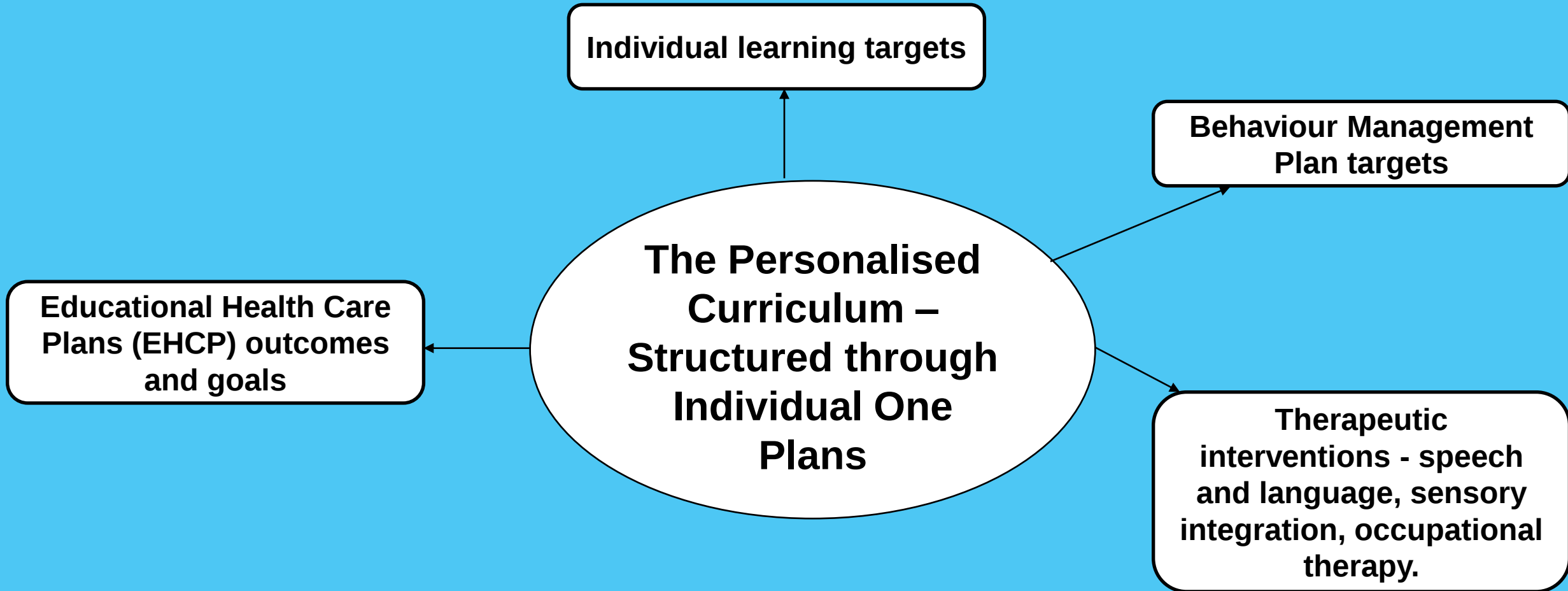
The quality of education, progress and attainment of children in the ARP is measured through:

- Children's work in Individual Learning Journeys and workbooks
- In-school assessments/outcomes
- Classroom observations/drop-ins
- Pupil Progress Meetings
- Reviews of EHCPs and One Plans
- Assessment/data
- Outside agency assessments – showing the impact of in-school interventions
- Feedback from parents/carers and children
- Quality Assurance Reviews
- Reporting to Governors



# Delivery and Implementation of the Curriculum

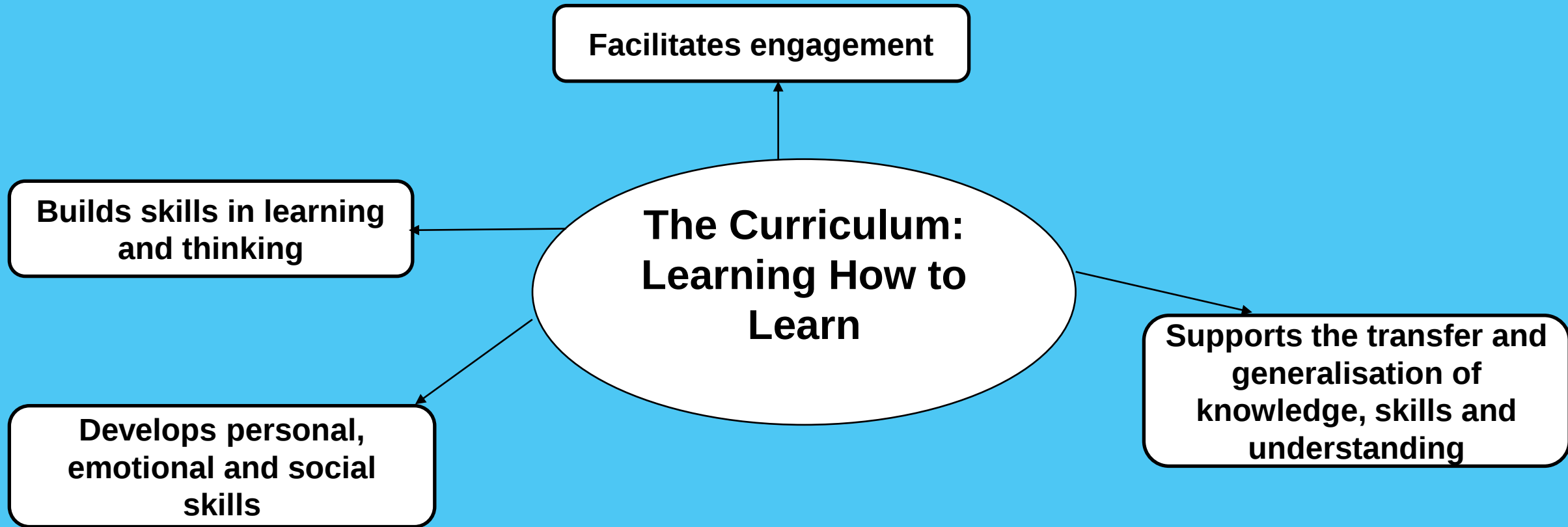
*Our approach to learning is child centred. We offer our children a bespoke and engaging curriculum, which ensures learning is accessible to all.*





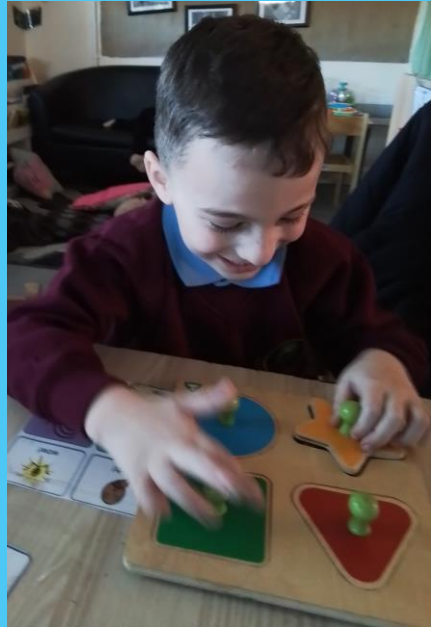
# Delivery and Implementation of the Curriculum

*The curriculum is delivered through a thematic topic-based approach, with elements taken from the Early Years Foundation Stage and National Curriculum. The design of the curriculum is relevant to the needs of the children. It reflects functional and meaningful topics and experiences.*





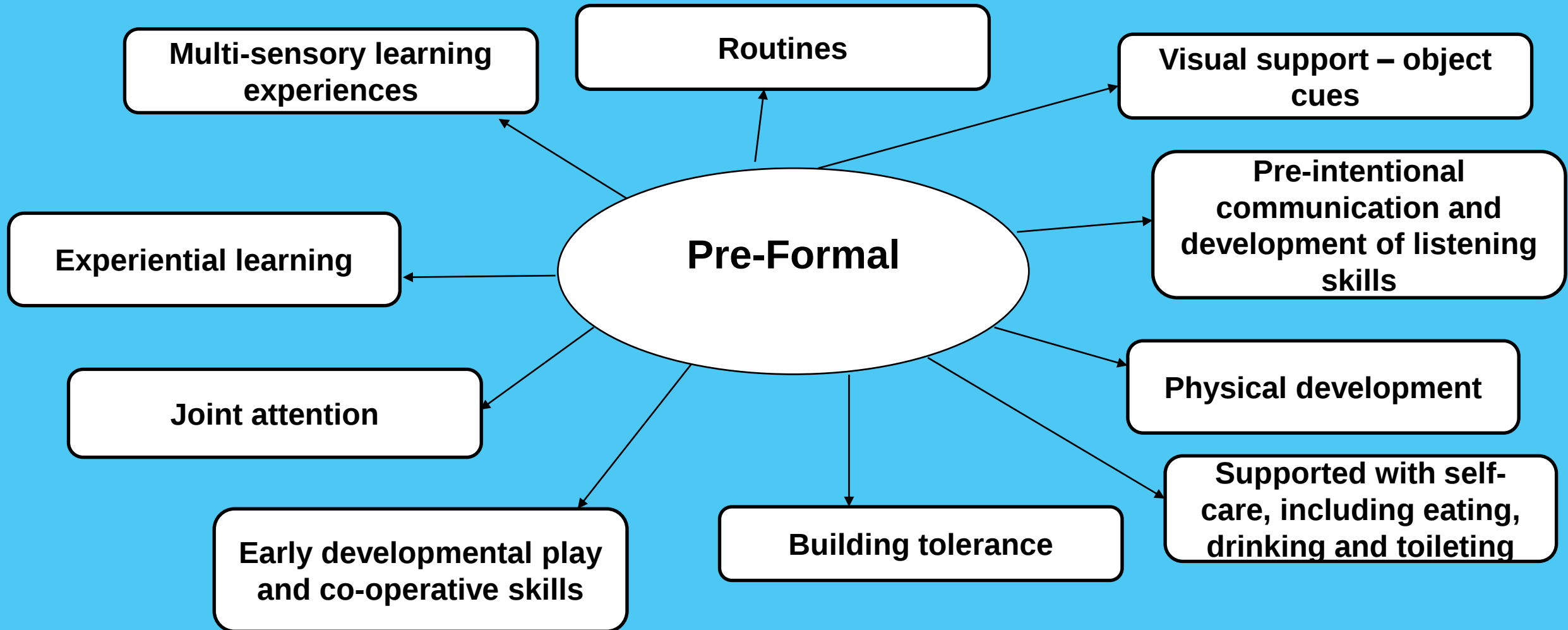
# A High Quality Bespoke Provision





# Approaches to Learning: Pre-Formal Pathway

*Children will develop their pre-requisite skills, including their early communication, physical, social, and emotional and cognitive skills.*

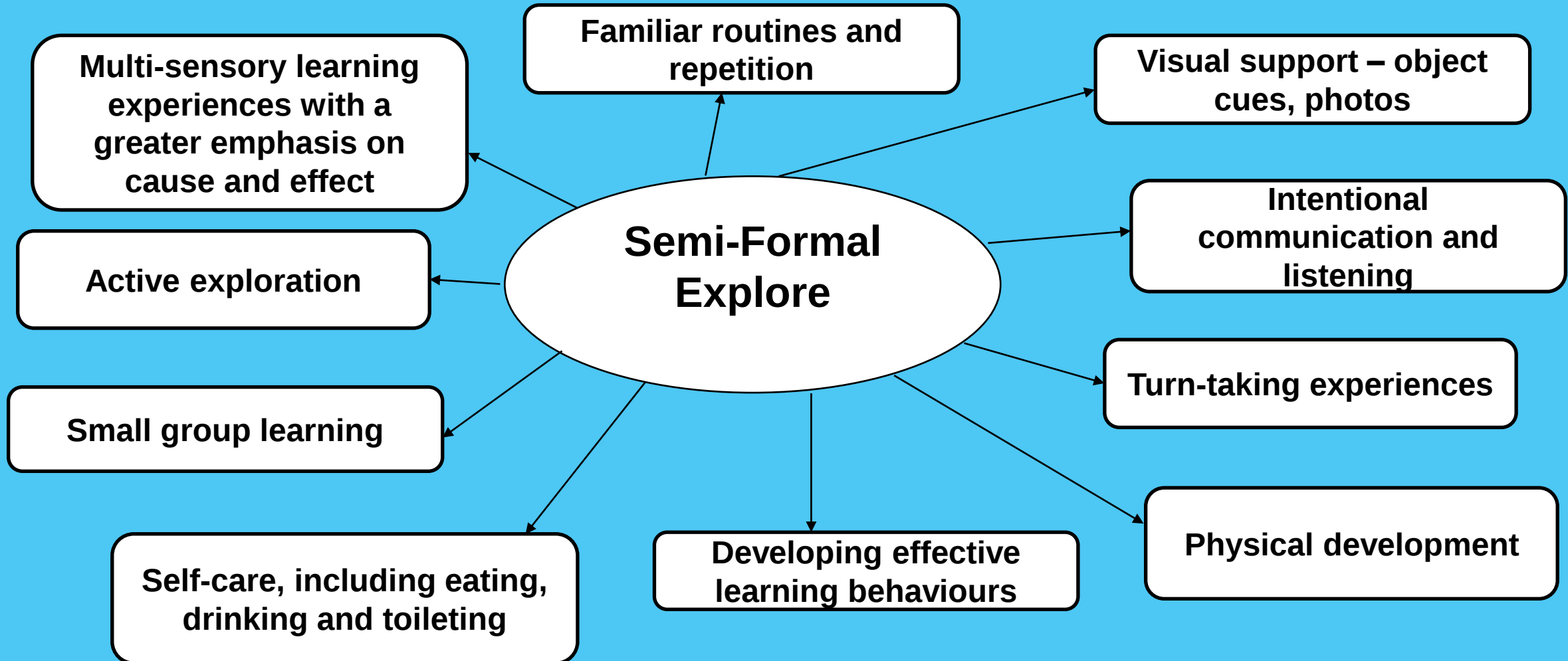




# Approaches to Learning: *Semi-Formal Explore* Pathway



*Children will focus on their emerging communication, physical, social, and emotional and cognitive skills.*

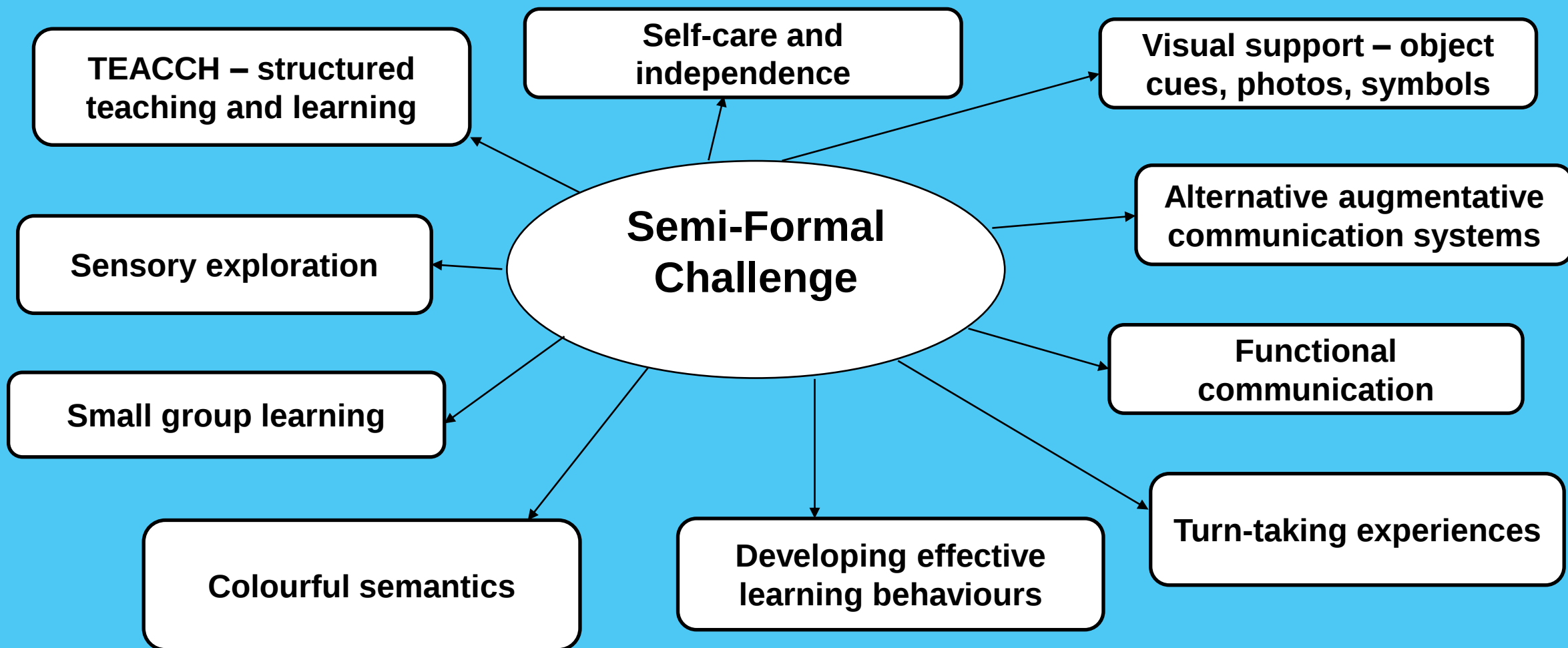




# Approaches to Learning: Semi-Formal Challenge Pathway



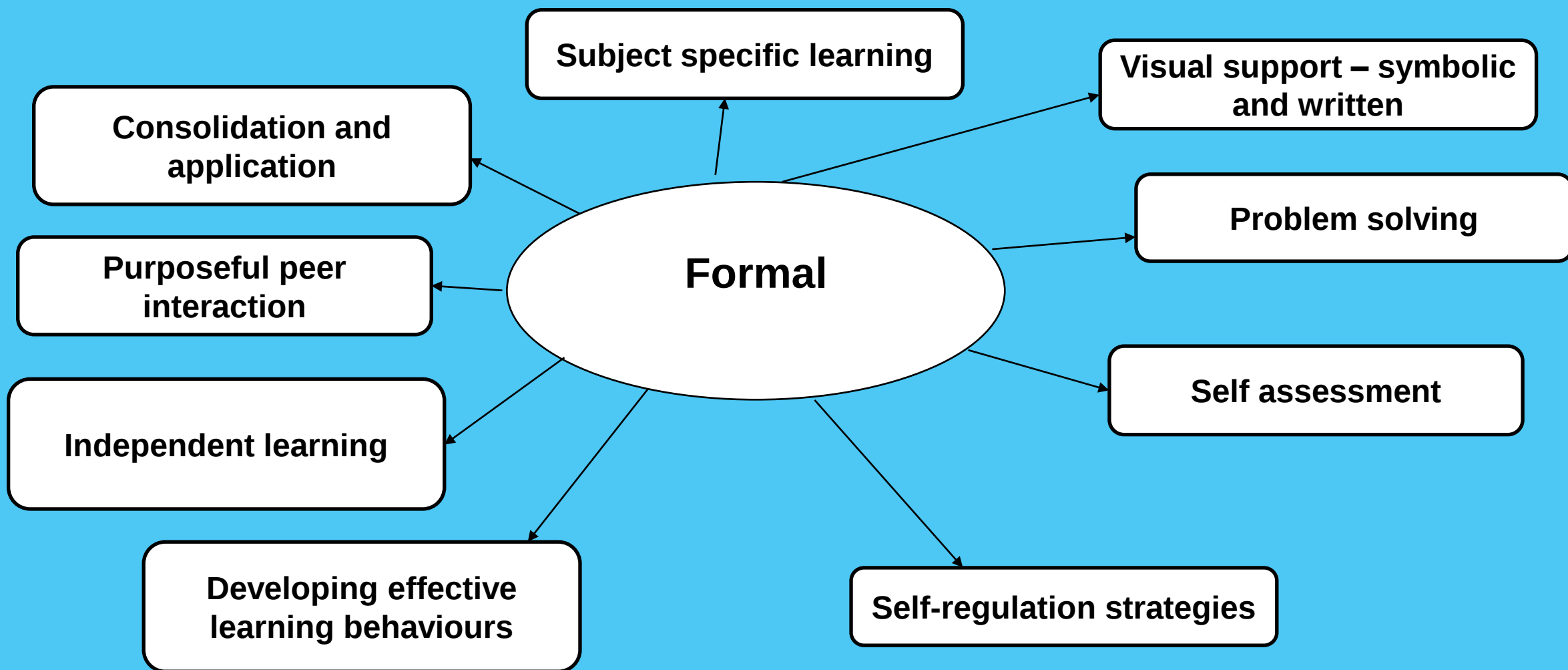
*Children work towards the Pre-Key Stage Standards with emphasis on promoting communication, oracy, early conceptual understanding and independence.*





# Approaches to Learning: Formal Pathway

Children will focus on key areas of the National Curriculum with the emphasis on promoting communication, oracy and problem-solving skills.





# Assessment



| Pre-Formal                            | Semi-Formal                           | Formal                                |
|---------------------------------------|---------------------------------------|---------------------------------------|
| EHCP Outcomes                         | EHCP Outcomes                         | EHCP Outcomes                         |
| Speech and Language<br>(Words First)  | Speech and Language<br>(Words First)  | Speech and Language<br>(Words First)  |
| Occupational Therapy<br>(Words First) | Occupational Therapy<br>(Words First) | Occupational Therapy<br>(Words First) |
| Engagement Model                      | Pre-Key Stage Standards               | National Curriculum                   |
| Early Years Developmental<br>Journal  |                                       |                                       |



# A High Quality Bespoke Provision





# A High Quality Bespoke Provision





# Pupil Voice



| Question                                                            | Yes                                                                                                                    | Don't Know | No | Comments                                      |
|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|------------|----|-----------------------------------------------|
| I am happy and safe in the ARP.                                     | 100%                                                                                                                   |            |    |                                               |
| Being in the ARP helps me to learn.                                 | 75%                                                                                                                    | 25%        |    |                                               |
| I like learning in the ARP.                                         | 100%                                                                                                                   |            |    | I like playing with the babies and the water. |
| My teachers help me in the ARP.                                     | 100%                                                                                                                   |            |    |                                               |
| My teachers tell me how well I am doing and what I need to improve. | 100%                                                                                                                   |            |    | Miss Bowers helps me.                         |
| I know who my safe adults are in the ARP.                           | 100%                                                                                                                   |            |    |                                               |
| What do you like best about the ARP?                                | I like colouring and painting.<br>I like Lego in the garden.<br>I like Special Time in Spring Room.<br>I like drawing. |            |    |                                               |



# Pupil Voice: I know who my safe adults are.



Miss Allen  
IAA

Miss Allen  
& Miss Tuitt  
NT

Lots of  
teachers in  
the ARP  
ES

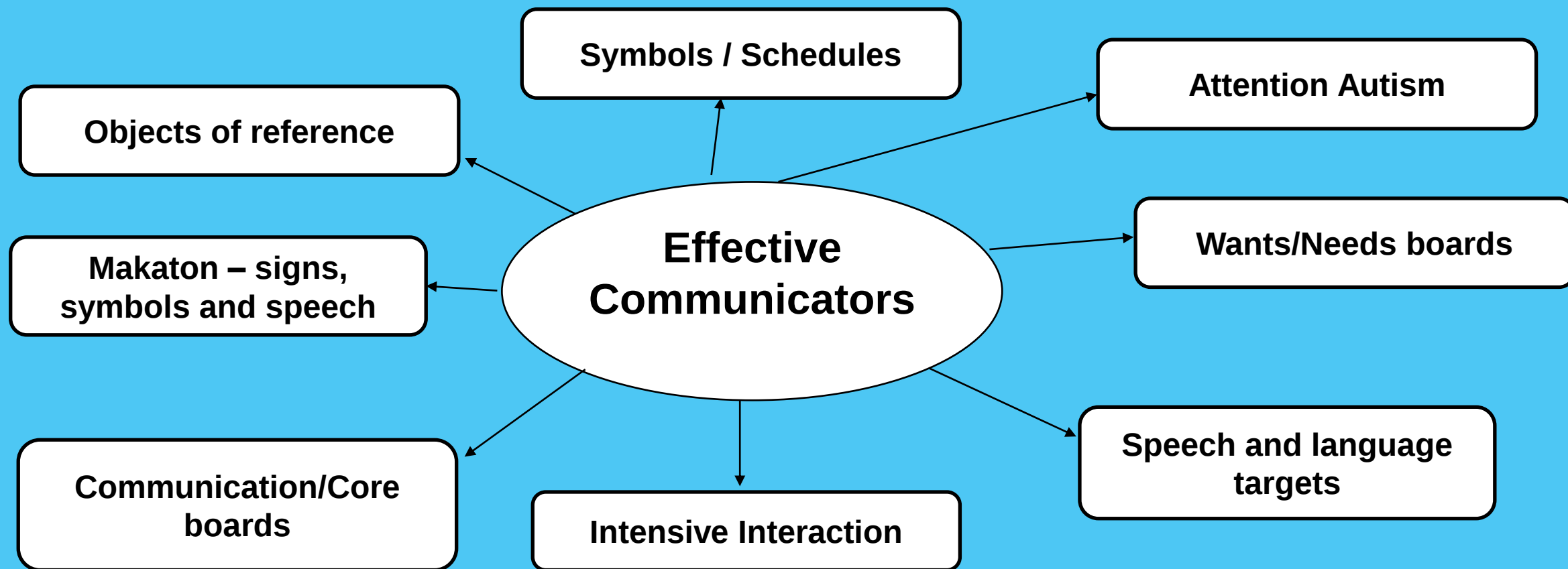
Miss Tuitt  
AU

Mrs  
Farquhar  
HS

Mrs  
Cracknell  
RW

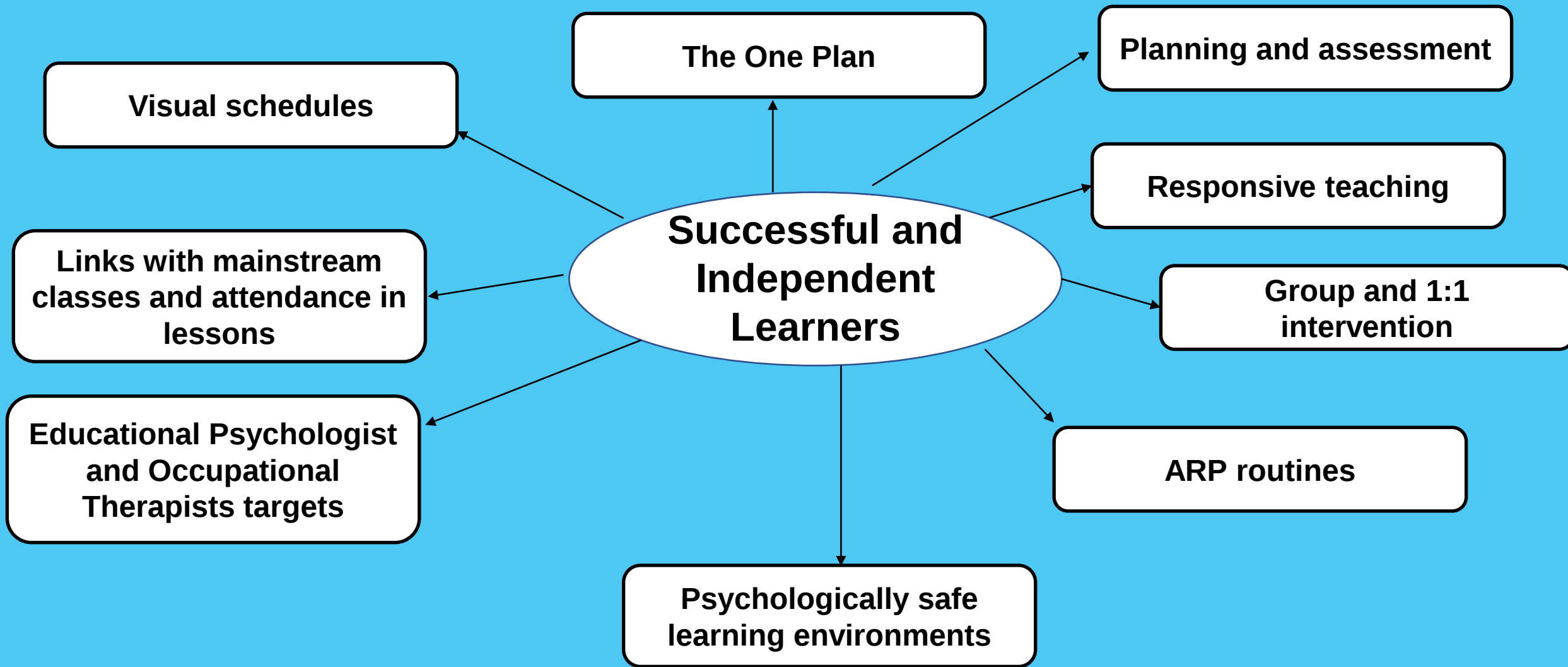


*Communication and Interaction: All children develop their communication skills, as a result of:*





*Cognition and Learning: All children make excellent academic progress, as a result of:*





# Whole School Community: The ARP is an integral part of our Becontree Family.



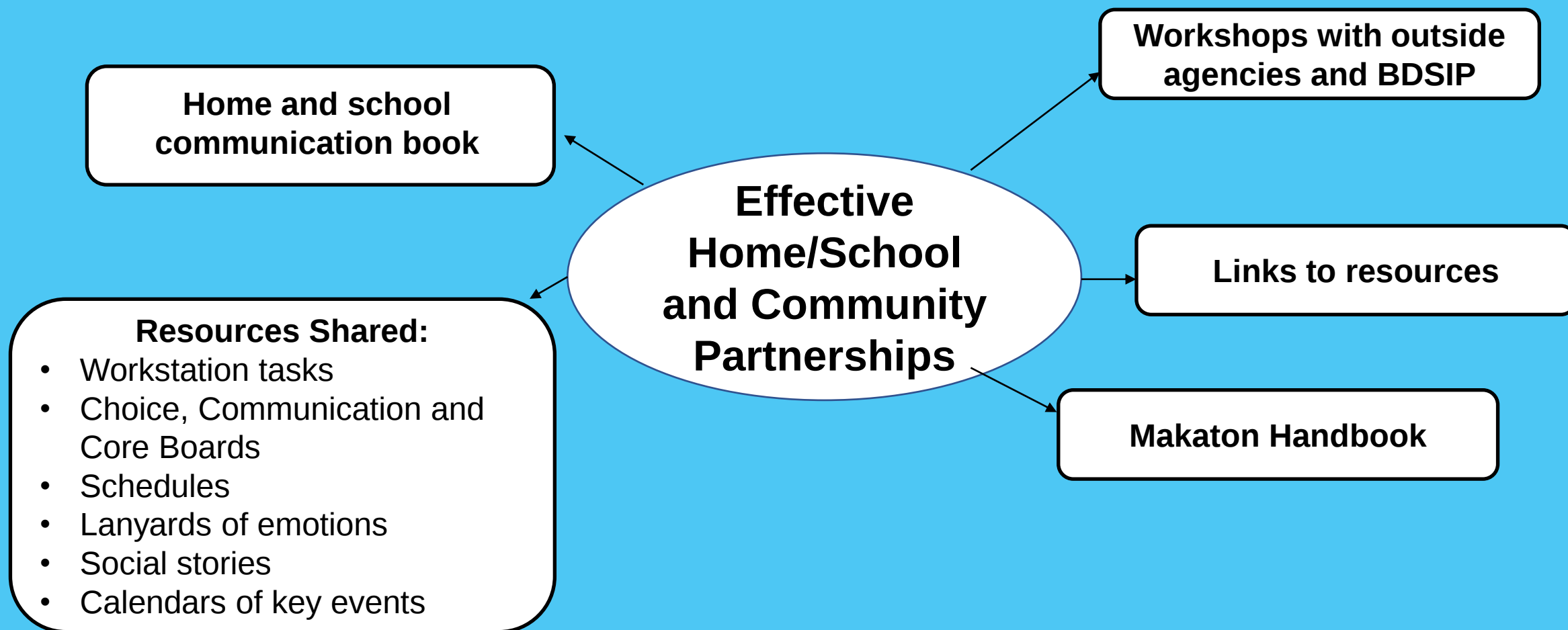


*Social, Emotional and Independence: All children experience progress in their personal and social development as a result of:*





*Working Together: Parents/Carers are well informed and are able to support children's learning and development at home, as a result of:*





# Parent Voice



| Question                                                                                       | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
|------------------------------------------------------------------------------------------------|----------------|-------|----------|----------|-------------------|
| I am pleased with my child's progress.                                                         | 30%            | 70%   |          |          |                   |
| I am involved in termly discussions concerning the needs of my child with their class teacher. | 80%            | 20%   |          |          |                   |
| Issues raised about my child's needs are quickly addressed.                                    | 60%            | 40%   |          |          |                   |
| I am able to approach staff about any concerns that I have regarding my child.                 | 80%            | 20%   |          |          |                   |
| I can see the progress my child is making at their own level.                                  | 30%            | 70%   |          |          |                   |
| My child feels safe and happy at school                                                        | 50%            | 50%   |          |          |                   |



# Parent Voice: How does the ARP help your child?



They have helped my son grow in confidence to use the toilet.

Helps in lots of ways.

Help her to develop her social skills and her emotional regulation.

The ARP meets my child's needs. They are trying their best to help him achieve more knowledge.

# Parent Voice: How does the ARP help your child?



They help him.

The ARP tries to help him learn life skills.

Constant supervision. Access to specialists, such as Speech and Language and Occupational Therapy .



# Parent Voice: How does the ARP help your child?



They are very helpful and meet my son's needs.

Help her to regulate her emotions and behavior, Special Time and safe adults.



# Parent Voice: How does the ARP help your child?



I feel the ARP is helping my son strengthen his confidence, his learning skills and improve his communication skills.



Parent Voice: How does your child find school?



He is happy to come to school every day.

She is happy all the time to come to school.

He enjoys school.

As far as I can tell, I think he loves coming to. He has no issues going into class.

He is happy to coming to school.



# Parent Voice: How does your child find school?



She finds it friendly.

She enjoys P.E.  
messy play.  
Cooking, dancing.

He is very happy at school.

He loves school.

He is very happy.



*Locally and Further Afield:  
The ARP also has an impact on the  
wider community*



**Secretary of State visit**

**Press releases**

**Effective  
Wider  
Community  
Partnerships**

**Visits from ARPs and  
schools – sharing  
effective practice**

**SENCo Network  
presentation**



# Impact of the ARP at Becontree: *Influencing Policy*

- Progress in learning and development for children who attend
- Personal and social development and understanding of differences for mainstream pupils
- Staff development leading to improvements to Quality first Teaching across the school
- Increased awareness of Autism within the whole school community



## As a result of:

