



# St Saviour's School

## Additionally Resourced Centre

### (ARC) Policy



**The Haven**

**Updated June 2020**

## **Overview**

This policy is intended to support the leadership and management and practice with regard to The Haven (Additionally Resourced Centre for pupils with social and communication difficulties including autism). The Headteacher and Teacher in Charge are jointly responsible for ensuring that all staff read and understand the policy and that all members of the school are aware of their responsibilities under it.

## **Introduction**

## **Principles**

The principles of this policy are:

- to create a learning and social environment that meets the identified needs of each pupil;
- to ensure that the needs of pupils are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for pupils' needs;
- to enable all pupils to have appropriate access to a personalised curriculum that meets their needs now and in the future;
- to ensure that parents are partners with school in supporting their pupil's education; to enable our pupils and parents have a voice in this process.
- to ensure the safety and well-being of the pupils and staff.

In our school we aim to offer excellence and choice to all our pupils, whatever their level of need and have high expectations of all our pupils. We want all of our pupils to feel that they are a valued part of our school community. We ensure an appropriate curriculum is delivered which respects the fact that pupils:

- have different educational and social needs and aspirations;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching and learning approaches and experiences.

## **Pupils Entering the ARC**

Pupils access the ARC with wide-ranging needs, but collectively they have been identified by a range of outside agencies as having a significant level of social and communication difficulties which may include a diagnosis of autism.

All pupils have access to an appropriate curriculum incorporating teaching and learning styles and structures that will meet pupils' individual needs as identified through a range of assessments and observations.

Each pupil will usually enter the ARC with a Record of Need, which clearly identifies their learning needs and the ARC required to meet these.

From each pupil's Record of Need, an Individual Learning Plan (ILP) is written. These are monitored, reviewed, shared and updated half termly with all parties involved with the pupil, including the pupil, where appropriate.

## Responsibilities

The Headteacher is responsible for resourcing and maintaining the ARC against agreed criteria as agreed under the Service Level Agreement with the Department for Education.

In our school, the Headteacher

- has line management responsibility for the ARC
- has responsibility to ensure that all pupils supported by the ARC are included positively within the school and given equality of access to opportunities enjoyed by the other members of the school community
- supports the strategic development of the facility and the role of the Teacher in Charge of the ARC
- has direct input into the monitoring and evaluation processes associated with the ARC.
- supports the ARC with additional budgetary resources where possible to maintain a high quality environment for learning.

In our school, the SENCO works very closely in order to support the Teacher in Charge of the ARC and they liaise together with the Headteacher

In our school the Teacher in Charge of the ARC:

- manages the day-to-day operation of the policy;
- supports the school in maximising its approach towards inclusion;
- oversees the direction and action plan for improvement of the ARC;
- co-ordinates the ARC for and manages the response to pupils' educational needs;
- supports and advises colleagues;
- oversees the records of all pupils within the ARC including reports from external agencies and teachers;
- supports staff in their links with parents where this is required;
- acts as a link with external agencies;
- monitors and evaluates the educational needs ARC and programmes for pupils (including ILPs), and where appropriate reports this information to the Headteacher and the Department for Education;
- manages a range of resources, human and material, to enable appropriate provision for the pupils supported within the ARC;
- contributes to the professional development of all staff.
- updates the Record of Need through the annual review process and makes amendments accordingly to share with all stakeholders.

The Teacher in Charge and the Headteacher meet regularly to discuss outcomes of monitoring and evaluations of practices within the ARC. At these meetings actions for development are agreed and then carried out.

In our school the key workers will:

- be responsible for individual pupils within the ARC and will deliver individual programmes overseen by the Teacher in Charge of the ARC in line with the curriculum.
- plan individual programmes against learning objectives identified by a pupil's RoN
- give feedback to the team on the progress and behaviour of the individuals they are working with
- supervise and assess the pupils in planned activities within the curriculum areas in the manner best fitted to their individual needs.
- supervise pupils during lunchtime and be involved in play areas and on out of school visits with small groups of pupils.

- observe and monitor the development of specific pupils within the ARC, recording appropriately and applying this knowledge to future planning.
- contribute to reviews of Independent Learning Plans (ILPs) and the annual Record of Need report
- support and develop partnership with parents, liaising with them, with the support of the Teacher in Charge of the ARC; to ensure consistency in approach for the pupils.
- support pupils both physically and emotionally, to implement hygiene, toileting and social skills programmes, when necessary.
- transport and support pupils from the ARC on out of school visits and activities.
- maintain and make equipment, as necessary, and include in inventories, carry out tidying and cleaning tasks in order to ensure standards of health and safety and general care are preserved.
- to undertake responsibility for specific activities or structures in order to reduce anxiety levels in pupils.
- Access appropriate training and continue to develop their skills, knowledge and understanding

In our school, the class teacher will:

- ensure pupils who are supported by the ARC are included in their class to the fullest extent possible, playing a full part in learning activities, and given appropriate structures and learning programmes to meet their needs.
- in liaison with the Teacher in Charge of the ARC, become knowledgeable about the condition or needs of pupils in their class so that they can manage any challenges from pupils in an appropriate way and support them appropriately when the key worker is not present.
- maintain a structured, calm and organised classroom to reduce as far as possible any anxieties of individuals and to promote independence, this includes the daily use of a visual timetable
- contribute towards reports, ILPs or annuals reviews as requested.
- secure the well-being of pupils through managing issues of safety, including bullying, towards positive outcomes.
- provide long, medium and short term planning and timetables to key workers and communicate on a weekly basis regarding ways in which they can support their planning.
- support pupils to develop their social and life skills.

## **Assessment**

The class teacher, SENCo and the Teacher in Charge of the ARC are involved in the assessing and monitoring the pupils' progress in line with existing school policies and practices. This is an ongoing process.

The assessment of pupils reflects as far as possible their participation in the whole curriculum of the school. The Teacher in Charge of the ARC will assist the class teachers with information of how they can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators through the use of ILPs. The school is currently using BSquared, The AET Progression Framework and the Jersey Assessment Framework to monitor and track the assessments of pupils within the ARC.

The Teacher in Charge of the ARC and Headteacher review this policy at least every two years and consider any amendments in the light of monitoring and evaluation findings. The

Headteacher reports the outcomes of any review work through the Jersey School Review Framework to the school's Professional Partner, staff and parents.