



The Windmill
at Mill Hill Primary School

Mill Hill Primary School - Age range 4 -11 years

Additionally, Resourced Mainstream Provision (ARP) for primary aged children with Autism

Core purpose

The purpose of the provision is to meet the needs of children with the triad of difficulties with communication, social understanding, and the rigidity of thought resultant of Autism that require:

- *Daily access to a teacher with specialist understanding of the nature and implications of Autism.*
- *Small group or individual work around a social skills curriculum to support children's social awareness and peer friendships*
- *Access to the national curriculum and appropriate qualifications*
- *Supported social time within the ARP to facilitate peer interaction and develop social skills*
- *Inclusion into mainstream with support as required*
- *A flexible approach that can adapt to the needs of the individual child*

Entry Criteria

The placing authority is Together for Children on behalf of Sunderland City Council. The young person will have a verified diagnosis of Autism made by appropriately qualified specialists as detailed under NICE guidelines. In addition, the following evidence needs to be provided:

- Evaluated support plans and provision maps to demonstrate the strategies that have been used across SEND ranges 1 – 4b.
- The child will have an Education, Health and Care Plan with Communication & Interaction resulting from Autism as the primary need.
- The child needs substantial adult and environmental support to manage the social, environmental, and sensory demands of a busy mainstream setting.
- The child has potential to benefit from access to a differentiated mainstream curriculum and function within the peer group available. The expectation is that the

provision will provide flexibility in the curriculum allowing the individual to access specialist and mainstream provision in line with their needs.

- The child requires some aspects of the curriculum to be taught in a small group within the resource base area and to have access to specialist Autism programmes, such as social skills programmes.
- The child may require access to specialist interventions such as PECS and Makaton to support learning and understanding of language
- All possible school-based autism interventions will have been explored, under the direction of the Autism Outreach Team, and there is evidence to support this with clear outcomes linked to the SEN ranges document.

Interventions recommended by external specialists in autism will have been used and despite these the child shows little, or no progress or intensive support is required to ensure progress; and

An Autism Specialist and/or Educational Psychologist will have been involved with the child and will have identified the need for this type of provision. This recommendation will have been discussed at an EHCP review meeting or evidenced through the outcome of an EHC Needs Assessment