



Edward Wilson Primary School Alternative Resource Provision (ARP)

Little Explorers

Entry criteria

Consultations for all admissions to Little Explorers ARP will come from Westminster Local Authority.

The referrals for admission are considered by the Headteacher, SENDco and the Lead Teacher to ensure that the following criteria are met:

- The child has usually a diagnosis of autism and has an Educational and Health and Care Plan (EHCP)
- Autism is the educational primary need of the child
- Child's performance in English and Maths should indicate a potential to access some mainstream activities
- Child requires a differentiated curriculum delivered with the use of appropriate aids
- There is evidence that, with moderate adaptations, the child will benefit from small group teaching for a part of the day with some opportunities to work with/ alongside the mainstream class pupils
- SCERTS assessment indicates that the child is at language partner or conversational partner stage
- The child has the potential to access the National Curriculum at an age appropriate level in some areas to allow for integration into the main school
- Parents/carers will accept that members of the school community will be aware of their child's diagnosis

- The child, given appropriate support, has the potential to conform with the behaviour expectations for all pupils who attend Edward Wilson Primary School
- During the EHC needs assessment, evidence must be provided that without a high level of on-going, flexible, specialist teaching support, they will find it difficult or not be able to participate in activities or learning in a mainstream school.

Placement will be agreed if;

- The school can meet the child's needs.
- The parents / carers are made aware of the approaches used at the school and are willing to support these by following them at home.
- It is an efficient use of available resources, i.e. 1:1 support is not needed indefinitely.

It is assumed that the ARP is not suitable for:

- children with profound, multiple learning disabilities (PMLD) and Severe Learning Disabilities (SLD)
- children on social partner level (according to SCERTS assessment) who require personalised and developmental curriculum and specialist teacher support throughout a day.

Those children will require more extensive, highly specialist facilities than would be provided in ARP.

Children admitted to ARP are included within the overall published admission numbers for the school.