



John F. Kennedy Primary School

Treehouse Information

Core Purpose

The purpose of the provision is to meet the needs of pupils with the triad of difficulties with communication, social understanding and the rigidity of thought resultant of Autism Spectrum Disorder (ASD) that require: -

- Specialist teacher support
- A specialist understanding of the nature and implications of ASD
- Speech and language therapy
- Small group or individual work
- Access to the national curriculum and appropriate qualifications
- Inclusion into mainstream with support
- A flexible approach that can adapt to the needs of the individual pupil

Roles and Responsibilities

This provision is for a maximum of 24 pupils across Key Stage 1 and Key Stage 2

- Staffing will be a minimum of 2 FTE designated teachers and 3 learning support assistants, with oversight from a senior leader as agreed within the model designed between school and TfC, which will be reviewed annually.
- Pupils will be admitted on the roll of the School.
- The day-to-day running of the provision is the responsibility of the Trust's ARP manager through the line management of the CEO.
- Pupils will access mainstream classes as appropriate to their needs.
- Pupils will be placed by the local authority from Reception to year 6.
- John F Kennedy Additionally Resourced Provisions will provide a socially and emotionally supportive environment which fully involves parents in their child's learning, including wider outcomes.
- Pupils will be appropriately supported according to their needs throughout the whole school day including breaks and lunchtimes.
- There will be at least termly internal progress reviews.

Entry Criteria

- The placing authority is Together for Children on behalf of Sunderland City Council. The young person will have a verified diagnosis of autism made by appropriately qualified specialists as detailed under NICE guidelines;
- Evaluated support plans and provision maps to demonstrate the strategies that have been used across SEND ranges 1 – 3;
- The child will have an Education, Health and Care Plan with autism as a primary need and will be working within Range 4b;
- The young person will have communication and interaction needs that significantly affect their access to aspects of the national curriculum.

- The young person has difficulty with the acquisition, retention and generalisation of skills as a result of their autism/communication needs. The child needs substantial adult and environmental support to manage the social, environmental and sensory demands of a busy mainstream setting;
- Pupils will have an uneven learning profile but can access a differentiated mainstream curriculum and function with the peer group available. The expectation is that the child will work towards achieving 50% of their timetable working within a mainstream classroom;
- The child requires some aspects of the curriculum to be taught in a small group within the resource class area and to have access to specialist Autism programmes such as social skills programmes;
- All possible school-based autism interventions will have been explored, under the direction of the Autism Outreach Team, and there is evidence to support this with clear outcomes linked to the SEN ranges document;
- Interventions recommended by external specialists in autism will have been used and despite these the pupil shows little or no progress or intensive support is required to ensure progress; and
- An Autism Specialist and/or Educational Psychologist will have been involved with the child and will have identified the need for this type of provision. This recommendation will have been discussed with the Early Help team at a review meeting or annual review meeting prior to a referral being made.

Admissions Process

- Together for Children on behalf of the local authority is the placing authority. All applications for a place must be made through the process set out in this document.
- The application will be considered by Together for Children at the resourced panel meeting following statutory assessment. The Panel will be chaired by the SEND Strategic Lead / Team Manager.
- The Panel will consider available places, whether the entry criteria for the provision are met, needs of other pupils attending the ARP and advise on the placement. It is expected that places will be balanced across the different year groups.
- Following agreement between Together for Children and John F Kennedy Primary , a transition package will be agreed between the team around the child to ensure successful transition into the ARP. This will be planned for up to six weeks, in partnership between ARP staff and the child's mainstream school, to ensure a successful transition for the young person and their family.
- Following placement there will be an 8-week review and subsequently there will be internal progress reviews at least each term.

Exit Criteria

- Generally, pupils will remain in the provision for the whole of the relevant Key Stage. However, following an annual review should evidence provided by professionals indicate that a child/young person is able to access the mainstream placement this will be included in the recommendations following the review.
- At the end of key stage 2 it is expected that most children will transition into their local mainstream secondary school; some may transfer to another Autism Additionally Resourced Provision at the end of the appropriate Key Stage. For a small minority of pupils, it may be appropriate to transfer to a more specialist provision.

Criteria for moving on from the provision into mainstream are:

- The pupil is making academic progress in line with or above expected levels and/or the pupil has made significant progress in their social interaction, social communication and
- behaviour indicated by successful integration into mainstream school for most of the school week, the pupil can access the mainstream curriculum with additional support as outlined at Ranges 4a Communication and Interaction /Autism Spectrum Condition
- The pupil displays secure attachments accompanied by positive emotional well-being and improved ability to manage relationships indicated by successful integration into mainstream school for most of the school week.
- The pupil requires a minimum level of support

Access to more specialist provision

Criteria for moving on from the provision into more specialist provision are:

- Despite accessing an appropriate environment, curriculum and staffing designed to maximise learning for children with autism, the child/young person is not making academic progress in line with expected levels indicating additional learning difficulties alongside Autism and is currently working within SEND Range 5 – Communication & Interaction;
- Pupil needs an environment where interpersonal challenges are minimised by the adult managed setting
- Despite accessing an appropriate environment, curriculum and staffing designed to maximise socialisation and communication for children with autism; the child continues to experience significant difficulties with interaction, communication and behaviour that would indicate more severe difficulties;
- The pupil continues to require a level of support that is in addition to that normally provided by the Autism Additionally Resourced Centre

Exit Process

- Through the on-going regular process of review (at least annually in line with the SEN COP), the school will identify when the pupil meets the exit criteria as defined above to transfer from the provision. A meeting will be held with the local authority, parents/carers and relevant professionals to discuss this.
- Once future placement is identified, normal transfer procedures will be followed. For pupils transferring from primary to secondary education a review meeting should be held no later than the Autumn term of Year 5 to ensure appropriate placement at Key Stage 3 can be made.
- The ARP will develop a transition plan with the new provision to ensure a smooth transition into the new setting for the young person.