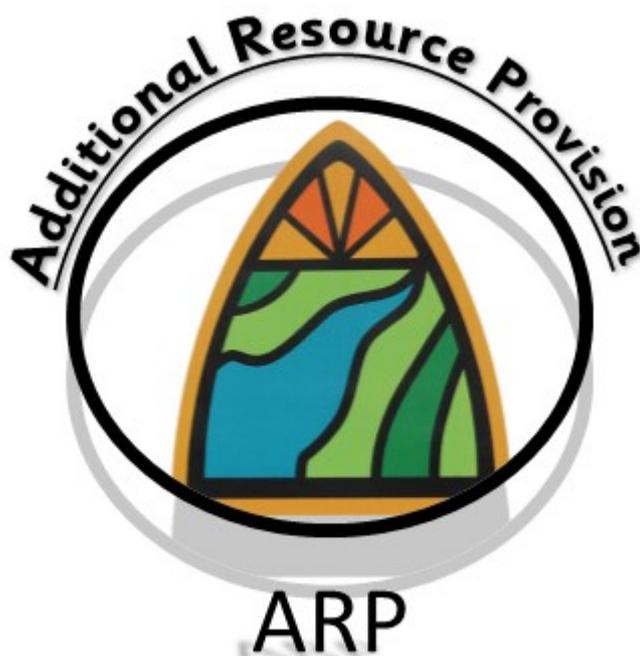


Cranbrook Primary School  
Additionally Resourced Provision (ARP)  
Prospectus 2023-2024



Cranbrook Primary School  
The Drive  
Ilford  
0208 518 2562

The background image shows the exterior of a brick school building. On the left, there is a portico with four white columns. To the right, there is a large multi-paned window and a smaller arched window. The sky is blue with scattered white clouds. A semi-transparent white box is overlaid on the lower half of the image, containing text.

## Our School Vision

Equity for All

## Mission Statement

To provide an ambitious, inclusive and broad curriculum that develops essential skills and knowledge for lifelong learning to achieve academic and personal success.

## School Values

Equality, Respect, Kindness and  
Resilience.

# School Times



## School Times

**Soft Start from 8.45am** with the doors closing promptly at **9.00am**

**Snack time is at 9.45am**

We ask parents to provide their child with a healthy and nutritious snack for them to have.

**Lunch time is from 12.00pm to 1.00pm**

You may provide your child with a packed lunch or order them a school lunch.

Where children are able to access the lunch hall with their mainstream peers we support them to eat in the lunch hall. For those children who may find the Lunch hall unsettling our staff will support them with their lunch within the ARP setting.

**School finishes for ARP children at 3.00pm**

## Additionally Resourced Provision (ARP)

The ARP is an Additionally Resourced Provision which opened its doors in September 2019 for identified Redbridge pupils with social communication difficulties and those diagnosed as being on the autism spectrum.

Pupils in the ARP benefit from a personalised approach in a specifically designed, low-stimulus environment within the mainstream school. Within the provision, pupils take part in additional activities designed to meet their own complex needs. Small groups are run to foster a range of skills with pupils from their own peer group and pupils are offered 'sensory diets' in order to reduce their anxiety levels and to support any sensory processing difficulties.

Programmes and timetables are student-centred and highly differentiated. The morning sessions follow a highly structured routine with communication as a core focus. Pupils follow a personalised curriculum covering core and foundation curriculum subjects differentiated accordingly.

The environment incorporates a dedicated large and small classroom, with individual work stations, toilet facilities, a sensory room, as well as a safe and secure outdoor area.

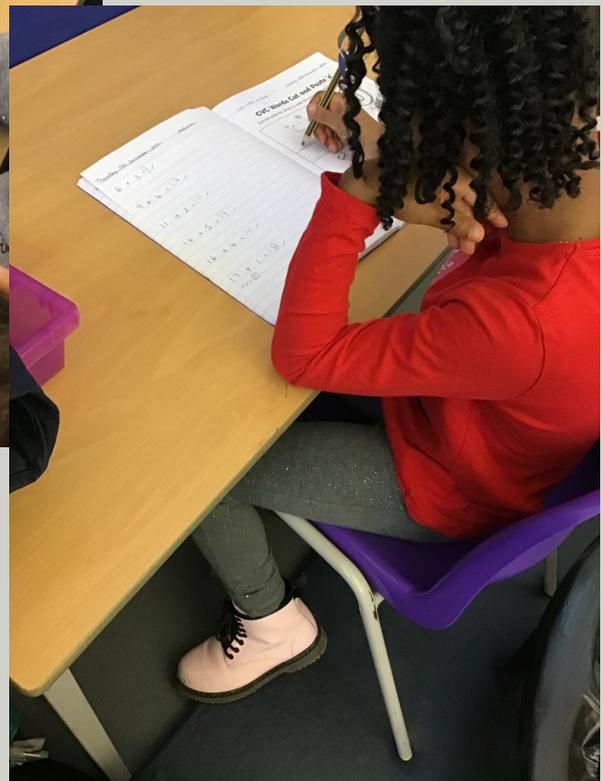
Children also have access to all mainstream internal and outdoor areas as is considered appropriate for their individual needs.



All children have equal rights to access a broad and balanced curriculum that develops their life skills and cultural capital, alongside skills for learning.

### Provision Aims

- To provide individual curricula with access to mainstream education
- To facilitate pupils' academic progress by addressing their individual needs
- To enable pupils' to experience all aspects of school life
- To cultivate an ethos where each person is treated with respect
- To build pupils' self-concept, confidence and self-esteem
- To encourage pupils' independence in all areas of life
- To improve pupils' social and communication skills
- To provide opportunities to develop successful social interaction
- To encourage personal behaviour management, thus developing a sense of responsibility
- To support with sensory and emotional regulation



## Structure of the day

Each morning the groups come together for a 'good morning' session, followed by individualised learning in Phonics, English and Maths. The lessons are all pitched at individual skill level. The ARP timetable is regularly updated as the children's skills develop, but follows the mainstream structure. Pupils have access to a selection of structured, individual and group sessions in the provision. Pupils also spend time doing activities aimed at improving organisational skills, developing their concentration, reinforcing and generalising learning. Life skills and independence are fostered through a high level of structure and routine with visual timetables and jigs. Staff use visual prompts consistently to facilitate the process and to ensure understanding.



# **Admissions criteria**

## **Admissions criteria**

Places in the ARP are allocated by the Local Authority SEN Panel.

All requests for placements must be made through the child's present school to the SEN panel.

Pupils must have an EHCP and a diagnosis of social communication difficulties or ASD, with evidence that they are experiencing significant barriers to their learning. Children accessing the ARP will require highly specialised individual arrangements order to access main-stream classes for up to 25% of their timetable when ready.

## **Exit Criteria**

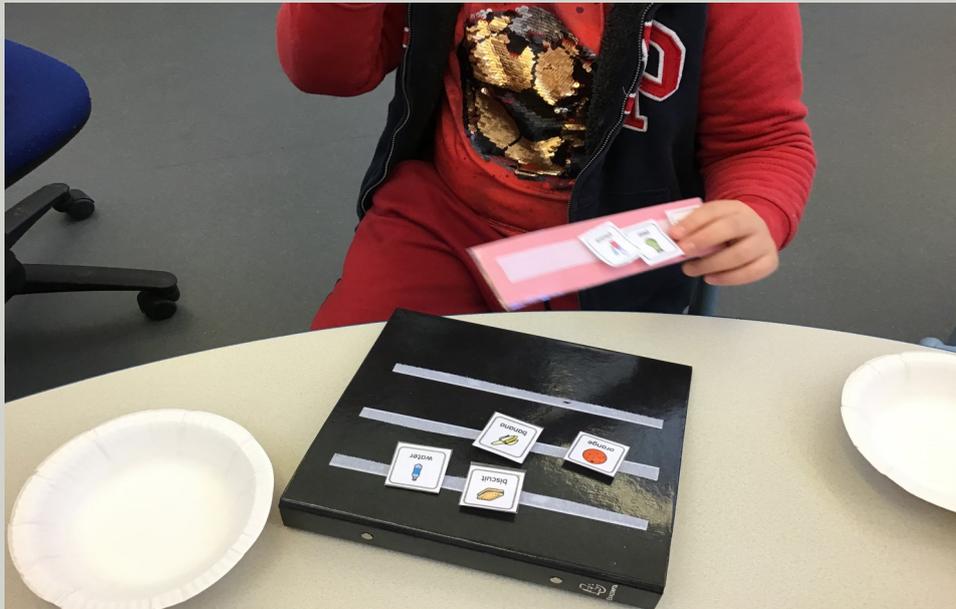
The majority of pupils will normally need to be supported by the ARP throughout KS1 and KS2. However, if the 'level of adaptive skills' for any of the pupils reached the point where-by they no longer required the additional support, then the Annual Review process could make this recommendation to the Local Authority (LA) on a case-by-case basis.

## **School complaints procedure**

*Please see our complaints policy.*

Our objective is to provide a secure, calm and welcoming environment for children and staff. We recognise that these aspirations can only be achieved by the wholehearted commitment and support of the whole school community. Occasionally, situations will occur which prevent the fulfilment of those aims and give cause for complaint. In order to bring any such occurrences to a speedy and satisfactory conclusion, the school has adopted this Complaints Procedure, based on the local authority's advice and as used in many other schools in Redbridge. It is important that complaints are raised at the earliest possible opportunity to enable the matter to be dealt with speedily and effectively. An early informal approach is often the best means of resolution of minor problems.

If you have a concern, please talk to the ARP teacher or the SENDCo as soon as possible. If necessary, a meeting with the Headteacher can also be requested.



### Home/School communication

Within the ARP, the importance of a close home/school relationship is the key to success. Parental/carer input and an understanding of a pupils' home life is an integral dimension to their learning.

### Sensory needs

Some pupils with ASD have sensory processing difficulties, which means they experience difficulties with processing sensory information. To support this, the ARP works in collaboration with **Occupational Therapists** to provide support in meeting children's sensory needs and ensuring children are ready to learn.





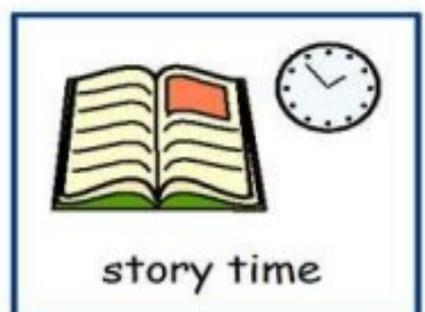
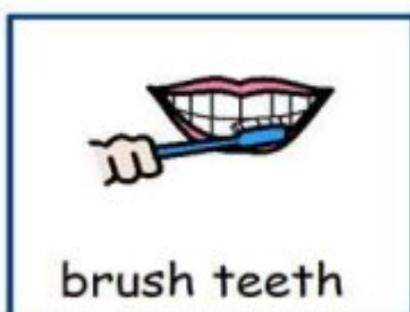
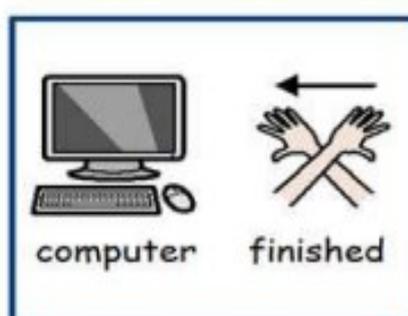
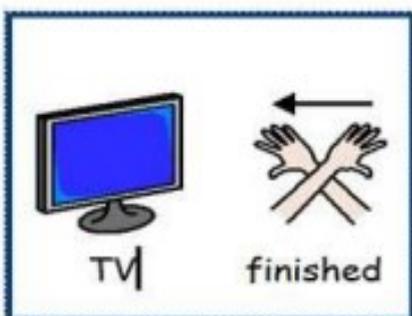
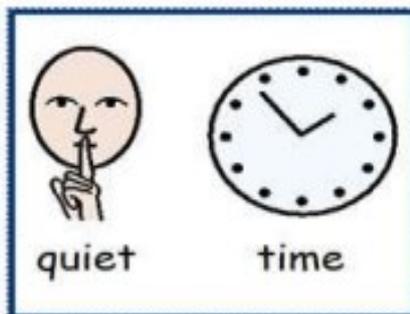
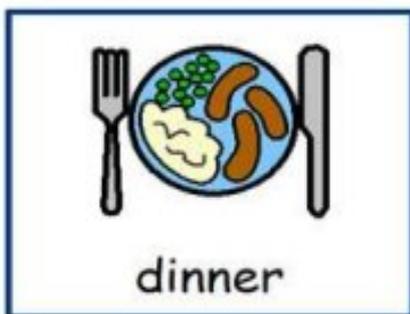
### **Behaviour Support Strategies**

Each child's behaviour is supported on an individualised and personalised basis using positive reinforcement.

- Motivators (favoured toys, activities) - visual reminders of positive behaviour, excellent work or achieved targets.
- Rewards (stickers, tokens, etc.) I am working for cards, first and next visuals.
- Reflection- short periods of time out of an activity (e.g. 10 min). I need a break cards.
- Relaxation, to help sensory regulation i.e. TACPAC.
- Specific Behaviour Modification Programmes- designed for particular students as/when needed, using specialised techniques, to help them develop social, emotional and behavioural skills in order to access the mainstream environment.
- Occasionally children present with challenging behaviours that may cause harm to other children staff, property or to the child themselves. Staff manage this situations using de-escalation strategies. Positive handling is used only as a last resort. If your child is held you will be notified by a phone from a member of SLT. Incidents will be recorded in a numbered and bound book. If repeat occasions occur staff will then draw up a behaviour management plan which staff and parents will use to ensure consistency of approaches and a reduction in behaviours. Staff within the ARP have had training in Managing Challenging Behaviours and Team Teach. Please see the Positive Handling policy.

# Transition

- Pupils are supported in all stages of transition.
- All children within the ARP have visual schedules. Transition books and visual calendars are made available at the end of the school year to help support children through the holidays so that they are prepared to return after the summer break.



# Staffing

There is presently 1 teacher, 1 HLTA, and 4 Learning support assistant within the ARP for 11 pupils. Additional adults are used to ensure inclusion in mainstream classes. However, support is allocated by the head teacher in relation to current cohort needs. We follow a philosophy where we think it is essential that children have some time to independently integrate with peers and learn independently, and we work closely on developing these skills.

As numbers increase, based on needs, the number of adults will increase.



**Abdul Inclusion Leader**



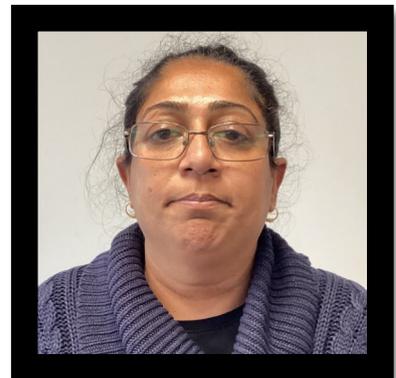
**Fathima Class Teacher**



**Runa HLTA**



**Maria LSA**



**Champa LSA**



**Hammad LSA**



**Samara LSA**

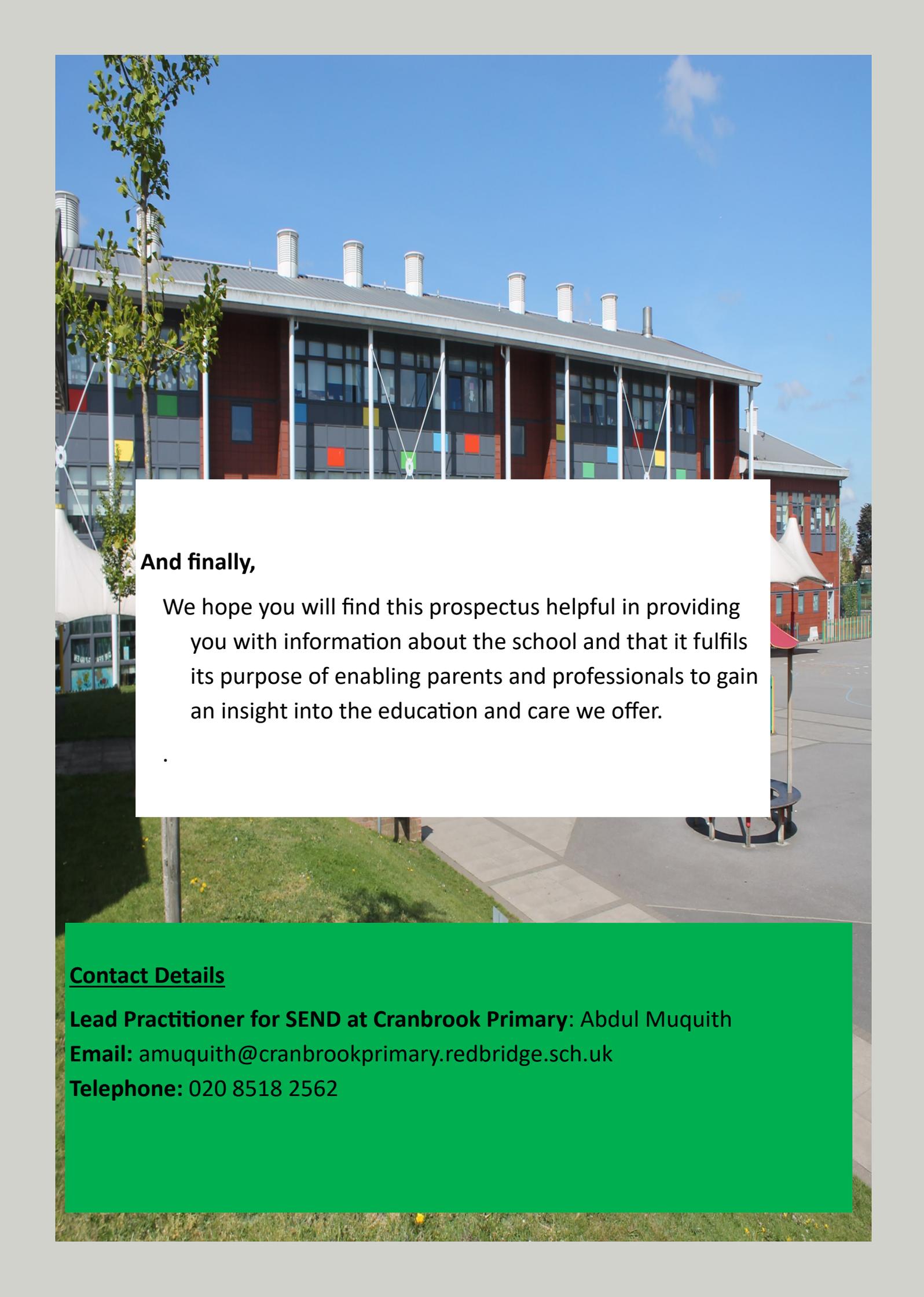
## Visiting the Provision

We hope you will find this prospectus helpful in providing you with information about the school and that it fulfils its purpose of enabling parents and professionals to gain an insight into the education and care we offer.

We know that this information probably cannot answer all your questions and you are therefore most welcome to contact the school for further information. If you feel a visit to the school would be helpful, please arrange an appointment by contacting the Yaseen Siddiqui, PA to the head teacher at [ysiddiqui@cranbrookprimary.redbridge.sch.uk](mailto:ysiddiqui@cranbrookprimary.redbridge.sch.uk).

This will help us to ensure that the relevant staff and information are available for your visit.



A photograph of Cranbrook Primary school building with a playground in the foreground. The building is a two-story structure with a grey roof and large windows. The facade is decorated with colorful panels in shades of red, blue, green, and yellow. Several white ventilation pipes are visible on the roof. In the foreground, there is a paved playground area with a circular structure and a young tree on the left. The sky is clear and blue.

**And finally,**

We hope you will find this prospectus helpful in providing you with information about the school and that it fulfils its purpose of enabling parents and professionals to gain an insight into the education and care we offer.

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### **Contact Details**

**Lead Practitioner for SEND at Cranbrook Primary: Abdul Muquith**

**Email: [amuquith@cranbrookprimary.redbridge.sch.uk](mailto:amuquith@cranbrookprimary.redbridge.sch.uk)**

**Telephone: 020 8518 2562**