



Solihull
METROPOLITAN
BOROUGH COUNCIL

ARPs, ARCs, AP and the SEND language used within Solihull provision

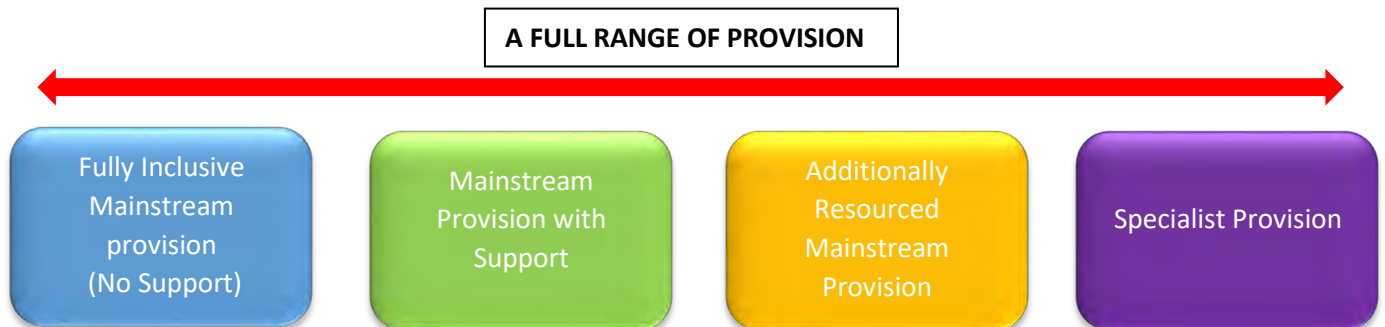


An overview of provision 2024-2025

How does Solihull provide for a pupil with Special Educational Needs?

A child or young person has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them. Solihull's strategy is an expectation that the vast majority of children and young people with SEN to be educated in their local mainstream school.

Pupils' additional needs are met within one of the following educational provisions:



All pupils with EHC Plans, including those in ARPs, will have a statutory annual review. At this review, progress and placement are fully considered and decisions to continue or discontinue placements in ARPs will be made via the annual review process.

Specialist Provision:

All pupils in special schools have education, health and care (EHC) plans. The number of places in a special school usually ranges from around 50 (often catering for a broad range of needs including pupils with profound and multiple learning difficulties (PMLD)) to over 250 (often for ambulant pupils with moderate learning difficulties); most schools have around 100 pupils. Special schools (especially for nonambulant pupils) often cater for all ages. Primary schools for pupils with Social, Emotional and Mental Health (SEMH) difficulties are unusual and usually cater for Key Stage (KS) 2 only. Special schools vary widely in the curriculum and programmes of study they offer, in some the curriculum is mainstream while in others it can be quite different. Life skills and developing personal independence plays a big part.

Although special schools cater for varying needs that can change over time, they can be divided broadly into those that cater predominantly for ambulant pupils and those that are specifically set up to accommodate pupils with PD and PMLD (as well as other needs) .

Ambulant special schools typically provide for one of the following:

- A range of predominantly ambulant needs (moderate learning difficulties (MLD), severe learning difficulties (SLD) and autism) with pupils taught together in groups of 8 to 12; there are often a few places for pupils with greater needs such as those associated with severe autism or social emotional and mental health difficulties who are taught in smaller groups with a higher staff to pupil ratio;
- Severe social emotional and mental health (SEMH) difficulties where pupils require greater personal space to avoid conflict and have the capability to follow a curriculum similar to mainstream; pupils are taught in groups of 6 to 8;
- Significant difficulties associated with autism (ASD) where pupils require greater personal space and high levels of adult supervision, pupils are taught in groups of 6 to 8.

Non-ambulant special schools typically provide for one of the following:

- A broad range of needs with 10% to 60% of pupils being non-ambulant (requiring specialist equipment and facilities); pupils with MLD, SLD/autism are taught in groups of 8 to 10 and pupils with PMLD or severe autism are taught in groups of 4 to 6;
- A broad range of needs with 60% to 90%+ of pupils being non-ambulant (requiring specialist equipment and facilities); all pupils are taught in groups of 4 to 6.

In special schools there is often more flexibility across the key stages than in mainstream schools; pupils may be placed according to their level of functioning, rather than age. Where a special school caters for a broad range of needs, pupils are likely to be grouped to suit their needs. For example, those with profound learning difficulties, who need intensive stimulation, are likely to be grouped separately from pupils with autism, who need low sensory stimulus. Pupils who present with boisterous or aggressive behaviours may at times be taught separately from those who are vulnerable.

Additionally Resourced Provision:

“Many young people with additional learning needs can make better, more sustained progress when they attend mainstream school. Additionally Resourced schools operate as part of Solihull’s continuum of provision, providing specialist places for a small number of children and young people with higher levels of SEN” (source the quote)

Overview:

An ARP is a provision, **within** a mainstream school, designed to provide specialist and targeted support for children with long term special educational needs (SEN). ARPs are additionally funded which means that a school ARP receives additional resources. They can offer:

- teaching staff with additional knowledge, skills and expertise in a particular area of SEN.
- specialist environments which support the learning needs of each pupil.
- systems to track small-step progress and wider outcomes.
- lessons in mainstream classes, but with additional specialist resources and teaching.
- to actively involve parents/carers in the review and delivery of the provision.
- to actively involve pupils in the review and delivery of the provision they receive and help them to develop strategies for achieving successful outcomes.

Each ARP specialises in a particular area of special educational need and is an integral part of the school. ARPs are small scale, typically providing for between 12 and 14 pupils in primary schools and up to 40 in secondary school. ARP pupils are supported in their own year groups. Pupils will spend time within the designated ARP classroom and their time in their mainstream class will be agreed so that their access is fully successful. This approach enables everyone to receive the specific support that they need, at the appropriate age-related level in the most appropriate setting.













Additionally Resourced Centre:

ARPs and Additionally Resourced Centre’s (ARC) provide additional specialist facilities on a mainstream school site for a small number of pupils, typically less than 30, who usually have EHC plans. ARPs and ARCs tend to provide for a specific need such as speech, language and communication needs (SLCN), hearing or visual impairment (HI/ VI) or autism. Less commonly they may provide for pupils with a physical disability (PD) or SEMH difficulty. SRP and Units vary widely, often reflecting the local approach to inclusion.

There is a difference between ARPs and ARCs. In ARPs pupils spend most of their time (usually well over 50% of their timetable) in mainstream classes. They only attend the ARP facilities for individual support, to learn a specific skill (for example braille for VI pupils), to receive medical or therapeutic support (for PD pupils) or to access specialist equipment. The facilities can be in a suite or dispersed throughout the school.

Pupils in a ARC spend the majority of their time there, only attending mainstream classes for a few lessons, such as PE, for assembly or for lunch. Pupils in both settings are on the roll of the mainstream school. In both ARPs and ARCs the facilities are additional to those normally provided in a mainstream school to support special needs, such as an SEN resource room.

OUR CURRENT SOLIHULL OFFER

SCHOOL	TYPE	SEN PROVISION	EHCP REQUIRED?	COMMISSIONED PLACES
 Dickens Heath Community Primary School "The Willows" 	ARP	Autism	YES	14
	ARP	Autism	YES	14
 ALDERBROOK	ARP	Autism	YES	30
 LS	ARP	Dyslexia	YES	27
 LS	ARP	Physical Disabilities	YES	25
 "Cedars" Langley Primary	AP	Attachment and Mental Health Needs	NO	8
 Tudor Grange The Elms	AP	SEMH / Emotionally Based School Non-Attendance	NO	8
 VALLEY	ARP	Speech, Language and Communication Disorders	NO	4
 Solihull METROPOLITAN BOROUGH COUNCIL  BISHOP WILSON	ARP	Speech, Language and Communication Disorders	NO	8
Mill Lodge - "The Rainbows" 	ARC	Autism	YES	9

How is a young person allocated a place at an ARP?

Pupils allocated an ARP place will usually have an Education, Health and Care Plan (EHC Plan). The Local Authority's EHC Panel is the only agency that can allocate an ARP place. The Panel will decide whether a place in an ARP is the most appropriate way of meeting a young person's needs and, if so, which ARP is the most suitable.

There are clear criteria for naming an ARP on a pupil's EHC Plan. It will be clear that the pupil does not meet the criteria for a place at a special school and/or parental preference is for placement in a mainstream setting.

Sometimes the criteria will refer to a 'Band' level of SEN. This is a reference to the Local Authority's SEN banding document. Most pupils with an EHCP will continue to be educated in mainstream settings with additional funding, as deemed appropriate, from the banding methodology.

Within any identified category of need, different pupils will experience difficulties at different levels of severity. For example, in the category of Cognition and Learning, an individual's needs may range from a minor difficulty with attention, concentration and independence to considerable difficulty with short and long-term memory, self-care skills and independence.

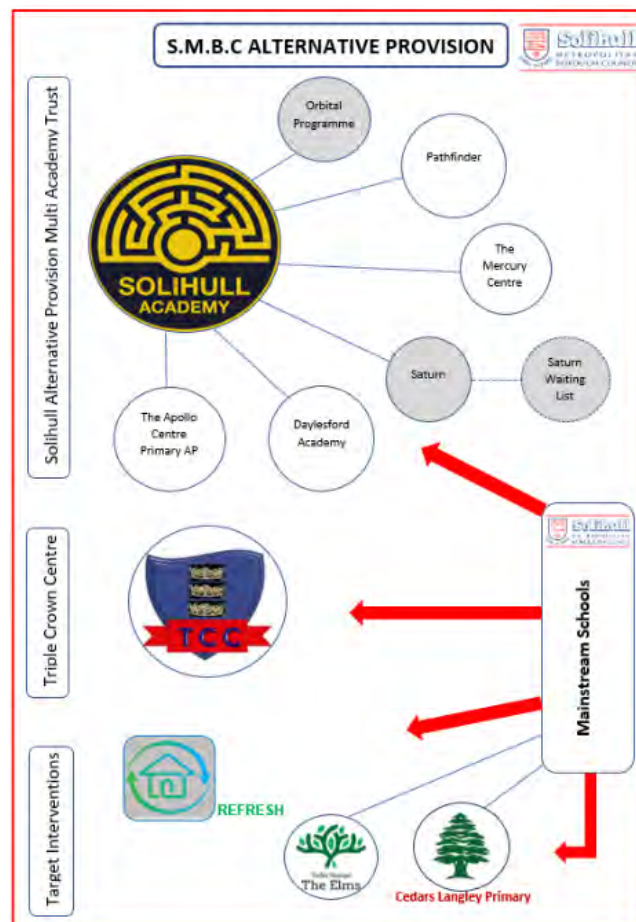
The banding system helps to identify the level of support and intervention an individual might require. The bands represent a "graduated approach" to support and intervention according to the level of individual needs.

Alternative Provision:

AP accommodates pupils who cannot attend mainstream school for a variety of reasons including exclusion, or mental or physical health difficulties. AP provides an alternative education, often on a temporary basis until a pupil can return to mainstream education or move to a special school. For some pupils it may be longer-term.

Pupils sometimes also attend AP part time, spending the rest of their time at a nearby school, further education (FE) college or other provider to use specialist facilities such as for vocational courses. Although the range of needs catered for in AP varies widely, they often fall into one of the following types:

- Pupils with mental and physical health difficulties including anorexia, obesity or school-phobia.
- Pupils with behavioral, emotional or social difficulties or who may have been excluded from their mainstream school (severe difficulties of this type may be accommodated in a special school).



SMBC ALTERNATIVE PROVISION PATHWAYS



Institution Name	Provision Name	Provision Type	Age	Length of Stay	Max on Roll	Student Profile
Solihull Academy	Solihull Academy Main School	AP SCHOOL	13-16	Long / Mixed	109	Referral through AP single panel. For older students that are at risk of exclusion or unable to access their current provision, short or long term. https://www.sa.solihull.sch.uk/
	Pathfinder	AP on Main Site	11-13	Short / Long	16	Referral through AP single panel. For Y7 & Y8 students that are at risk of exclusion or unable to access their current provision, short or long term.
	The Mercury Centre	EHCP with SEMH/ ASC	14-16	Long	15	Referred through EHCP consult, this is for students who struggle to engage with the demands of mainstream education.
	The Saturn Centre	AP PRU	11-16	Short	20	Referral by LA. For students who have been permanently excluded / 6 th day provision.
	Saturn Waiting List	AP PRU	11-16	Short	12	To accommodate students who are awaiting a place within Saturn Centre and have the same student profile – managed by Solihull Academy. A hybrid provision with 3 days a week face to face along with additional services to engage with family and ensure student is connected and feels wanted.
	The Orbital Project	AP Hybrid Rapid Intervention	Year 7 to 11	Short	20	Referral by LA. To meet needs of students who “arrive” in Solihull during Year 7 to 11 and require immediate solution whilst awaiting either a school place or to undertake exams and Post 16 transition.
	The Apollo Centre	Primary AP	5 - 11	Short / Mixed	20	Building Opening November 2024 for LA for students who have been permanently excluded / 6 th day provision needs / at risk of exclusion or are presenting undiagnosed SEND needs and require additional support services to identify how best to work with the student. A short stay group and those that may require a longer stay due to their complex nature. Service offers “outreach” and on-site.
Daylesford Academy	Daylesford	AP	11-16	Long / Mixed	35	Referral by home school. Vulnerable pupils who cannot manage in a mainstream setting. Those who have special educational needs including Emotional regulation / mental health difficulties, ADHD / ASD / Dyslexia (diagnosed and undiagnosed), Drugs and alcohol issues, Experience of DV, Low school engagement and attendance. https://www.daylesfordacademy.org.uk/

REFRESH SISS NURTURE PROVISION	Refresh	SEMH Early Intervention	5-11	Short	18	Refresh operates a cohort model where referrals are made by mainstream schools to the AP single panel. This is a short-stay intervention provision (2 terms) for pupils who need support, beyond that usually available at SEN support, to manage the social, emotional and environmental demands of a mainstream setting. Pupils attend four days per week and attend their home school with outreach support one day per week. Dual rolled remaining on home school role. https://www.solihull.gov.uk/Children-and-family-support/localoffer/REFRESH-SISS-SEMH-Nurture-Provision
Triple Crown Centre	Triple Crown Centre	PRU SITE	11-16	Short	40	Referral through AP single panel for students that require short term provision away from mainstream settings due to medical needs. Pathway 1 is the largest pathway which provides short term, in-school provision for students. Pathway 2 provides Remote Learning and Pathway 3 provides an Outreach / Hybrid model for those students with no or limited access to school sites. Dual rolled remaining on home school role. https://www.triple-crown.solihull.sch.uk/
Tudor Grange Academy Solihull	The Elms	ARP for SEMH / EBSN	11-14	Short	8	Referral through AP single panel. For students whose attendance has dropped significantly and would benefit from smaller environment to support with reintegration back into their mainstream school. Dual rolled remaining on home school role. https://www.solihull.tgacademy.org.uk/the-elms/
Tudor Grange Primary Academy Langley	Cedars	ARP for SEMH & Attachment	5 - 11	12 weeks	8	Referral made through AP single panel for students with an SEMH need. Part of the "Graduated Approach," assessments may identify the need for an EHCP. Dual rolled remaining on home school role. Provision over 4.5 days a week with 0.5 x day at home school. https://www.yewtree.tgacademy.org.uk/our-school/arp/