

### **Additional Resourced Provision offer**

Some children in the additionally resourced provision will access The Grove. This is a classroom where their main academic input will take place so they can receive a specialised and personalised timetable. Some children however will be able to receive this in a mainstream setting and thus will spend more or all of their time in the mainstream while still receiving ARP funding. Children in reception or KS1 will often be encouraged to start their time in the mainstream to access continuous provision and so that they benefit from the universally more play based education in these years.

ARP offer in The Grove (where 50% or more of the time is spent in the Grove classroom):

1. A classroom which is set up to allow for better sensory integration and learning more specialised for those with complex needs
2. **Access to a soft play room**
3. **Access to a sensory room**
4. **Access to the Grove Garden as a space for exploration and learning**
5. Sensory circuits intervention
6. Bucket time intervention
7. **Weekly intervention from our music therapist**
8. **Complex needs SALT**
9. **Complex needs OT**
10. **More Educational Psychologist time (around 40%) of total EP time**
11. A SEND teacher
12. A separate specialised curriculum
13. Integration into the mainstream with a 1:1 TA from the ARP team with the use of a integration plan
14. **A range of sensory, visual and regulatory resources**
15. **An IPM or SEND support plan which is more specialised each with an additional sensory checklist, BSP, risk assessment.**
16. **More oversight, observation and input from the Assistant Head of Inclusion in recognition of the complexity of need of children in the ARP**
17. **A team of TAs who receive specialised training for Autism, often using our external professionals**

ARP offer for children who spend 50% or more of their time in the mainstream:

1. **A daily slot in the soft play**
2. **Weekly or daily slots in the sensory room**
3. **Weekly interventions with our music therapist for music therapy or musical interaction**
4. **Access to the Grove garden for exploration and learning**
5. Interventions which may include: sensory circuits, bucket time, sensory phonics or social skills (depending on appropriateness, age and development of children)
6. **Complex needs SALT work with these children as well as children in the Grove (where as our mainstream SALT works across the rest of the school)**
7. **Complex needs OT work with these children as well as children in the Grove**

8. **More Educational Psychologist time (around 40%) of total EP time. This 40% is for ALL children with ARP funding regardless of if they access the mainstream or Grove classroom more.**
9. Advice and input from our SEND teacher to inform on regulation, engagement and curriculum
10. **A range of sensory, visual and regulatory resources**
11. **An IPM or SEND support plan which is more specialised each with an additional sensory checklist, BSP, risk assessment.**
12. **More oversight, observation and input from the Assistant Head of Inclusion in recognition of the complexity of need of children in the ARP**
13. **A team of TAs who receive specialised training for Autism, often using our external professionals**