

**Language ARPs
For Speech, Language & Communication Needs**

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Bucks Speech & Language Therapy

www.oxfordhealth.nhs.uk/slt-bucks



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This leaflet explains all about Language ARPs
(Additionally Resourced Provisions) within
Buckinghamshire.

What is an ARP?

An ARP is an Additionally Resourced Provision. These are specialist placements within mainstream schools for children with significant speech and/or language impairments. Children who attend the ARP benefit from intensive and flexible Speech and Language Therapy (SLT) and Specialist Teaching on site, according to their communication needs. They are members of mainstream classes and are taught alongside their peers within the classroom by experienced teaching staff. At times, children may receive specialist, small group teaching as part of their ARP provision.

Who can access the Language ARPs?

Children who have:

- a diagnosis of significant speech and/or language impairment as a primary area of need on their EHCP
- a significant speech and/or language impairment with evidence of average or above average non-verbal ability
- no significant global learning difficulty
- a willingness to communicate and the ability to integrate into a mainstream class
- no severe behavioural or emotional disorder which would prevent him/her benefiting from a Language ARP place

Where are the Language ARPs?

Bucks SLT work with the following ARPs:

- King's Wood School, High Wycombe (Reception, KS 1 & KS 2)
 - Aston Clinton School, Aston Clinton (Reception, KS 1 & KS 2)
 - William Harding Combined School, Aylesbury (Reception, KS1 & KS2)
 - Elmtree School Chesham (Reception and KS1)
- , Other providers work with:
- Holtspur School, Holtspur (Reception, KS1 & KS2)
 - Holmer Green Secondary School, Holmer Green (KS3 & KS4)

What can an ARP provide?

- Intensive work on individual speech, language and communication targets within 1:1 (and within groups if appropriate)
- Close liaison between the SLT and the child's Learning Support Assistants (LSAs). This develops their skills in delivering the child's SLT programme throughout the week and supporting the child within the classroom
- Collaborative working with the SLT, the Specialist Teacher and Class Teachers on site to consider the child's communication needs within the school environment
- Support and advice to parents on a regular basis
- Increased awareness throughout the school of the impact of communication impairments on children's social and emotional wellbeing
- Opportunities for liaison with other professionals such as Occupational Therapists, Paediatricians and Educational Psychologists to consider the child's needs holistically
- A collaborative approach to target setting
- Training on specific intervention methods and approaches for teachers and TAs specific to the children's communication needs
- Resources to support each child's individual SLT programme

