



ARP PROVISION

2020-21

Review: February 2022

What is MLD?

MLD stands for Moderate Learning Difficulties.

Children with MLD comprise a large group of children with special educational needs in mainstream schools in recent years however this has been overtaken by children needing support with language and communication and those diagnosed ASD

The majority of children with MLD are operating significantly below ARE (age related expectations) in some cases by up to 3 years.

MLD can only be diagnosed by an Educational Psychologist.

Many children with MLD will also be experiencing low levels of self-esteem and motivation.

Key Characteristics

Children with MLD may experience:

Difficulty understanding basic concepts

Problems acquiring basic skills in reading, writing and maths with a resultant lack of confidence to use and develop the skills they do have

A lack of logic

Poor problem solving skills

An inability to generalise learning and apply it to new situations

Limited communication skills coupled with immature social and emotional understanding

Poor fine and gross motor skills

Poor auditory / visual memory

Speech and language delay

Emotional and behavioural difficulties

A lack of social skills



This is the first time for some children they have been the expert in the class

2005 – Present

In 2005 the system for inclusion changed and ARPs were introduced.

There are several ARPs in North Tyneside catering to different needs of the children who attend them, MLD, language or behaviour.



Board games are a great way to improve social skills, use of language whilst improving English, Maths or visual or auditory memory skills. While playing “simon” children are learning colours, remembering visual and auditory sequences, counting, turn taking and being supportive of each other’s successes

How Does it Work?

In order to be educated at an ARP a child must have an EHCP (Education, Health and Care Plan).

This plan is a result of needs being identified and assessed by all relevant professionals including an Educational Psychologist, Speech and Language, Language and Communication, health agencies such as CAMHS, occupational therapy and paediatricians.

This information is then discussed by a panel of experts and an EHCP will be initiated stating where a child’s needs would be best met. This information is then shared with the proposed setting who can respond either offering the child a start date or stating reasons why they may not be able to meet the child’s needs at that time.

Parents are an important part of this process and they are consulted at every stage about how they feel their child’s needs can be met.

Once parents and panel agree on a finalised EHCP that names the school visits can be arranged and discussions take place between parents and staff to give a more holistic view of the young person.



During team work the children get the chance to listen to each other, discuss each other’s ideas and have the confidence to take risks.

Today

Currently we have provision for 10 children.

There is a class teacher and 3 teaching assistants.

The ability of the children can range from ELG to band 2 (reception – year 2)

Children include with their chronological year groups for some lesson with support.

What happens in the ARP?

The classroom is set up to meet the needs of the children. There remains a focus on learning through play and practical experiences as well as more formal learning that you would expect in a mainstream classroom.

There is routine in the ARP and children complete a daily timetable with the staff to ensure that they know what is going to happen during the day.

Whole class teaching is limited to accommodate the short attention spans of the children.

Teaching is carried out 1:1 or 1:2 where children work with an adult on a task at their level and with practical and visual support where needed.

1:1 or small group teaching for delivery of specialised programmes provided to target speech, social skills, memory, language and developing literacy and maths skills

Free flow learning where children get the opportunity to use creative materials, sand and water, construction and practical activities to develop language, reasoning and communication.

Inclusion for some subjects with peer group for socialisation to develop friendships beyond the group.

Children who attend the ARP are included in all aspects of school life including residential trips, school performances and sporting events.

The difference between attending the ARP and receiving fulltime support in mainstream is as follows:

Specific tasks tailored to meeting the child's needs rather than trying to fit the child to task

Additional thinking time to process and act upon information

Small group and 1:1 teaching

Opportunities to learn through play

More focus on social and language skills

Calm atmosphere



Assessment and Outcomes

Progress for children with MLD is always significantly slower than their peers without additional needs. This progress is very hard to measure using national standards. National assessment ranges from 0-8 months in early years to attainment band 6 in year 6. At present children with MLD have their progress measured using PIVATS

What is PIVATS?

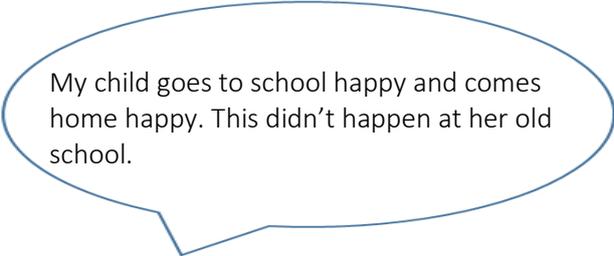
Currently the government advise staff to use the interim framework statements for children with SEN which break down some steps in the new Band system.

However, for children with MLD this is still too wide an assessment path to measure regular progress.

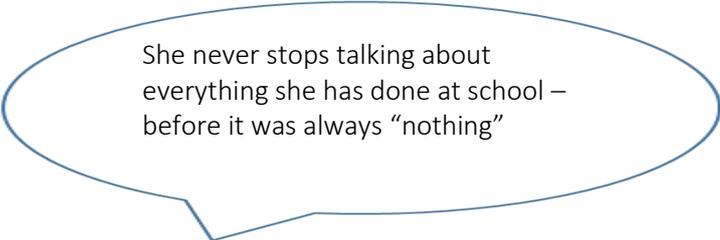
In conjunction with the national system we also use PIVATS which further break down levels into small measurable steps.

When target setting for children with MLD it is expected that they will make progress although their attainment will as expected remain significantly below ARE (Age Related Expectations).

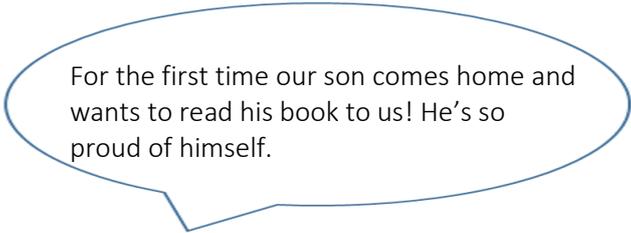
What do our parents say?



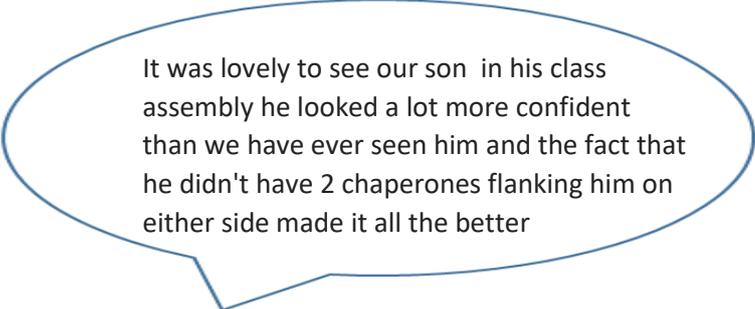
My child goes to school happy and comes home happy. This didn't happen at her old school.



She never stops talking about everything she has done at school – before it was always “nothing”



For the first time our son comes home and wants to read his book to us! He's so proud of himself.



It was lovely to see our son in his class assembly he looked a lot more confident than we have ever seen him and the fact that he didn't have 2 chaperones flanking him on either side made it all the better

What do our children say?



Children are always interacting and communicating with others – they listen to each other and support each other. Something that may not always have happened for them in the mainstream classroom.

I've got better at reading because when I was at my old school I didn't get much help but now I do

I love team work – its so exciting and I can do things I never thought I'd be able to do

I've got loads of friends in this class – I didn't have friends before.

We get to play games with our friends and it is a fun way to learn.

There are adults to help you and I can do the work as well – it's not too hard.



Children's self-esteem improves and they are proud to show off their accomplishments.