

## School Family relationships

At John Perry school we provide:

- An open-door policy (not currently possible due to global pandemic);
- Offer longer parent - teacher consultation meetings (online due to global pandemic);
- Home - school books;
- ARP newsletter;
- Training programme for diverse professionals (online due to global pandemic);
- Coffee morning and afternoon tea meetings for parents (not possible due to global pandemic);
- Bespoke service to meet needs of individuals families (online DLA meetings);
- Accompanying parents on doctors' appointments (not possible due to global pandemic);
- Home visits (not possible due to global pandemic);
- Professional advice (online meetings);
- Educational visits with parents accompanying their children (not possible due to global pandemic);
- Celebrations with parental involvement (not possible due to global pandemic);
- Support parents understanding of correspondence (online meetings).

School Contact Details:

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### Inclusion Team



**Mrs Rose**

**Assistant Head for Inclusion**



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**ARP Manager**

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**Mrs Dwivedi**  
**SENCo**



## Additional Resource Provision

Information for  
visitors  
January 2022

## What is an ARP

An ARP is a provision, within a mainstream school, designed to provide specialist and targeted support for children with long term special educational needs (SEND).

### John Perry Primary School ARP

John Perry Primary school ARP is a 12-place additional resource provision attached to the main stream school. All pupils placed in the ARP have an EHC plan and a diagnosis of autism ASD. Most of the children have co-occurring conditions including learning needs. We have two classes (SEA & SKY) and our learners follow one of three learning pathways – Pre-Formal, Semi-Formal or Formal.

Pre-Formal learners require a higher level of adult support, both for their learning and their personal care, and are likely to need a bespoke curriculum broken down in small steps. Our Pre-Formal learners follow a personalised timetable that includes specialised interventions such as attention bucket, intensive interaction Tacpac, clever fingers, Lego therapy, social skills groups, sensory circuits, messy play and circle time. We have established a very close work relationship with external agencies such as Speech and Language Therapy and Educational Psychologist.

## How is a young person allocated to an ARP?

Pupils allocated an ARP place would usually have an Education, Health and Care Plan (EHC Plan). The borough's local authority specialist panels are 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

### SCERTS

At John Perry Primary school we follow the SCERTS model which is an approach to autism education created by multidisciplinary team of experts. The letters in the name stand for Social Communication, Emotional Regulation and Transactional Support – the critical elements of the SCERTS programme. SCERTS is a model for engaging autistic children which, when properly applied, provides specific guidelines for helping a child become a competent and confident social communicator while preventing problem behaviours.

### Swimming lessons

John Perry Primary school is equipped with a swimming pool on site. All the children in the school are entitled to swimming lessons once a week. The sensory inputs from the supportive and tactile nature of the water help the ARP children to regulate their emotions more appropriately.

## TEACCH Autism Program

TEACCH uses a method called "Structured TEACCHing". At John Perry primary school ARP, we follow the TEACCH program that is based on unique learning needs of people with ASD which includes:

- Strengths in visual processing information;
- Difficulties with social communication, attention and executive function.

Structure TEACCHing uses organisation and supports in the classroom environment to help students learn best. This includes:

- Physical organisation;
- Individualised schedules;
- Work (activity) systems;
- Visual structure of materials in tasks and activities.

### Engagement Model

The Engagement Model is the assessment (replacing P scales 1 to 4) for pupils working below the standard of national curriculum assessment and not engaged in subject-specific study. The engagement model has 5 areas of engagement:

- Exploration;
- Realisation;
- Anticipation;
- Persistence;
- Initiation.