

WELCOME TO EASTBROOK

Apollo ASC ARP & Connect SLCN ARP

A family handbook for our Additionally Resourced Provisions



Breaking down barriers. Building belonging.

Prepared by Lynsey Sturgeon, Assistant Headteacher for SEND

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A quick guide for families

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How to use this handbook

Keep this guide as a first point of reference. If you are unsure who to contact, email office@eastbrookschoool.org and the school will direct your message to the right person.

SECTION 1

Welcome to Eastbrook's ARPs

Different needs. Different journeys. One inclusive school.

Dear families,

I am delighted to welcome you and your child to Eastbrook School.

Eastbrook has two Additionally Resourced Provisions (ARPs): Apollo, our Autism ARP, and Connect, our Speech, Language and Communication Needs (SLCN) ARP.

An ARP provides specialist support for pupils whose Education, Health and Care Plan identifies that they require this type of provision within a mainstream school.

Although our two ARPs operate differently in response to the needs of their pupils, both are an integral part of Eastbrook.

Pupils with an ARP place are Eastbrook pupils: they belong to their year group, are taught and supported by staff across the school, and are encouraged to take part in the wider life of the school.

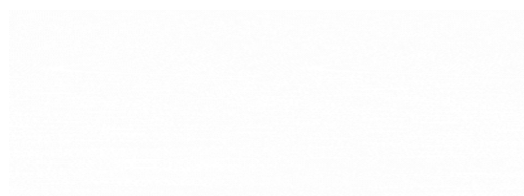
Our ARPs Without Walls approach

Specialist expertise flows across the school. We work as one connected system, with shared responsibility and no unnecessary handovers.

Subject teachers remain responsible for teaching, learning and academic progress;

Heads of Year and the pastoral team support pupils' wider school experience and wellbeing; and the SEN team oversees provision relating to Education, Health and Care Plans.

We value families as essential partners. This handbook explains how our ARPs work, what you and your child can expect, and who to contact if you have a question or concern.



Lynsey Sturgeon

Assistant Headteacher for SEND

SECTION 2

One school. Two ARP models.**Both specialist; deliberately different.****The key distinction**

Connect pupils access most of their education in mainstream classes. Apollo pupils access most of their education within the ARP, with carefully planned opportunities for mainstream inclusion.

	Connect: SLCN ARP	Apollo: Autism ARP
Year groups	Years 9-11	Currently Years 7-10
Registration	Mainstream form group	Within Apollo
Access to lessons	Approximately 70% mainstream	Predominantly ARP-based
Break	Mainstream arrangements and optional SEN clubs	Within Apollo
Lunch	Mainstream arrangements and optional SEN clubs	Supported canteen visit and designated outdoor space
Mainstream access	Forms the majority of the timetable	Individually planned where appropriate

SECTION 2A

Connect

Our Speech, Language and Communication Needs ARP



Connect supports pupils in Years 9 to 11. It is in a planned period of phased closure and will continue to support its existing pupils through to the end of Year 11; it will not admit pupils into younger year groups.

- Pupils register with their mainstream form group.
- Approximately 70% of the timetable is taught in mainstream lessons.
- The remaining timetable includes targeted small-group literacy, numeracy and social-skills teaching.
- Support is linked to individual SLCN needs, EHCP outcomes and Speech and Language Therapy advice.
- Pupils spend break and lunchtime within mainstream and may use SEN clubs and supported spaces.

Curriculum and qualifications

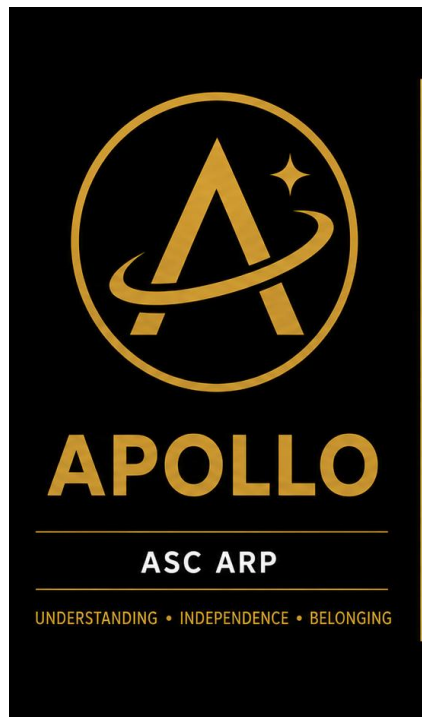
Connect pupils generally follow the mainstream curriculum. Some may access Eastbrook's alternative pathway or qualifications such as Functional Skills where this is appropriate to their needs, attainment and intended next steps.

Connect is currently led on an interim basis by Lynsey Sturgeon, Assistant Headteacher for SEND.

SECTION 2B

Apollo

Our Autism ARP



Apollo currently supports pupils across Years 7 to 10 and has 24 places, with planned growth as the provision develops.

- Pupils register within Apollo.
- Mainstream subject teachers deliver lessons within Apollo in small, supported groups.
- Most pupils follow an adapted mainstream curriculum.
- Semi-formal learners follow a bespoke curriculum focused on meaningful small steps, communication, independence, regulation and functional learning.
- Breaktime takes place within Apollo. At lunchtime, staff accompany pupils to the canteen and pupils have access to a designated outdoor space.

Mainstream access

Where a mainstream lesson may be appropriate, this is discussed with the pupil, family and relevant staff. A planned transition package is put in place and reviewed; mainstream access is individual rather than a one-size-fits-all expectation.

Apollo is led by Mr Ozcan Yilmaz, ASC ARP Lead.

SECTION 2C

The school day and targeted support

Practical differences at a glance

	Connect	Apollo
Arrival	Gates open 8:25-8:35am; form at 8:40am	8:55-09:15am
End of day	3:10pm	2:45-3:00pm
Transport	Families with an EHCP may apply to LBBD	Eligible pupils currently use a designated bus
Curriculum	Mainstream, with alternative pathways where appropriate	Adapted mainstream or bespoke semi-formal curriculum
Qualifications	GCSEs, Functional Skills or other pathways as appropriate	Entry Level qualifications and GCSEs where appropriate

Additional support

Across both ARPs, pupils may access support according to their EHCP, assessed need and available capacity. This may include:

- targeted literacy, numeracy or social communication work;
- Speech and Language Therapy;
- ELSA, Thrive or art therapy;
- Educational Psychology involvement where appropriate;
- other targeted or therapeutic programmes.

Support is individual

Not every intervention is suitable or available for every pupil. Some programmes use a referral process or waiting list. Emerging needs may be identified through staff observation, family information, assessment or pupil voice.

SECTION 3

Who should I contact?

Getting your question to the right person

Important

Being part of an ARP does not mean every question should be directed to the SEN team. Subject teachers remain responsible for learning, Heads of Year for pastoral matters, and the SEN team for EHCP provision.

Your question relates to...	First point of contact
A lesson, subject, classwork, homework or subject progress	Email office@eastbrookschoool.org , naming the subject or teacher
Overall academic progress across several subjects	Head of Year
Friendships, behaviour, wellbeing or another pastoral matter	Head of Year or Small School pastoral team
Day-to-day Apollo matter	Mr Ozcan Yilmaz - yilmazo@eastbrookschoool.org
Day-to-day Connect matter	Ms Lynsey Sturgeon - sturgeonl@eastbrookschoool.org
EHCP outcomes, provision, annual review or changing SEND needs	Ms Lynsey Sturgeon - sturgeonl@eastbrookschoool.org
Attendance or planned appointment	attendance@eastbrookschoool.org
Medical needs	Ms Luis - luis@eastbrookschoool.org
Transport eligibility, route or collection	LBBD SEN Transport
Safeguarding concern	Relevant Small School safeguarding lead or telephone school immediately

SECTION 3A

Pastoral and safeguarding contacts

Our Small School teams

School / year	Role and contact
Lower School - Year 7	Head of Year: Ms Jo Arnill arnillj@eastbrooks.school.org
Lower School - Year 8	Head of Year: Ms W. Pillai pillaiw@eastbrooks.school.org
Lower School	Pastoral Lead: Ms Gemma Camlibelli camlibellig@eastbrooks.school.org
Lower School	DDSL: Mrs Amy Fuller fullera@eastbrooks.school.org
Middle School - Year 9	Head of Year: Mr Jamie Cartney Chand cartneychandj@eastbrooks.school.org
Middle School	Pastoral Lead: Ms Peake peakel@eastbrooks.school.org
Middle School	DDSL: Mrs Ashley Jennings jenningsa@eastbrooks.school.org
Upper School - Year 10	Head of Year: Ms Harper harperg@eastbrooks.school.org
Upper School - Year 11	Head of Year: Ms Janie Malherbe malherbej@eastbrooks.school.org
Upper School	Pastoral Lead: Mr Alonzo Abebrese abebresea@eastbrooks.school.org
Upper School	DDSL: Mrs Wadud wadudg@eastbrooks.school.org

Pastoral oversight

Ms R. Basson, Behaviour and Standards Lead - Inclusion, oversees Heads of Year and pastoral teams:
bassonr@eastbrooks.school.org.

Routine concerns should still begin with the relevant Head of Year or Pastoral Lead.

SECTION 4

Working in partnership

Clear, respectful and planned communication

Everyday information

Apollo staff are available at the gate each day for a brief transfer of important information. The Assistant Headteacher for SEND is also regularly present. Detailed, confidential or complex matters require a booked appointment.

Response times and meetings

- The school aims to respond to email within 48 hours.
- All meetings must be arranged in advance so the right staff can attend and prepare.
- Families arriving without an appointment will be helped by reception to contact the appropriate team and arrange a suitable meeting.
- Urgent safeguarding concerns should be telephoned to the school, not sent as routine email correspondence.

Parents' evenings and annual reviews

Parents' evenings take place once each year and are published on the school calendar. They focus on subjects, learning and academic progress. EHCP provision and outcomes are considered through the annual-review process.

If a concern is not resolved

Stage	Route
1	Relevant teacher, Head of Year, Pastoral Lead or ARP Lead
2	Head of School: Lower - Ms Lotter (lotterm@eastbrookschoo.org); Middle - Ms Abbas (abbass@eastbrookschoo.org); Upper - Mr Ahmad (ahmadr@eastbrookschoo.org)
SEND / EHCP oversight	Ms Lynsey Sturgeon
Formal complaint / complaint about SLT	Headteacher through the complaints procedure on the school website

SECTION 5

Teaching, learning and progress

Ambitious, adapted and individual

Shared responsibility

An ARP place provides additional specialist support, but subject teachers remain responsible for planning, teaching, assessment and academic progress.

Connect

Connect pupils generally follow Eastbrook's mainstream curriculum. Some pupils may access the mainstream alternative pathway or alternative qualifications, including Functional Skills, where appropriate. Homework is supported through knowledge organisers.

Apollo

Most Apollo pupils follow an adapted mainstream curriculum, taught in smaller groups. Adaptations may include a different pace, carefully selected content, visuals, modelling, repetition, reduced language or recording demands, and opportunities to consolidate learning. Semi-formal learners follow a bespoke, purposeful curriculum rather than simply a reduced mainstream curriculum.

Assessment and reporting

- Progress is assessed through the curriculum being followed and progress towards EHCP outcomes.
- Semi-formal learners are assessed through smaller personalised steps, including communication, engagement, independence, regulation and functional skills.
- Families receive one formal school report each academic year.
- School reports focus on learning and attainment; annual reviews focus on EHCP outcomes and provision.

Qualifications

Apollo pupils may work towards Entry Level qualifications and GCSEs where appropriate. Qualification routes are individual and may combine different types of qualification.

SECTION 6

Pastoral care, wellbeing and behaviour

Clear expectations with appropriate adjustments

Apollo and Connect pupils follow Eastbrook's mainstream behaviour policy. Reasonable and appropriate adjustments are made in response to individual needs, disabilities and EHCP provision.

Our approach

Adjustments do not remove school expectations. They help staff consider communication, sensory and regulation needs, unmet need, existing support, relational repair and a successful return to learning.

Key workers and pupil voice

- Every Apollo and Connect pupil has a named key worker.
- The key worker provides a consistent relationship, checks wellbeing, gathers pupil views and contributes to reviews.
- Pupil voice is gathered at least once each term.
- The key worker does not replace teachers, Heads of Year or the SEN team.

Sensory and regulation support

Eastbrook is developing sensory and regulation spaces across the school during this academic year. Access is based on need and managed by staff. The aim is to help pupils become ready to learn and, wherever possible, return to lessons.

Concerns and significant incidents

Bullying, friendship or emotional-wellbeing concerns should be reported to the pupil's Head of Year. Following a significant behaviour incident, families will usually be contacted by the Head of Year or a member of SLT.

SECTION 7

EHCPs and annual reviews

Reviewing outcomes, provision and changing needs

An Education, Health and Care Plan describes a pupil's identified needs, outcomes and required provision. Support may be delivered by ARP staff, subject teachers, pastoral staff, the wider SEN team or involved professionals; it is not delivered exclusively inside the ARP.

The annual-review process

- Reviews may be led by the Assistant Headteacher for SEND, the ARP Lead or another key member of the SEN team.
- Families normally receive an invitation and parent-contribution request at least two weeks before the meeting.
- Families should request particular professional or local-authority invitations as early as possible; attendance cannot be guaranteed.
- The key worker gathers pupil voice and staff contribute information about outcomes and provision.
- Professional reports are circulated when received and included in the review paperwork.
- The school submits its report and recommendations; the local authority makes the formal decision about maintaining, amending or ceasing the plan.

If provision is a concern

Contact Ms Lynsey Sturgeon at sturgeonl@eastbrookschoool.org. Identify the specific provision and provide relevant information or examples so the concern can be reviewed.

Requesting an early review

Email Ms Sturgeon explaining what has changed, why the current plan may no longer be sufficient and any supporting evidence. She will support coordination with the local authority where an earlier review is appropriate.

SECTION 8

Attendance and practical arrangements

What families need to know

Reporting absence

Notify Eastbrook before 8:30am on the first day of absence by calling 020 3780 3609 or emailing office@eastbrookschoool.org. Include the pupil's name, year group, ARP, reason, likely duration and a contact number.

Transport must be told separately

Reporting absence to school does not notify SEN Transport. Families must contact the transport provider separately to cancel journeys and confirm when transport will resume.

Appointments and illness

- Send planned medical or dental appointment details and evidence to attendance@eastbrookschoool.org.
- If a pupil becomes unwell, the medical team will triage and contact home where necessary. Pupils should not arrange collection independently.
- Medical questions: Ms Luis - luis@eastbrookschoool.org.

Uniform, equipment and meals

- Pupils follow the Eastbrook uniform policy unless a reasonable adjustment is agreed.
- SEND-related uniform adjustments are recorded on a lanyard or card. Discuss concerns with Ms Sturgeon.
- Daily equipment: pen, pencil and ruler.
- Add school-meal funds through ParentPay. Free-school-meal application forms are available from reception.

SECTION 9

Starting in Apollo or Connect

A personalised transition into Eastbrook

ARP places are allocated by the local authority's Education, Health and Care team. Once Eastbrook receives confirmation, the school contacts the family to plan an appropriate start date.

Before starting

- Families meet the Assistant Headteacher for SEND, tour the school and relevant ARP, and discuss needs, questions and practical arrangements.
- A meeting with the Head of Year can also be arranged.
- The school office confirms the forms and information required. A start may be delayed where essential paperwork has not been returned.
- Where possible during phase transfer, staff observe the pupil in their current setting and speak with professionals who know them.
- A key worker is allocated at the start of the placement or academic year.

Personalised transition

Visits may take place while the school is quiet or during the full school day, depending on need. A phased transition may be used in particular circumstances. Apollo pupils receive a social story and may receive additional personalised visual information.

Transport

LBBD travel assistance is applied for and arranged separately. The school cannot approve transport or confirm routes or collection times; families must keep Eastbrook informed of the agreed arrangements.

SECTION 9A

Arriving at Eastbrook

A visual familiarisation guide for pupils

These photographs show the route pupils and families may see when arriving at school.

1. The school building and car park



2. The walkway beside the school



SECTION 9B

Main reception

What pupils and families will see inside

3. The main reception desk



4. The waiting chairs and doors into school



5. The reception doors and corridor beyond



SECTION 9C

The school canteen

What the lunch area looks like

6. The school canteen and tables



7. The canteen queueing area



SECTION 10

Useful information

Links, contacts and parent resources

Information	Contact
Eastbrook website	www.eastbrookschoool.org
Main reception / attendance line	020 3780 3609
General and teaching queries	office@eastbrookschoool.org
Attendance evidence	attendance@eastbrookschoool.org
Medical team	luisc@eastbrookschoool.org
SEND and Connect	sturgeonl@eastbrookschoool.org
Apollo	yilmazo@eastbrookschoool.org
LBBD SEN Transport	transport.request@lbbd.gov.uk

Parent SEND Padlet



Scan the code or use the link below for Eastbrook SEND updates, information and family resources.

[Eastbrook Secondary SEND Parent Padlet](#)

[LBBD Special Educational Needs Travel Assistance](#)

[Eastbrook concerns and complaints](#)

[Eastbrook school policies](#)

SECTION 10A

Before your child starts

Family checklist

- Return all admission and consent forms requested by the school office.
- Provide current emergency contacts and relevant medical, safeguarding and professional information.
- Share any current professional reports not already held by the school.
- Attend or arrange the introductory meeting and tour.
- Discuss required uniform adjustments.
- Apply separately to LBBD for travel assistance and confirm arrangements with the provider.
- Activate ParentPay and arrange school-meal funding or apply for free school meals.
- Provide a pen, pencil and ruler.
- Review the transition information or Apollo social story with your child.
- Save the school's important contact details and Parent Padlet.

Not sure who to contact?

Email office@eastbrookschoool.org. The school will make sure your message reaches the appropriate person.



THE
DEN

MAINSTREAM PROVISION

DEVELOP • EDUCATE • NURTURE



APOLLO

ASC ARP

UNDERSTANDING • INDEPENDENCE • BELONGING



CONNECT

SLCN ARP

COMMUNICATION • CONFIDENCE • CONNECTION



APOLLO | ASC ARP • CONNECT | SLCN ARP

DATES FOR YOUR DIARY

2026–2027 • *Different needs. Different journeys. One inclusive school.*

Dear families, please keep these key school dates somewhere handy. Events are colour-coded so you can spot each type at a glance.

School closure / term dates	Celebration / special day	Trips & enrichment
Reports	Parents' evenings	Sport / activity

DATE	EVENT	DATE	EVENT
2 October	INSET Day • School closed to pupils	25 March	Last Day of Term • Pupils dismissed at 11:25am
11 December	Christmas Jumper Day • A festive school day	10 May	Reports Issued • Years 7, 8, 9 & 10
14–16 December	Rewards Trips	24–28 May	School Panathlon Week
18 December	Last Day of Term • Pupils dismissed at 11:25am	27 May	Year 10 Parents' Evening
1 February	Reports Issued • Years 7, 8, 9 & 10	5–7 July	Rewards Trips
4 February	Year 9 Options Fayre & Parents' Evening	12–16 July	Enrichment Week
4 March	Year 7 Parents' Evening	14 July	Reports Issued • Years 7, 8 & 9
18 March	Year 8 Parents' Evening	16 July	Last Day of Term • Pupils dismissed at 11:25am
22–24 March	Rewards Trips		

Please note: dates may be subject to change. We will communicate any updates with families.

APOLLO ASC ARP • CONNECT SLCN ARP • DIFFERENT NEEDS. DIFFERENT JOURNEYS. ONE INCLUSIVE SCHOOL.

APOLLO ARP → MAINSTREAM**Integration Pathway***Planned • Supported • Pupil-centred • Flexible***01 READINESS****Integration is considered**

The Apollo team identifies that the pupil may be ready to access an appropriate mainstream lesson.

**02 DISCUSS****Discussion with pupil and family**

Pupil voice and family views are gathered. Strengths, anxieties, aspirations and readiness are considered together.

**03 PLAN****Suitable lesson(s) identified**

Lessons are selected carefully, considering strengths, interests, curriculum access, class environment and support needs.

**04 PREPARE****Pupil Passport shared with class teacher**

The teacher is briefed before integration begins. Key strategies, reasonable adjustments, communication and regulation needs are understood.

**05 SUPPORTED START****Apollo staff attend with the pupil**

A familiar adult initially supports the pupil to access the lesson, routines, expectations, communication and regulation.

**06 GRADUAL WITHDRAWAL****Apollo support is carefully pulled back**

As confidence and independence grow, Apollo staff reduce their presence while mainstream staff increasingly provide day-to-day classroom support.

**07 REVIEW****Is integration successful?**

Review pupil voice, staff feedback, engagement, learning, regulation and wellbeing.

**✓ YES — SUCCESSFUL**

Continue mainstream access. Further lessons can be considered when appropriate, with Apollo support remaining available as needed.

↺ NOT YET

Step back to Apollo. Review the barriers, adjust support and try integration again when the pupil is ready.

KEY PRINCIPLE Returning to Apollo is not a failed placement. Integration is flexible and responsive; mainstream access can increase, reduce or pause according to individual need and readiness.

Different needs, different journeys, one inclusive school. • PROUD